

## OLC WEEKLY LEARNING PLAN



### Message from the teachers:

Dear children,


Welcome to a new school year. This half term we have some fantastic topics for you to engage with. In English, we are starting with our story Journey, and then moving on to The Heart and the Bottle. In RE we are starting our learning this year with Creation & the Story of Abraham to Joseph. In science we are learning all out forces and magnets and in history we are learning all about prehistoric Britain. We also have many other amazing subjects and topics for you to explore!

We hope you enjoy your learning journey this half term and we look forward to all the wonderful achievements you make this half term!

Mr Brennan and Miss Sidwell

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

<b>Teachers:</b>	<b>Mr Brennan &amp; Miss Sidwell</b>	<b>Year:</b>	<b>Year 4</b>	<b>Date:</b>	<b>16.09.24</b>
------------------	--------------------------------------	--------------	---------------	--------------	-----------------

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>		<b>LO: To understand what being created in the image and likeness of God means.</b>	<b>LO: To understand that we should see diversity as a source of blessing.</b>	<b>LO: To know the first five books of the Old Testament.</b>	
	<b>Sunday Gospels to Explore -</b>  <b>Sep 15 Mark 8:27-35 The Son of Man is destined to suffer grievously</b>  <i>Remind children throughout the week of our Gospel Values and</i>	Identify words that tell us about the creation of human beings. What does “image and likeness” mean? Why do you think God created human beings? What does the creation story tell you about the way God thinks about human beings?	Discuss the idea of God creating an entire human race. Is everybody the same? What differences do people have across the world?  <b>Task: Create a mind map to highlight as many differences as possible.</b>	Introduce the term “Pentateuch” as the name given to the first five books of the Bible. Children to find the names of these books in their Bibles – Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The word comes “Pentateuch”	<b>Sing it: Linking Curious and Active to traditional and contemporary music.</b>  <a href="#">Matt Redman - Everything That Has Breath - YouTube</a>

OLC WEEKLY LEARNING PLAN

*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.

During the Season of Creation (Sep 1-Oct 4) focus prayer on giving thanks to God the Creator, for all that he given and pray that all those in positions of responsibility will ensure that the produce of the land and sea is shared fairly with all our brothers and

If human beings are created in the image and likeness of God, what effect should that have on the way human beings treat one another? Children to discuss this. God created human beings to be like God – to show the attributes and characteristics of God. Think about ways that we can think and act more like God. Link to our school motto – To Live as Jesus taught us. Highlight the importance of respect, care and consideration for other people and for ourselves. Children to recall stories and events that show people respecting or failing to show respect for other people.

Pray together:  
Dear God, You created each of us in your own image. You created each of us in Your image, to be like You and to have a special place in the world.

Discuss how we should respect other people's beliefs even if they are different from our own.



comes from the Greek words for "five" and "books" or "scrolls". Find out the Jewish name given to these five books. (Torah) Explain that the Pentateuch contains many stories about people who were called into friendship with God, and from these stories we can discover what God is like.

**Task: Create an image of a bookcase representing the first 5 books of the Bible. Write the name of each of the first 5 books of the Bible on a strip of paper representing a book spine.**

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

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

OLC WEEKLY LEARNING PLAN

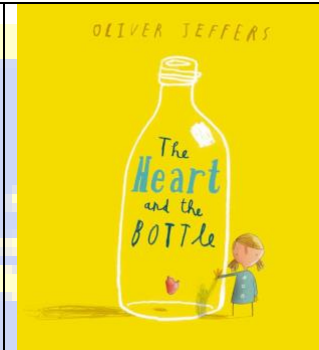
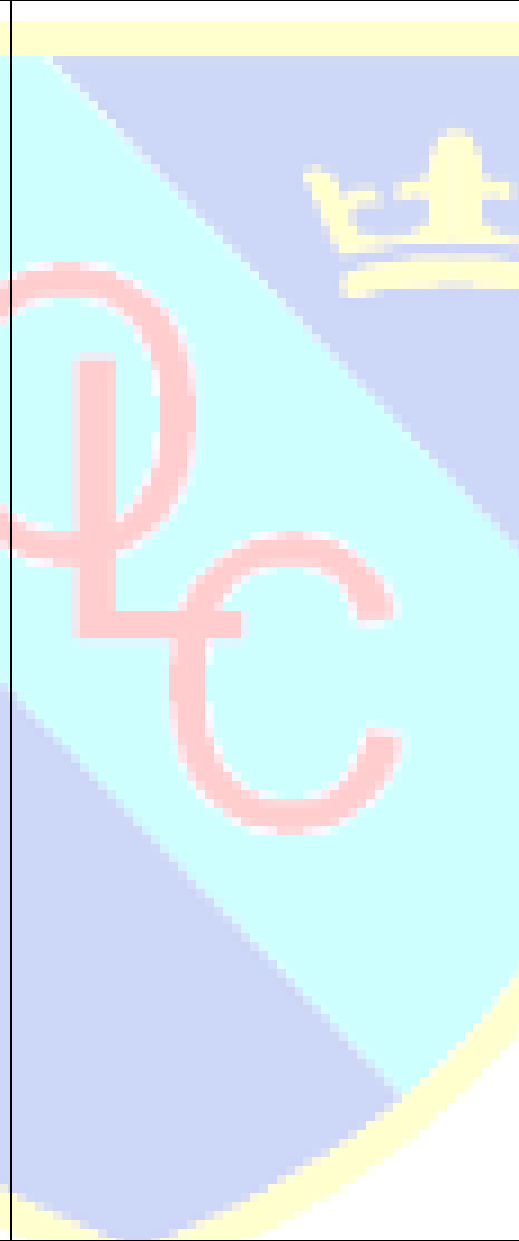
	<p>sisters across the world.</p>	<p>Because we are like God, we can love and we can choose what is right. The way we act and treat others should be like you did, God. Help us to be like you. AMEN</p> <p><b>Task: Using some of their thoughts and reflections from the above questions, write about how we can live in the image of God.</b></p>			
 <p><b>Maths</b></p>	<p><b>LO: 1, 10, 100, 1,000 more or less</b></p> <p>Unit 1: Place value – 4-digit numbers</p> <p>Textbook Pages 32-35</p>	<p><b>LO: 1,000s, 100s, 10s and 1s</b></p> <p>Unit 1: Place value – 4-digit numbers</p> <p>Textbook Pages 36-39</p>	<p><b>LO: Number line to 10,000</b></p> <p>Unit 1: Place value – 4-digit numbers (2)</p> <p>Textbook Pages 42-47</p>	<p><b>LO: Between two multiples</b></p> <p>Unit 1: Place value – 4-digit numbers (2)</p> <p>Textbook Pages 48-51</p>	<p><b>LO: Estimate a number line to 10,000</b></p> <p>Unit 1: Place value – 4-digit numbers (2)</p> <p>Textbook Pages 52-55</p>
 <p><b>English</b></p>	<p><b>LO: To write an effective narrative.</b></p> <p>Using the planning you created yesterday, begin modelling the opening section of the sequel – see independent work section for model.</p>	<p><b>LO: To write an effective narrative.</b></p> <p>Tell the children that in their writing today their characters are going to meet other people as part of their adventure and that they'll be including a section of dialogue. Remind children of</p>	<p><b>Reading Baseline Assessment</b></p>	<p><b>LO: To ask questions and make predictions about a text.</b></p>	<p><b>LO: To know the alternative pronunciation for the grapheme 'ear'.</b></p> <p><b>Bottling it up, vocab Venn</b></p> <p>Show a Venn Diagram where one 'set' is for words spelt 'ear' and the other is for words with the phoneme /ar/ (as in car). Show the words <i>car, heard, bath, fear, earth, learn,</i></p>

We rode off on our bike, atop the tandem, both of us overjoyed to have found friendship. After a while, as the day's light began to fade with the sunset, we stopped by a stream. The stream looked familiar, yet I couldn't place it. Just then, a green bird swooped down and from its beak dropped a green crayon. Stooping to pick the crayon up, I once again felt that delicious flutter of excitement: if we had each been taken on a journey - I by my red crayon and Ethan with the crayon in purple - then where might the green crayon take us both?

session 5 where they developed dialogue:

As we soared up in into the atmosphere, the skies began to darken and an eerie mist swirled. 'You don't think something dreadful is about to happen, do you?' Ethan Shivered, eyes darting around. But before he could even open his mouth to speak, a commanding voice boomed seemingly from nowhere...

Today, focus on learning on dialogue from session 5, reminding the children about the rules for punctuation and layout of speech.



**Talk to the hand:**

Children work collaboratively using the **talk to the hand** scaffold (see resources) to create questions about the scene. They should try to use each of the question words.

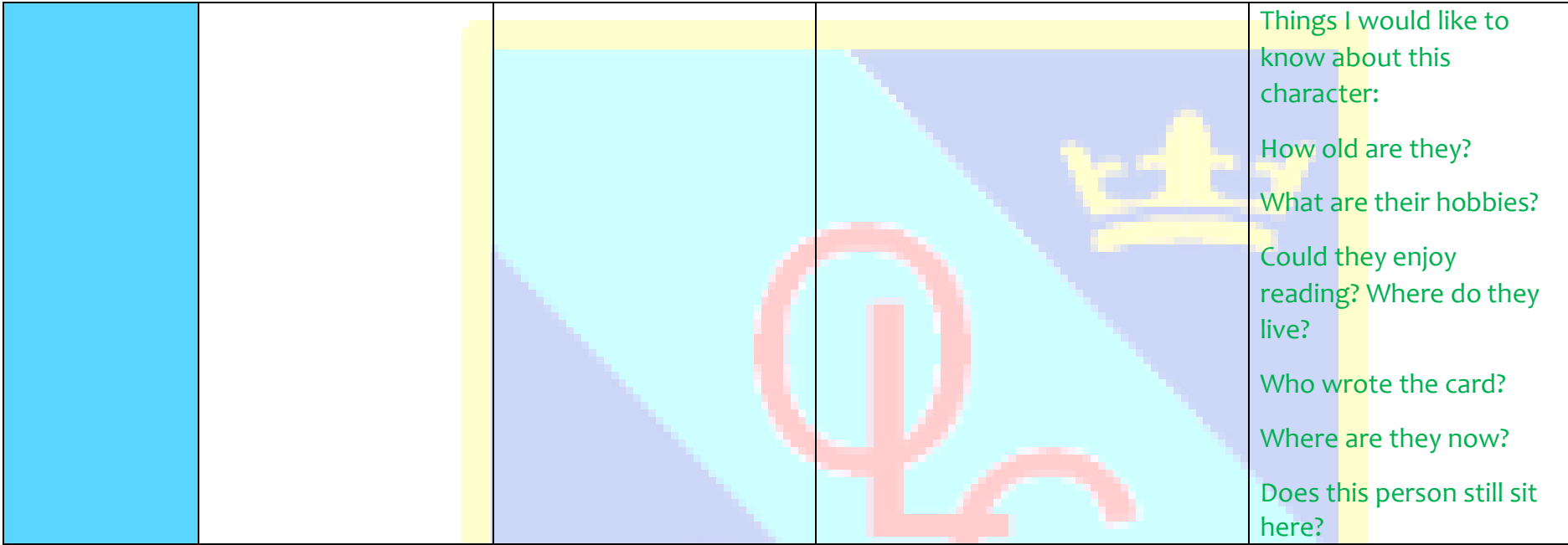
Encourage oral rehearsal of each question sentence before writing. Allow them to investigate it, e.g. picking up props etc. Children to write questions on sticky notes and add them to a collection on sugar paper.

**Shared writing:**

search, rehearse, star, hear, year, bear. Model adding a word to the left and right hand sets. Ask children what would happen to a word that existed in both sets?



Children to work in mixed ability pairs to sort words into the respective sets. Pose the following questions: *How many different pronunciations are there of the 'ear' grapheme? How many different spellings of the ar phoneme are there? Can you think of any other words that would exist in the crossover set?*



Things I would like to know about this character:

How old are they?

What are their hobbies?

Could they enjoy reading? Where do they live?

Who wrote the card?

Where are they now?

Does this person still sit here?



**Spelling & Handwriting**

**Year 4 Spelling words for this**

New Curriculum Spelling List Years 3 and 4					
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	thought
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
bug	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

week:

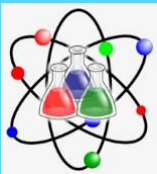
**Dictionary Corner:**

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**

**Prehistoric Britain**

LO: To explore what life was like during the Ice Age.

**Science**

**Forces and magnets**

LO: To compare how things move on different surfaces.

**Art**

LO:

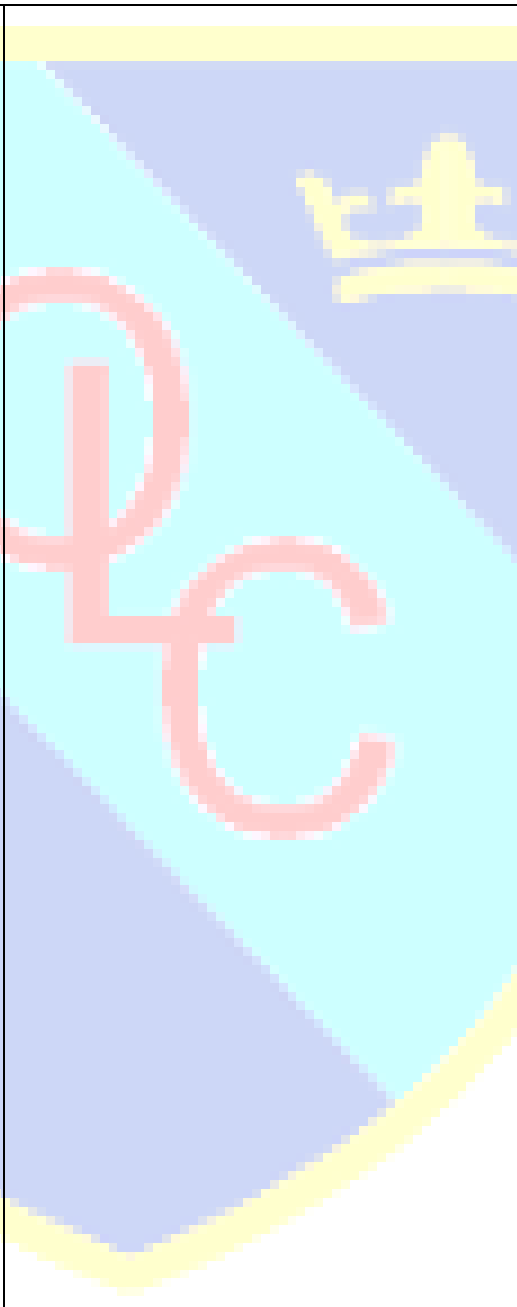
**Computing**

LO:

**PSHE**

Being Me in My World  
Piece 1: Becoming a Class 'Team'

LO: To know my attitudes and actions

<p><b>Wider Curriculum</b></p>	<p><b>Subject knowledge</b>                  There have been at least five documented major ice ages since the Earth was formed. The most recent occurred between 2.6 million years ago and 11,700 years ago. During this time, the continents settled into roughly their current positions and Homo sapiens evolved. By the end of the Ice Age, Homo sapiens existed across the planet. Many plants and animals that lived during this period are now extinct. Reasons for their extinction could include changes in climate, food scarcity, hunting by humans, competition with other species, increased predators and/or loss of habitat. Many animals that we are familiar with today also lived at this time, including apes, cattle,</p>	<p><b>Working Scientifically</b></p> <ol style="list-style-type: none"> <li>1. Set up simple practical enquiries and comparative and fair tests.</li> <li>2. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</li> </ol> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• A printout of the letter to class from Ms Pullman</li> <li>• Investigation and plenary PowerPoints</li> <li>• Task sheets</li> <li>• Selection of toy vehicles</li> <li>• A short plank of wood for each group of 3-4 children</li> <li>• A selection of different surfaces</li> </ul> <p><b>Vocabulary:</b></p>		<p><b>MFL</b></p>	<p><b>make a difference to the class team.</b></p> <p>Play Meet and Greet Bingo.</p> <p>Share these 'calm' pictures with the children and read the Calm Me script.</p> <p>Share a variety of images and discuss what it means to be included and excluded.</p> <p>Complete activity choosing 9 words to describe teamwork and how it feels to be part of a team. Use a diamond nine ranking system to show what is most/least important. 1 = most important. 2/3 = next important. 4 5 6 = next important, and so on.</p> <p>Share ideas.</p> <p><b>Music</b></p>
--------------------------------	--	--	--	-------------------	---

cats and dogs. Birds also flourished. Vegetation, however, was sparse.

**Key questions**

1. Which animals lived during the Ice Age?
2. Which of these species have become extinct?
3. How did early humans make use of woolly mammoths?

**Lesson**

**Spark (5 mins)**

Lesson slides 1–4 and Work booklet pages 2–3 Show pupils the Knowledge organiser and the Key questions. Ask pupils to look at the timeline and discuss with a partner how long ago the Stone Age was.

**Explain/Explore (15 mins)**

Lesson slide 5 and Work booklet page 4 Read 'A frozen planet' and 'Animals of the Ice Age' together. The texts

Force, push, pull, prediction, fair test, investigate, measure, friction

**Lesson**

**Intro:**

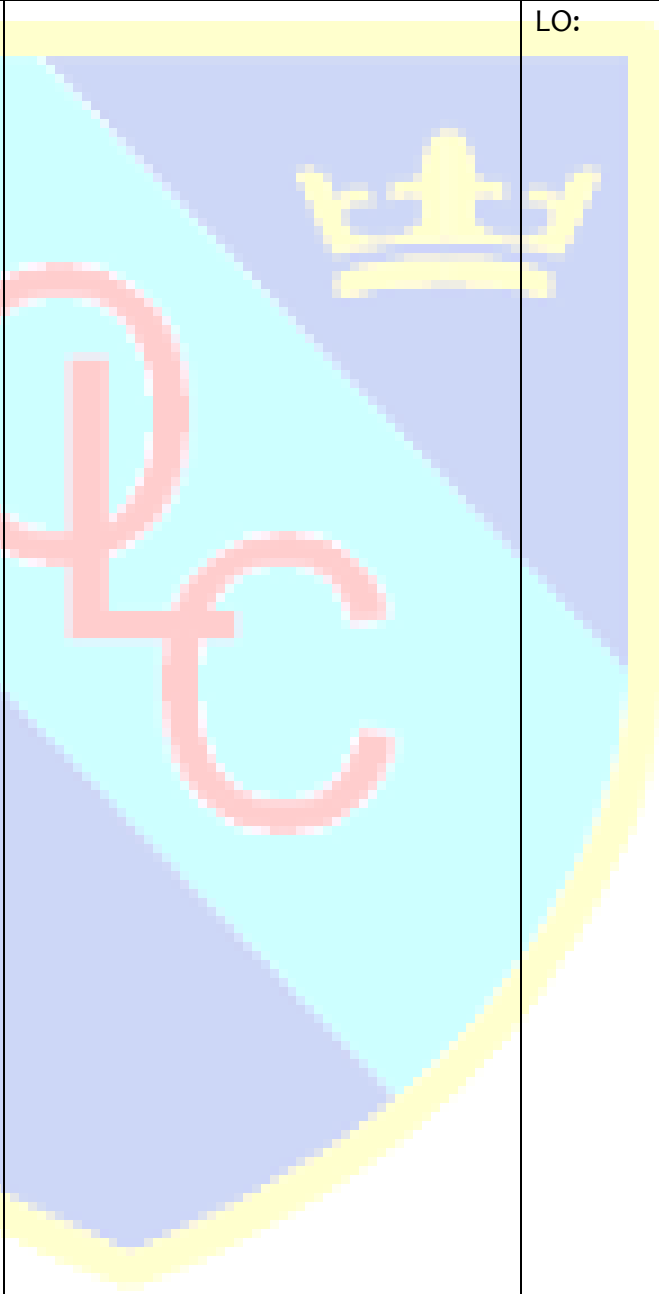
Show the investigation PowerPoint. You agree to help Ms Pullman from P & L Toys. She asks you to compare the way vehicles move on different surfaces. Allocate groups of 3-4 children (year group and ability appropriate).

**Activity:**

P&L need help with a racing car game. Test out a toy vehicle on different surfaces to see which racing track (slope) gives the longest run. Record measurements in a table. Can the children discover a pattern in their results?

**Plenary:**

Invite groups to share their results. Which surfaces allowed vehicles to travel the longest distances?



LO:

LO:

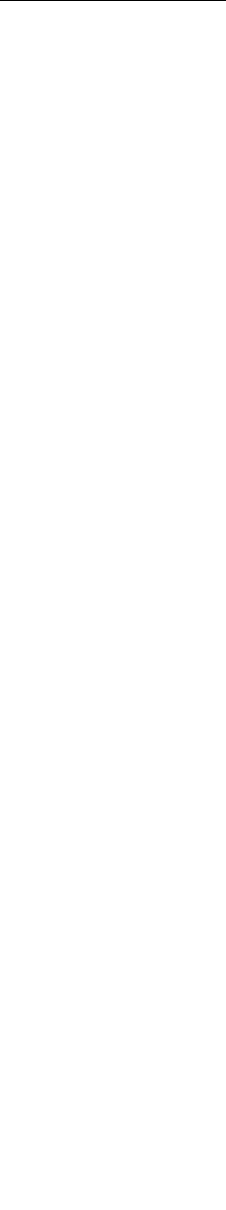
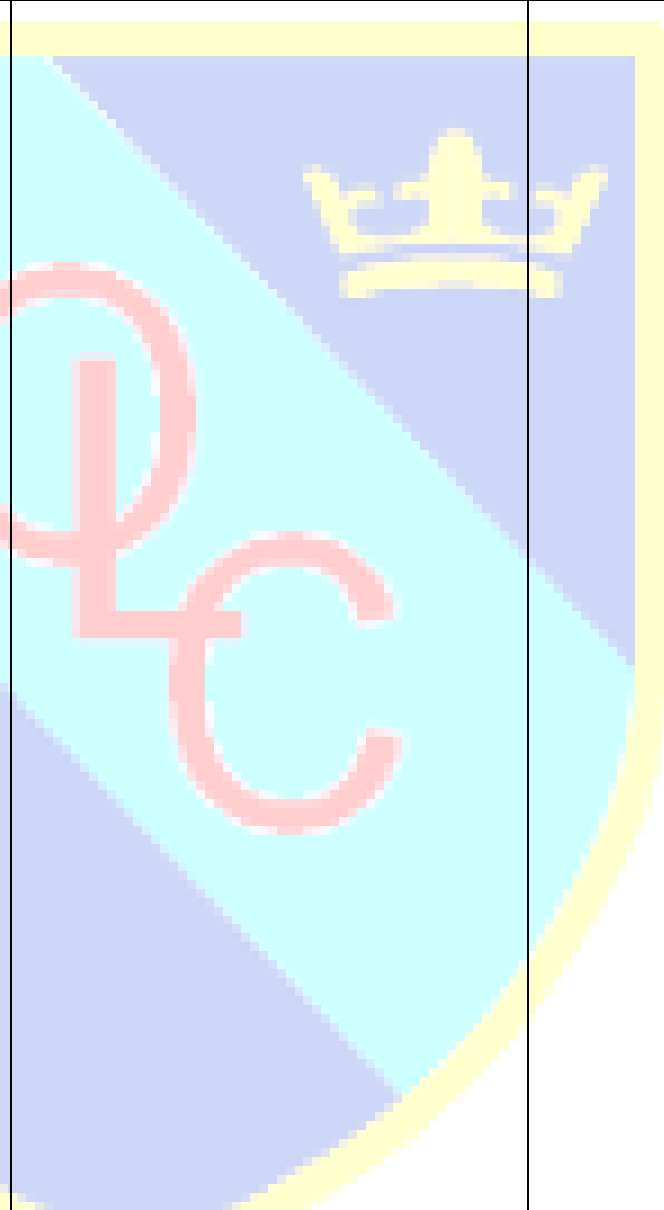
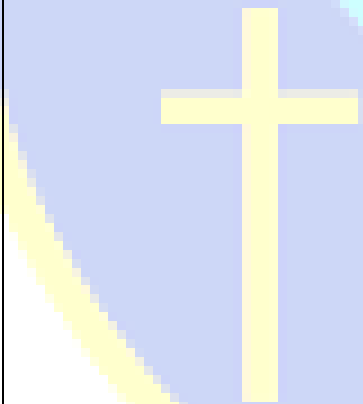
in the Work booklet can be read in a variety of ways: aloud to the class, in a round-robin format, or by selecting individual pupils.

Note that ice affected the way humans and animals behaved. Pupils complete question 1 independently. Note that many factors likely worked in combination, for example changing habitats, lack of food, increase in hunting and/or predators, etc.

**Explain/Explore (15 mins)**

Lesson slide 6 and Work booklet page 5  
Read 'Woolly mammoths' and 'Hunting mammoths' together.  
Draw attention to human behaviours that made hunting large animals possible.

Why might this be? What did these surfaces have in common? They were smooth. Which surfaces slowed or even stopped vehicles? Why was that? Yes, they were bumpy or rough. Were predictions correct? We have made an important discovery. Let's find out a bit more about it. Show the Plenary PowerPoint. Praise the children for their outstanding scientific research.





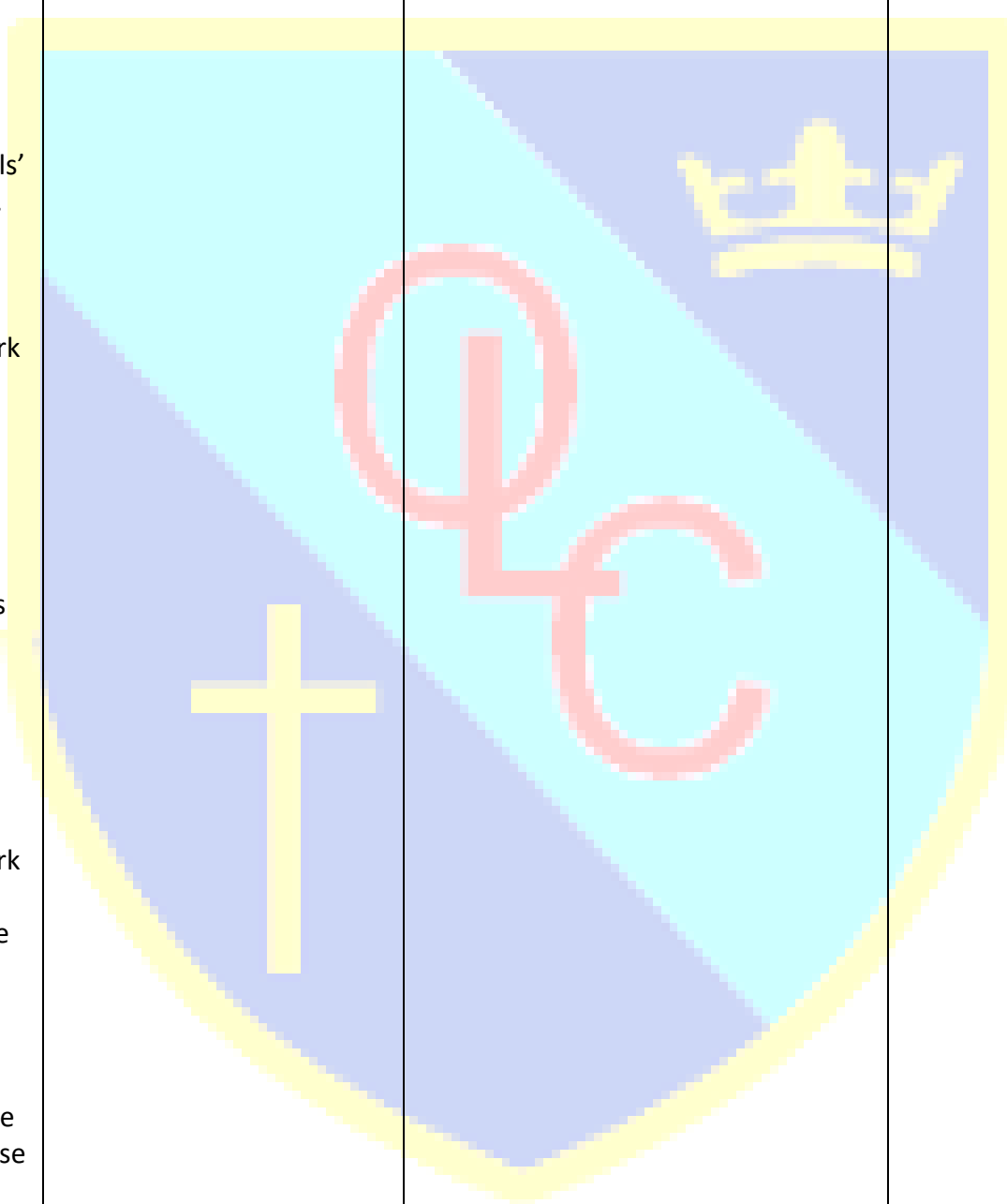
Pupils complete question 2 independently.  
Hold a short class debate to discuss pupils' answers to question 2.

**Targeted activity (10 mins)**

Lesson slide 7 and Work booklet page 6  
Look together at the pictures of Ice Age animals.  
Pupils complete question 3 in pairs.  
You may like to discuss with pupils how each animal appears to be adapted to the cold conditions.

**Reflect (5 mins)**

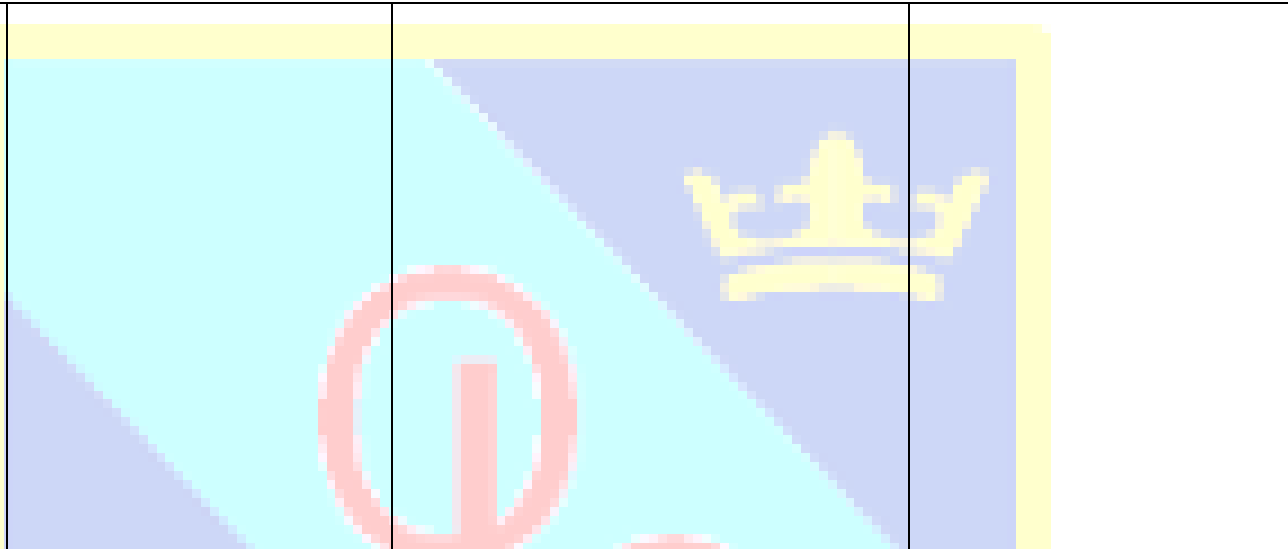
Lesson slide 8 and Work booklet page 3  
Pupils should complete their Learning review.  
Encourage them to write the things they think are important to know about the Ice Age and share some of these ideas.



OLC WEEKLY LEARNING PLAN

**Extend and stretch**

Watch and discuss 'What is an Ice Age?' (02:08) by Red Orbit (available on YouTube); ask pupils to sketch an Ice Age landscape, including animals; ask pupils to decide in small groups whether scientists should breed new woolly mammoths if they could.



**Daily PE Activity**

**REAL PE: UNIT 1**  
**Personal –**  
**Lesson 2:**

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.

**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 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

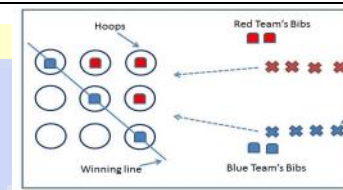
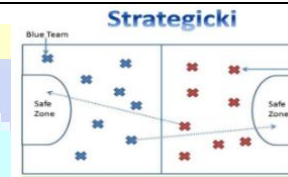
**Fitness Focus - STRATEGICKI**  
Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught. If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged. To get freed, a team player must run to them and touch their hand and walk them 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.

**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 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.

**JUST DANCE – WAKA WAKA**  
[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

## OLC WEEKLY LEARNING PLAN

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.



**Homework:**

**Communicating with school**

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)