





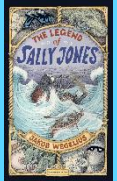
**Message from the teachers:**



*This Weekly Learning Plan shares the learning that will be taking place this week.*

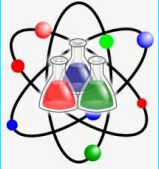
<b>Teachers:</b>	Mrs Freeman and Miss Dowling	<b>Year:</b>	4	<b>Date:</b>	06.05.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>		Bank Holiday Lesson	<b>LO:</b> Compare and contrast the celebration of Mass and other celebrations	<b>LO:</b> different types of celebration	<b>We pray for the year 3 children who are making their Holy Communion</b>
<p><b>Big Question :</b></p> <p><b>How do we celebrate in Mass?</b></p>			<p>When Mass is celebrated, all the things which make up a really good celebration are there</p> <ul style="list-style-type: none"> <li>- We come together as God's family.</li> <li>- We listen to the Word of God</li> </ul>	<p>Discuss with the children the different types of celebration they have taken part in.</p> <p>Look at some of the things associated with the act of celebrating (e.g. gathering with those you belong to, remembering and</p>	

	<p style="text-align: center;"><b>Unit: THE EUCHARIST IS A THANKSGIVING TO GOD</b></p>		<ul style="list-style-type: none"> <li>– We pray for other people</li> <li>– We bring our gifts of bread and wine.</li> <li>– We share in the meal which Jesus has given us</li> <li>– We are strengthened to follow Jesus by receiving him during this celebration.</li> <li>• Compare and contrast the celebration of Mass and other celebrations. Help the children to see important links but also important differences.</li> <li>• In what way is the celebration of Mass different? What makes it a very special celebration?</li> </ul>	<p>celebrating an important event, showing your respect and love for others, taking a gift, sharing in food and drink, we enjoy the celebration and get something out of it). Create a brochure about what makes a good celebration</p>	
		<p>Calculate with money</p>	<p>Solve problems with money</p>	<p>End of unit check</p>	<p>Years, months, weeks and days</p>

 <p><b>Maths</b> TIME</p>	<p><b>Bank Holiday</b></p>	<p>Workbook pages 41 - 43</p>	<p>Workbook pages 44 - 46</p>	<p>Textbook pages 64 - 65</p>	<p>Workbook pages 49 - 51</p>
 <p><b>English</b></p> 	<p><b>Bank Holiday</b></p>	<p><b>LO: To design a chocolate bar and wrapper.</b></p>	<p><b>LO: To create a persuasive advertising poster for their chocolate bar.</b></p>	<p><b>LO: To write a persuasive advert</b></p>	<p><b>LO: To perform their radio adverts.</b></p>
	<p><b>Bank Holiday</b></p>	<p>Recap the class trip to Cadbury World last week. Think about different chocolate bars and their wrappers. On the trip the children were asked to think about the flavours that they would put in a new chocolate bar. Look at wrapper designs. Which are eye-catching and</p>	<p>Look at examples of advertising posters. How are we persuaded to buy the product? What techniques are used to persuade?</p> <p><b>Task: Write their own poster advertising their chocolate bar. Ensure that they use persuasive devices.</b></p>	<p>Listen to/watch some examples of adverts on the radio or tv for products. How do they persuade you to buy the product? What techniques are used to persuade?</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zsvjky#zfvvy46f">https://www.bbc.co.uk/bitesize/articles/zsvjky#zfvvy46f</a></p> <p><b>Task: To write a radio advert for their chocolate bar.</b></p>	<p>Children to practice performing their radio advert out loud. Focus on the use of expression.</p> <p><b>Task: Children to take turns to perform their chocolate bar advert.</b></p>

		<p>why? Use descriptive vocabulary such as vibrant, neutral, dull etc to describe the colours used.</p> <p>Think of the name, flavours, ingredients and a catchy slogan.</p> <p>Focus on 2 or 3 colours only.</p> <p><b>Task: Create a wrapper for their own chocolate bar.</b></p>			
 <p><b>Reading</b></p>	LO:	LO:	LO:		
	<p>dialogue league rogue tongue vague antique boutique mosque technique unique</p>	<p>dialogue league rogue tongue vague antique boutique mosque technique unique</p>	<p>dialogue league rogue tongue vague antique boutique mosque technique unique</p>	<p>dialogue league rogue tongue vague antique boutique mosque technique unique</p>	<p>dialogue league rogue tongue vague antique boutique mosque technique unique</p>


<p><b>Spelling &amp; Handwriting</b></p>					
 <p><b>Wider Curriculum</b></p>	<p><b><u>Humanities</u></b> <b><u>Humanities</u></b></p> <p>Lesson 4: Can I create a profile of a migrant?</p> <ul style="list-style-type: none"> <li>• Stories are very effective at individualising the migrant or refugee experience and making it relatable. Concern Worldwide’s website relates the story of Bashir, an 11-year-old orphan from Syria now living as a refugee in Lebanon, and Mona, the</li> </ul>	<p><b><u>Science</u></b> <b><u>Electricity</u></b></p> <p><b>LO: To construct a range of circuits and to make a simple switch.</b></p> <p>Recap the components needed to construct a circuit and their scientific image.</p> <p>Work in groups to construct a variety of circuits and follow instructions on how</p>	<p><b><u>PSHE</u></b> <b>Lesson 5: Jigsaw Piece 5 (Girlfriends and Boyfriends)</b></p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into</p>	<p><b><u>Art</u></b></p> <p><a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/lesson-5-making-zines/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/year-3-craft-and-design/lesson-5-making-zines/</a></p> <p>LO: To apply an understanding of Egyptian art to develop a contemporary response.</p> <p>The children begin by making the zine booklet itself.</p>	<p><b><u>Computing</u></b></p> <p><a href="https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/programming-1-further-coding-with-scratch/lesson-5-times-tables-project/">https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/programming-1-further-coding-with-scratch/lesson-5-times-tables-project/</a></p> <p>Explain that the children will continue their Scratch project from the last lesson. Inform them that to make the quiz more interactive, they will use a variable to allow the user to choose the</p>

	<p>former teacher who decided to look after him. This story can be found in the 'Emergencies' section of the website, and was listed on 16 June 2020.</p> <ul style="list-style-type: none"> <li>Made into America is a website with a large pool of stories of migrants from many different countries who migrated to the USA.</li> </ul>	<p>to make a simple switch.</p> <p><a href="https://www.science-sparks.com/make-a-simple-switch/">https://www.science-sparks.com/make-a-simple-switch/</a></p> <p><b>**Carried over from previous week due to trip</b></p>	<p>having a boyfriend/ girlfriend.</p>	<p>Encourage them to be creative with the paper they use to create their zines from, for example, leftover handmade paper from the scroll making, pre-painted paper or stained papers.</p>	<p>times table they want to be tested on.</p> <p>Demonstrate how to open a downloaded project in Scratch. Ensure all the children can find their saved file from the last lesson and open it in Scratch.</p>
				<p><b>Music</b></p> <p><a href="https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-">https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-</a></p>	<p><b>MFL</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/">https://www.kapowprimary.com/subjects/french/</a></p>

	<p><b>Our Migration Story is a website that has collected together the stories of many generations of migrants to Britain, from 43 CE to the 21st century.</b></p> <ul style="list-style-type: none"> <li>I What is a character profile?</li> <li>li What is a refugee?</li> </ul> <p><b>What details should a profile of a migrant contain?</b></p> <p><b>Create a character profile.</b></p>			<p><a href="#"><u>3/jazz/lesson-5-swung-rhythms-2/</u></a></p> <p><b>Lo:</b> To adapt a familiar tune using jazz rhythms.</p> <p>Pupils will learn to play a familiar song, ‘Mary had a little lamb,’ in a jazz style, turning straight quavers into swung quavers.</p> <p>Remind pupils that in the previous lesson they ‘jazzed up’ a simple motif by using a swung rhythm. Ask:</p> <ul style="list-style-type: none"> <li>• What is the difference between straight and swung</li> </ul>	<p><a href="#"><u>mixed-age-y3-4/y3-4-cycle-a/bon-appetit/y3-4-lesson-5-cycle-a-visiting-a-french-market/</u></a></p> <p><b>LO:</b> To identify and use familiar phrases in a French conversation.</p> <p>Listen to the audio clips to hear a conversation at the market. Ask pupils to discuss with their partner any words they recognise. Use the questions to discuss the meaning of each sentence:</p>
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				<p>quavers? (straight quavers are equal, but in swung quavers the first note of each two is longer).</p>	<p><b>Question</b></p> <ul style="list-style-type: none"><li>• What is this conversation about? (Someone would like to buy bananas, which cost eight euros).</li><li>• What does <b>je voudrais</b> mean? (I would like).</li><li>• Which question means 'How much?' (Prompt them to look for the question mark! –</li></ul>
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					<p><b>C'est combien?)</b></p> <ul style="list-style-type: none"> <li>• How many bananas does the customer want? (<b>Quatre</b> – four).</li> <li>• How much do the bananas cost? (Eight euros).</li> <li>• What does <b>merci</b> mean? (Thank you).</li> </ul>
 <p><b>Daily PE Activity</b></p>	<p><b>Equipment</b></p> <p>You will need cones, markers, Small and large bouncy balls, tennis balls.</p>	<p>Fitness</p> <p>Indoor: Air hockey – in pairs players set up a goal each. Using a cone they slide across the floor trying to beat</p>	<p>Daily mile</p>	<p>Outdoor gym equipment</p>	<p>Just dance</p>

		<p>their opponent to score a goal.</p> <p>Outdoor: Switch - in groups of 5 players set up a square using 4 cones. A player stands on each cone with one player left in the middle. Players on the cones must try and switch places before the player in the middle reaches one of the cones before them.</p>			
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<b>Homework:</b>					
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<b>Communicating with school</b>
Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a>