

OLC WEEKLY LEARNING PLAN

Message from the teachers:

Dear children,

We will be continuing to remember that it is the special month of the Rosary. We will pray for ourselves, our families and our friends. Each decade helps us to remember just how important Jesus is to us. We will be learning all about Joseph and his brothers during RE and the importance of reconciliation. We will be investigating the strength of magnets in science and find out all about Bronze age tools and weapons in history.

Mr Brennan and Miss Sidwell



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

Teachers:	Mr Brennan & Miss Sidwell	Year:	Year 4	Date:	07.10.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<p>LO: To know the story of Joseph and his Brothers.</p>	<p>LO: To understand some reasons for jealousy and hatred in the story.</p>	<p>LO: To recognise the importance of reconciliation with other people and valuing their gifts and talents as human beings.</p>	
	<p>Sunday's Gospel to explore: Mark 10:2-12 What God has united, man must not divide.</p> <p><i>Remind children throughout the week of our Gospel Values and</i></p>	<p>Jacob had twelve sons and one of these was Joseph.</p> <p>https://www.youtube.com/watch?v=rXzDo70R57c</p> <p>Watch the <u>first minute only</u> of the video. What</p>	<p>Read the story in the Bible: Genesis 37.</p> <p>https://www.youtube.com/watch?v=rXzDo70R57c</p> <p>Watch the whole video. What does the story of Joseph teach us about jealousy?</p>	<p>Children to think of a time when they have been jealous. How did it feel and what did they do? Joseph's brothers failed to recognise his gifts and talents and were jealous. Children to think of a time when they have needed</p>	<p>Sing it: Linking Curious and Active to traditional and contemporary music.</p> <p>Harvest Samba (Cabbages and Greens) [with lyrics for congregations] (youtube.com)</p>

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Virtues: Curious and Active.
Catholic schools help their pupils grow by leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church and the wider community.

words would you use to describe Joseph?
What words would you use to describe his brothers?
Why do they feel jealous of him?

Task: Write a thank you letter, in the role of Joseph, to his dad thanking him for his beautiful coat.

Joseph's brothers failed to recognise his gifts and talents.
Why is it important to recognise and value the gifts and talents of other people?

Why do people get jealous?
How does this link to the story of Joseph and his brothers?
e.g Joseph was the favourite. His parents gifted him with a coat of many colours.

Discuss how sometimes jealousy can get the better of us be we can always remind ourselves of the things that make us happy.

Task: In a group, create a short drama that demonstrates feelings of jealousy. Perform to the class.

to be reconciled with other people.
What is the Act of Contrition?

Pray the act of contrition together:
Oh my God, because you are so good, I am very sorry that I have sinned against you and by the help of your grace I will not sin again. Amen

Task: Create a reconciliation/reconcile acrostic poem.



[All Things Bright & Beautiful with Lyrics \(youtube.com\)](#)

[Matt Redman - Everything That Has Breath - YouTube](#)

[This is the Day - Lyric Video - OneLife Music \(youtube.com\)](#)

[Lara Martin The Voice of Hope Worship Video with Lyrics \(youtube.com\)](#)

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 <p>Maths Y4</p>	<p>LO: Round to the nearest 1,000, 100 or 10</p> <p>Unit 1: Place value – 4-digit numbers (2)</p> <p>Textbook Pages 72-75</p>	<p>LO: End of unit 2 check</p> <p>Unit 2: Place value – 4-digit numbers (2)</p> <p>End of unit worksheet</p>	<p>LO: Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Unit 3: Addition and subtraction</p> <p>Textbook Pages 78-83</p>	<p>LO: Add two 4-digit numbers</p> <p>Unit 3: Addition and subtraction</p> <p>Textbook Pages 84-87</p>	<p>LO: Add two 4-digit numbers – one exchange</p> <p>Unit 3: Addition and subtraction</p> <p>Textbook Pages 88-91</p>
 <p>English</p>	<p>LO: To plan a story involving a dilemma.</p>				
<p>What skills have we covered so far in this sequence of lessons? Explain that these skills will help us produce our own extended narrative where a character has to overcome a dilemma.</p> <p>Write a sequence of events from the book as a class on the board. Will our story follow a similar narrative?</p> <p>What are some of the key points that we want to cover in the story?</p> <p>What might the dilemma be in the children's own stories?</p> <p>The main character could lose a pet or a relative or perhaps fall out with a friend. They could perhaps get lost in a supermarket.</p>	<p>LO: To write a narrative using different literary devices.</p>				
	<p>Children start writing the beginning of their narrative, focussing on this section. <i>What skills will we need here while writing?</i> Remind children of the skills covered in sessions 1 and 4.</p> <div data-bbox="667 847 1010 938" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Once, a child was curious about the world. The child spent time with another they love. What did they do together?</p> </div> <p>When writing this section of the narrative try, where possible, to appropriate Oliver Jeffers' phrases.</p> <p>Shared writing:</p> <p><i>The Curiosity in a Tin</i></p> <p>Once there was a little boy, much like any other, whose head was filled with all the hope and happiness in the world.</p> <p>He always had a fantastic week when he visited his friend Jeff.</p>	<p>Children continue writing the next section of their narrative. What skills will we need here while writing?</p> <p>Remind children of the skills covered in sessions 3 and 4.</p> <div data-bbox="1048 842 1391 933" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What did they do together? What did they talk about? What questions did they ask?</p> </div> <p>When writing this section of the narrative refer to learning from session 3 to recap the rules for dialogue punctuation. Encourage children still to take on Oliver Jeffers' style where possible.</p> <p>Shared writing:</p> <p>He and Jeff were interested in everything. "How do fish breathe underwater?" asked Jeff with wonder at the sea.</p>	<p>Children continue their narrative, focussing on the next two sections. What skills will we need here while writing? Remind children of the skills covered in sessions 6 and 9.</p> <div data-bbox="1435 818 1765 877" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Something difficult happened. What was this? How did they feel? What did they hide away?</p> </div> <div data-bbox="1435 898 1765 954" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>They grew older. How did they change? Which adjectives can you use here?</p> </div> <p>When writing this section of the narrative encourage children to use a range of adjectives to describe emotions, including as adverbials of manner at the start of a sentence (see session 9).</p> <p>Shared writing:</p>	<p>Children finish their narrative, focussing on this section. What skills will we need here while writing?</p> <p>Remind children of the skills covered in sessions 3, 6 and 9.</p> <div data-bbox="1821 842 2150 898" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>She met someone who gave her advice and helped her. What advice? How did she change?</p> </div> <p>When writing this section of the narrative, encourage children to introduce their new character and include a range of commands as dialogue.</p> <p>Shared writing:</p> <p>One day, he met a curious and enthusiastic girl. "Don't put yourself in a tin!" bellowed the girl in delight.</p> <p>"Read new books. Let your curiosity out of the tin!" laughed the girl.</p>	

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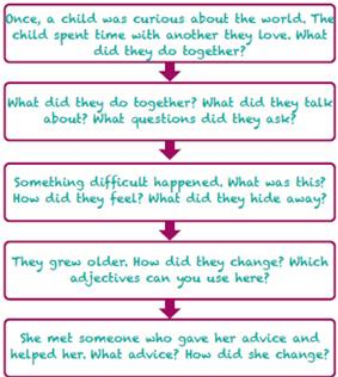
What could they call their story instead of the Heart and the Bottle?

The ____ (emotion) in the ____ (container)

e.g.

The Happiness in the Box.

The Hope in the Cupboard.



On the first day, early one morning, they walked through the forest. How magical the snow looked!

After their walk, they lay in a field and looked at the stars. What a delightful sight they were in the sky! Before bedtime, they always read books and laughed. What a great friend Jeff was!

“Oh my, you are enthusiastic,” the boy laughed.

“How do planes stay in the sky?” quizzed Jeff with delight at the sky.

...until the day she found Jeff’s school chair empty. Jeff had moved to a different school.

When Jeff was in at school, the boy felt sure and safe. After Jeff moved, he became unsure and unsafe so he stopped asking questions. Before, he was trusting in everyone but he became mistrusting and unenthusiastic. He even began to misbehave in class.

Feeling devastated, he stood and stared at the empty chair. Feeling heartbroken, he decided to hide his curiosity. Just for the time being. So, he put it in an old biscuit tin and hid it under his desk.

He tried to open the tin but he couldn’t.

He dropped it from a great height. He didn’t know how to open it. And it just so happened that she did.



Spelling & Handwriting

Year 4 Spelling words for this week:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathre	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
buy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Dictionary Corner:

Put the words in context in sentences.

Choose some of the words that you struggle with and look for the words in the dictionary to see how they are spelt and what they mean.

Year 4 spelling handwriting focus for this week:

Put 5 of these words into sentences in context and spelled correctly.

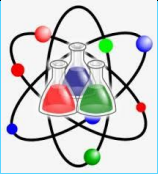
History

Science

Art

Computing

PSHE



Wider Curriculum

Prehistoric Britain

LO: To explore why bronze was used for tools and weapons.

Subject knowledge

- The Bronze Age spanned from around 2,000 BCE to 600 BCE, when the Iron Age began.
- The Bronze Age was marked by the discovery and use of metals, specifically bronze.
- Bronze is a mixture of copper and tin. It is harder and stronger than its component metals, and can be worked effectively. However, it is heavy and requires skill to work.
- The Bronze Age also saw further developments, such as writing.

Key questions

1. How did the Beaker People get their name?
2. Which metals are used to make bronze?

Forces and magnets

LO: To observe how magnets attract or repel each other and attract some materials and not others.

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Resources:

- PowerPoint
- Worksheets
- Magnets
- Paperclips

LO: To apply painting skills when creating a collaborative artwork.

Organise the children into groups and give each group a background to share. Children can work:

In **small groups** of three/four – hand them large sheets of yellow, grey or brown sugar paper.

In **large groups** of six/eight – give them long sheets of wallpaper or lining paper.

Play the *Pupil video: Hands on a cave wall* or model how the children can create both

<https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/networks/lesson-5-what-is-packet-data/>

LO: To identify the role of packet data.

Explain to the children that they will challenge their partner to reassemble an image they have drawn.

Display the *Presentation: Packet puzzle*. Hand out scissors and the *Activity: Packet puzzle* (one each).

Ask the children to draw a simple picture (e.g. a shape, house,

Being me in my world. Piece 4: Rewards and Consequences.

LO: To understand that my actions affect myself and others.

Talk about how actions have consequences.

Divide the class into 5 or 6 groups and give each group a scenario card. Each group to set up a freeze frame for their scenario.

Discuss what you think the scenario shows and what the different consequences might there be?

Task: Children to write down three rewards they most look forward to receiving and say why these are significant to them.

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3. What are the advantages and disadvantages of bronze tools and weapons?

Resources:

- PowerPoint
- Tool worksheet

Lesson

Intro:

Recap over learning from prior lesson.

Have a go as a class at completing the quiz and then reveal the answers.

Discuss and explore slides 6 and 7.

Then show the children the video 'KS2 Prehistory – The Bronze Age' (link in notes on PP) and discuss the questions on slide 9.

Discuss and explore slides 10 to 15.

Activity:

Vocabulary:

Force, magnet, magnetic, attract, attraction, question, strength, fair test, investigation

Lesson

Intro:

Ms Pullman has sent us another set of tasks to complete around magnetic toys.

Explore and discuss different types of magnets and where you would find them in everyday life.

Discuss how different magnets have different strengths and how you could investigate this.

Activity:

Present the children with the task of investigating the strength of a magnets in pairs/groups.

Allow the children to complete their investigation and record

negative and positive hand images.

Positive > place your hand into a tray of child safe paint, scraping off any excess as needed, then firmly press onto the paper, taking care not to move it around.

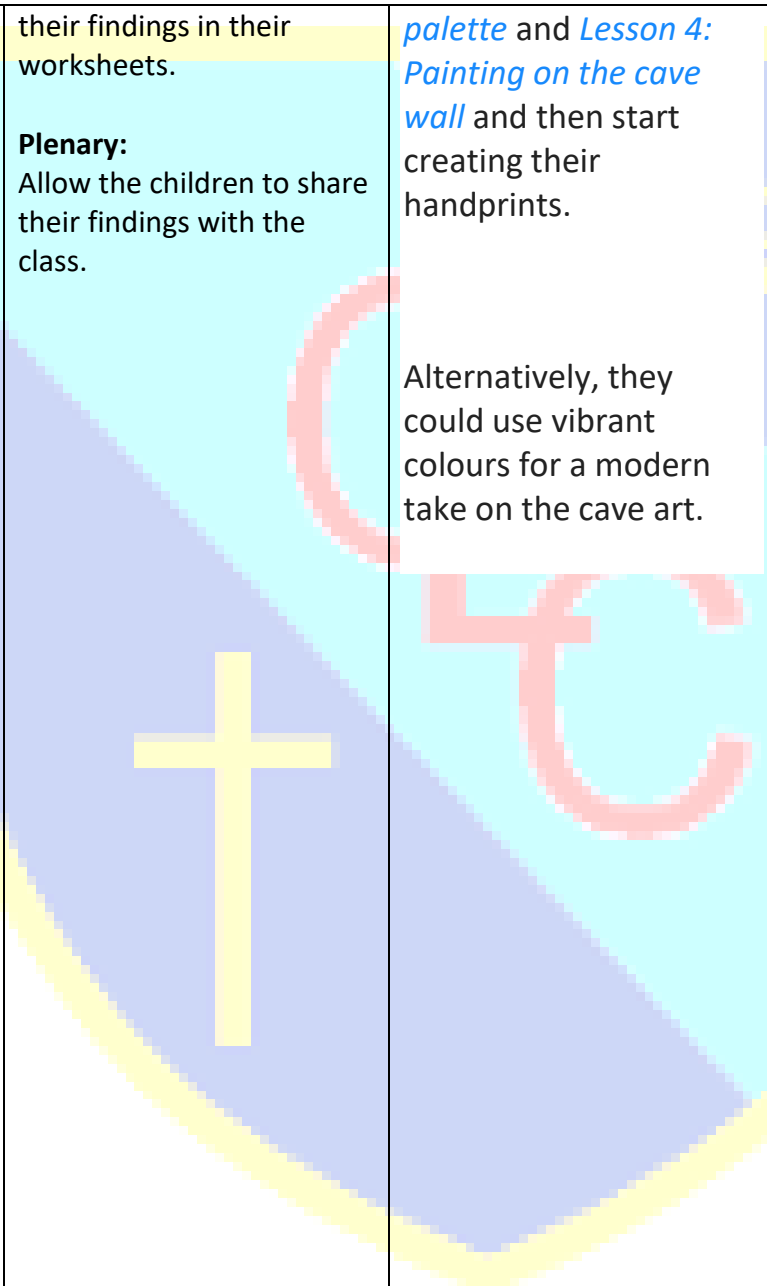
Negative > show the children how to carefully paint around their hands, dragging the brushstrokes outwards so that it is not just a thick line.

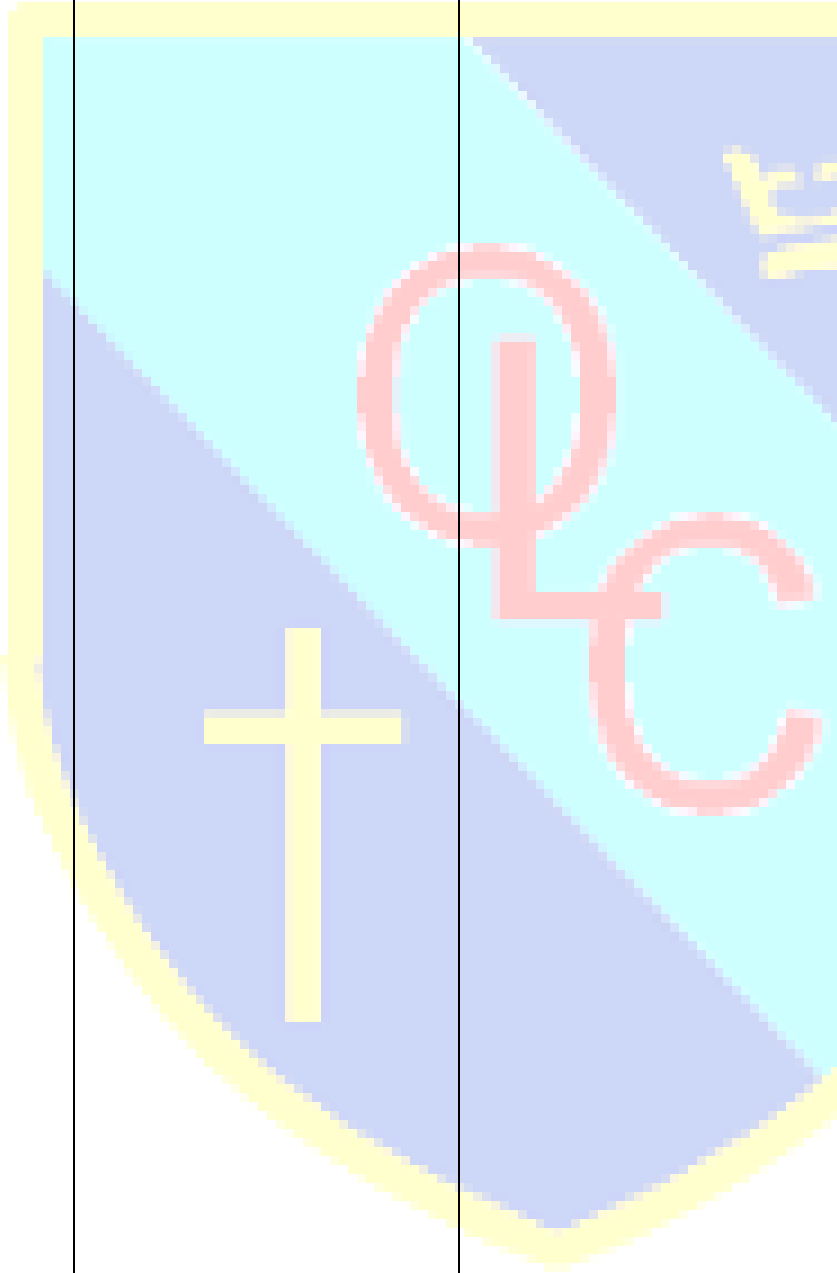
Ask the children to recreate the natural colours they made in [Lesson 3: Prehistoric](#)

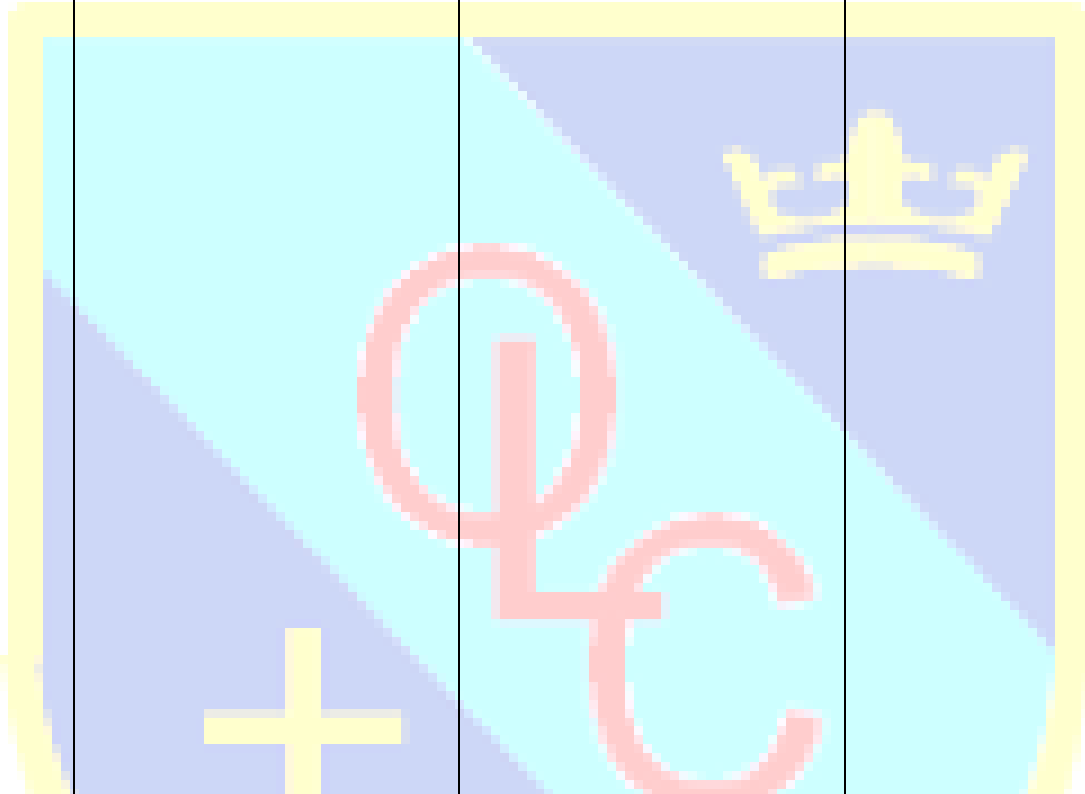

smiley face etc.) on one of their 3 x 3 grids. They will then repeat the process with the same picture on the second grid as a reference copy. Explain they will then cut out each of the nine squares from one of their drawn grids. Remind them they can not show their original picture (or the reference copy) to anyone.

Inform the children that they must devise a system of their own to label each square so their partner can then reassemble the picture. Take feedback on their ideas and offer a couple of suggestions (for example, they could use letters and numbers as

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	<p>Present the children with the task of writing labels and explaining what they think the tools were used for.</p> <p>Allow the children to complete the worksheet.</p> <p>Plenary: Allow a few children to share their work with the class.</p> <p>Then allow the children to complete their learning review and unit progress check in sheets.</p> <p>If you have time left share the video 'Collections: The Burton Hoard' (link in notes on PP) with the children.</p>	<p>their findings in their worksheets.</p> <p>Plenary: Allow the children to share their findings with the class.</p> 	<p><i>palette</i> and <i>Lesson 4: Painting on the cave wall</i> and then start creating their handprints.</p> <p>Alternatively, they could use vibrant colours for a modern take on the cave art.</p>	<p>grid references like A1, B1, C1, A2, B2, C2; or they could use phrases like 'top left'. 'bottom right' or 'middle centre' etc.).</p>	
				<p>MFL</p> <p>https://www.kapowprimary.com/subjects/primary/mixed-age-y3-4/y3-4-cycle-b/this-is-me/lesson-4-showtime/</p> <p>LO: To ask and respond to questions to give personal information.</p> <p>Have ready: Large wooden craft sticks (one each). Colouring pencils. Glue sticks.</p>	<p>Music</p> <p>LO: To create a soundscape using percussion instruments.</p> <p>Lesson 2: Creating a soundscape (kapowprimary.com)</p> <p>Play 'Night on a bare mountain' by Mussorgsky below or play the notes (C B A B C E A).</p> <p>Ask the children to choose which picture from the <i>Presentation: Mountain images</i> on slides 1 – 5 they</p>

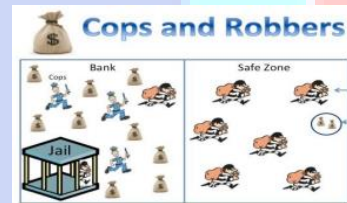
			<p>Model the following steps (saying the French word on the slide for each stage) to create the masks:</p> <ol style="list-style-type: none"> 1. Découpez – cut out the mask (use a cutting-out action). 2. Coloriez – colour in the mask (use a colouring action). 3. Collez – glue the mask to the top of the craft lollipop stick (use a glueing action). 	<p>think best reflects the music.</p> <p>LO: To create a range of sounds to accompany a story.</p> <p>Without the sound on, play the short clip from the animation 'Escape' a short film by Dolby.</p> <p>Explain to the children that their task is to create a soundscape to accompany the story.</p> <p>Map the key points of the story out on the board or flipchart. The children can use the <i>Activity: Story mountain</i></p>
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					<p>to write down their own key points map.</p> <p>Around each section of <i>Activity: Story mountain</i>, ask the children to add notes about the sorts of sounds they might hear and how they could recreate these, thinking about instruments, tempo and dynamics.</p>
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 1 Personal – Lesson 5: In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions,</p>	<p>Fitness Focus - COPS AND ROBBERS The aim of the game is for the robbers to collect all of the money and for the cops to prevent them. Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone. When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the</p>	<p>Fitness Focus - STRATEGICKI Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them</p>	<p>Fitness Focus – TIK TAC TOE Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight</p>	<p>JUST DANCE – WAKA WAKA</p> <p>https://www.youtube.com/watch?v=gVfgTw_W_JY</p>

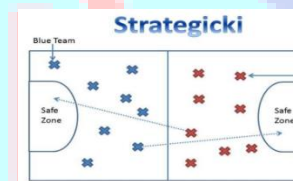
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healthy competition, cooperative games and group Personal Best challenges.

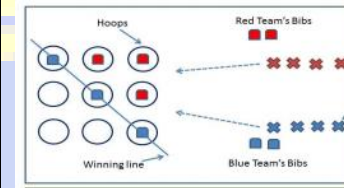
money sack/box. If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail. To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught. The game is over once all of the money has been stolen or all of the robbers are in jail.



back to their team's zone. When walking back, they cannot get tagged. Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players. The team with all (or the highest number) of players in the other team's end zone at the end wins.



line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset.



Homework:

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk