



**Message from the teachers:**

Welcome back to Summer Term. We hope that everyone has had a lovely Easter break. We have lots of exciting things planned and are looking forward to seeing you back at school this week 😊.

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>	08.04.24
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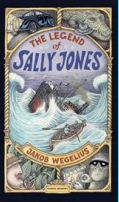

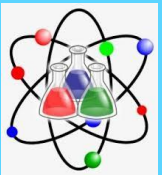
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>		<p><b>LO: To recall the events of Palm Sunday</b></p>	<p><b>LO: To understand the significance of the Last Supper</b></p>	<p><b>LO: To understand the significance of the Last Supper</b></p>	
	<p><b>Unit H: Holy Week</b></p> <p><b>Big question: How did the crowd's feelings towards Jesus change</b></p>	<p>Explain that "Holy Week" is the name given to the week when the Christian Church celebrates the death and resurrection of Jesus. Why do you think that it is given that name? Discuss and recap what happened to</p>	<p>Explore with the children the story of the Last Supper. Make a list of the different preparations that the disciples had to complete for the celebration. Recall what Jesus said at the table about being</p>	<p>Recap previous work on the Last Supper. Discuss the most significant events of the story. Discuss what names could be given to the story – e.g. The Lord's</p>	

	<p><b>throughout the week? Why?</b></p>	<p>Jesus in the last few days of his life. Can the children remember anything about the special celebrations that take place in church during this week? Explain that Palm Sunday is the beginning of the Church's celebration of Holy Week. Read and watch the story: <a href="https://www.youtube.com/watch?v=z-39h0xYqdE">https://www.youtube.com/watch?v=z-39h0xYqdE</a></p> <p>Key questions:          Why do you think Jesus was so popular?          What titles was Jesus given by the crowds waving their palms?          What do you think the people were expecting Jesus to do?</p> <p>Task: Children to imagine they were in the crowd when Jesus entered Jerusalem. Reflect on the thoughts, feelings</p>	<p>betrayed. Key questions:          How would you have felt if you had heard Jesus say these words? Why do you think that one of his friends might betray Jesus?</p> <p>Focus the children's attention on the words and actions of Jesus with the bread and wine. Took, blessed, broke and gave. Make a link with these words and the words of the priest at the celebration of Mass. Talk to the children about the priest being in the place of Jesus at the celebration of Mass, doing what he did at the Last Supper.</p> <p>Task: Draw pictures and captions of Jesus' words and actions at the Last Supper. Draw pictures and captions for the similar words</p>	<p>Supper, The Breaking of Bread, Jesus' last meal</p> <p>Task: Write a diary account as a disciple at the Last Supper, recalling what happened and their thoughts and feelings at the time.</p>	
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	<p>torrential rain – this baby will be destined for a life of misfortune’. What could this belong to? What might the prophecy mean? What sort of misfortune might befall such a child?</p> <p>Activity: Give children a number of cards with a variety of nouns and prepositions and ask them to create some phrases that might make a prophecy about the misfortune of the gorilla, e.g.: A lifetime of misfortune, a childhood without hope, an existence of misery</p> <p>Discover the book. Look at the title and read the first page.</p> <p>Shared writing: Model creating a birth certificate that includes the prophecy of the misfortune that</p>	<p>what Fatima thinks she might find in the box. E.g. I think it might be jewels from a faraway land. I believe it could be African diamonds. I hope it is filled with exotic spices.</p> <p>Open the parcel to discover a (toy) ape. Identify the verb and change from present to past tense, e.g. I believed it could have been African Diamonds. Practice this further in pairs.</p> <p>Now identify conjunctions that could be used to contrast, e.g. but, although, whilst. Create a subordinate clause to go with each of the sentences. adding the conjunction onto a post-it note, e.g.</p> <p><i>I think it might be jewels from a faraway land.</i> although <i>it turned out to be a vicious ape!</i></p> <p>Play around with clause order, placing</p>	<p>might not really be an animal lover? Now read up to page 17. We are going to create a class ‘book of tricks’.</p> <p>Perfectly present: Give children the following verbs and ask them to change them into the present perfect tense, e.g.:</p> <p>hide → have + hidden</p> <p>Other verbs may include turn, take, listen, climb, click, speak, unlock, seek, unfasten, break, open, close, identify</p> <p>Now sort the verbs into those that take the –en suffix for their past participle, e.g. taken and broken.</p> <p>Explain that we can use these in instructions to help join our ideas together, e.g. Once we have hidden...</p> <p>Shared writing: Model writing instructions for the</p>	<p>reason, e.g. It could be acrobats because they would have been able to swing and climb up high to reach the precious jewels. Read to page 27 and ask children if they suspected Frau Schultz. Shared writing: Model writing the front page of the newspaper Frau Shultz is reading, including speculation about the possible perpetrators and including elements taught in the previous sessions, e.g. the present perfect tense and conjunctions.</p> <p><b>Shared writing:</b> <i>Last night, during a complicated and well-planned raid, the mysterious thief and perpetrator of a spate of crimes was arrested. The criminal – a gorilla – has been held at the local police</i></p>	<p>might have gone on between the two apes, including questions, statements and exclamations the animals may say. Then, record on speech-bubble sticky notes the conversation they might be having with each other on the page where they are talking to each other between the cages ending in “she listened to him patiently”.</p> <p></p> <p>Shared writing: Model ‘bursting’ the speech bubble and placing the dialogue into speech punctuation and adding, where appropriate, other conventions of speech, such as a reporting clause or other punctuation.</p>
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	<p>might blight the gorilla's life. Children to create their own certificate including the noun phrases created in the first part of the session.</p>	<p>the subordinate at the start of the sentence. Now write the letter from Fatima calling off the engagement using the sentences created in the main part of the session. Read page 13. Now create a further multiclaue sentence about the ape's fate, e.g. Although she was supposed to be a prized possession, she became nothing more than a lonely prisoner.</p>	<p>tricks Sally might perform for Frau Shultz, e.g. hunting for bananas, finingd precious stones locked in dressing tables or shares and bonds in safes, using the present perfect tense, e.g.: To begin with, identify where the safe is. Once you have identified it, take a stethoscope to help listen to the combination dial. Children to use tricks listed to create a set of instructions that could make up a class Book of Tricks.</p> <p>Plenary: Discuss whether you think it is right that animals should be expected to perform tricks?</p>	<p><i>station whilst further enquiries are made. It was thought that the crimes may have been carried out by acrobats or even window-cleaners because of their ability to climb...</i> Children to write the newspaper front page story with the headline 'Mysterious Thief Arrested'.</p>	<p>Children to write the dialogue that they would have had drawing upon the drama and using the following headings as guidelines: Reminiscing: Hope: Dreams of Escape:</p>
 <p><b>Reading</b></p>	<p><b>LO: To ask questions about a text</b></p> <p>Show children the front cover of the new text, 'The Legend of Sally</p>	<p><b>LO: To discuss the words used within a text.</b></p> <p>Read pages 7 – 12of the text.</p>	<p><b>LO: To discuss the words used within a text.</b></p> <p>Recap what has been read so far.</p>		


	<p>Jones' - Jakob Wegelius.</p> <p>Children to look carefully at the cover. What questions would they like to ask? What is the gorilla doing? Who is Sally Jones? Is she a kind or evil character?</p> <p>Children to record questions into books.</p>	<p>Model how to read with expression.</p> <p>Children to practice this in pairs.</p> <p>Discuss any new vocabulary, e.g. swaddled, infant, merchant, expedition, illegal.</p>	<p>How can the events from pages 7 – 12 be summarised?</p> <p>Share example vocabulary questions. Model how to answer these.</p> <p>Children re-read the text and answer questions about the vocabulary used independently.</p>		
 <p><b>Spelling &amp; Handwriting</b></p>	<p>actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>	<p>actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>	<p>actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>	<p>actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>	<p>actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose</p>
	<p><b><u>Humanities</u></b> Lesson 1: What is migration?</p>	<p><b><u>Science</u></b> <b><u>Electric</u></b> <b><u>Personalities</u></b> Lesson 1: It's <b><u>Electric</u></b></p>	<p><b><u>PSHE</u></b> Lesson 1: Jigsaw Piece 1 (Jealousy)</p>	<p><b><u>Art</u></b></p> <p><b><u>Music</u></b></p>	<p><b><u>Computing</u></b></p> <p><b><u>MFL</u></b></p>

<p><b>Wider Curriculum</b></p>	<ul style="list-style-type: none"> <li>In 2020, 281 million people globally were migrants according to the United Nations – about 3.6 per cent of the world’s population. That was with an estimated 20 million fewer migrants due to the COVID-19 pandemic.</li> <li>Two-thirds of all international migrants move to just 20 countries. The USA has the most immigrants – 51 million in 2021. The UK</li> </ul>	<p><b>LO: To explore a variety of electrical items and begin to ask questions, look for similarities and differences and form ideas and theories.</b></p> <p>Have 5 exploration zones set up: Plug in appliances, battery powered toys, a variety of batteries, battery powered devices, torch zone.</p> <p>Ask children to guess what the new science topic is from looking at the zones. Give each group a few minutes at each zone to observe, explore and think.</p>	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>Play <b>Pass it on:</b></p> <p>In a circle, children pass an object e.g. a ball or Jigsaw Jaz, to their neighbour without using their hands or arms.</p> <p>In pairs ask the children to discuss how a friendship/relationship can change.</p> <p>Use the chime and ‘calm me’ script.</p>		
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	<p>was fifth with 9 million immigrants.</p> <ul style="list-style-type: none"> <li>● In 2020, refugees made up 12 per cent of international migration.</li> </ul> <p>Key questions:</p> <ul style="list-style-type: none"> <li>● What terms are used to describe types of migration?</li> <li>● Which continents have the most emigrants and immigrants?</li> </ul> <p>How is food one way in which host countries benefit from migration?</p> <p>Complete questions 1,2,3,4</p>	<p>If the question asks What is the electricity doing? Explain that they should try to be specific, e.g. for a hair drier don't write drying hair but rather heating air and blowing the hot air out. At the end, spend a few minutes gathering shared discoveries on electricity and writing them on the flip chart, e.g. power can come from mains (plug in) electricity or it can be stored in a battery.</p> <p>Show the Teaching PowerPoint. Discuss.</p>	<p>Show the children the images and ask them to briefly discuss in their pairs what they think is going on in each picture, and how the people are feeling. Can they work out a connection between the images on all three slides?</p> <p>Give out scenario cards.</p> <ul style="list-style-type: none"> <li>● Can they suggest a way forward so the situation can be resolved?</li> <li>● Who could they talk to about the problem?</li> <li>● Is there a way to manage the jealousy so it doesn't result in</li> </ul>		
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		<p>Look at safety in the home and the dangers of electricity using the website: <a href="#">Electrical safety in your home - Switched on Kids</a></p> <p><b>Task: Design a poster to warn people about the dangers of electricity and how to avoid them.</b></p> <p>Play an Electric version of the memory game I went to the market. Sit in a circle and say I went to the Electricity shop and I bought a lamp, The next person says I went to the Electricity shop and I bought a lamp and a</p>	<p>unhelpful behaviour? Reflect on the resolutions together.</p>		
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		... (adding a new appliance). Continue round the circle with each child adding one more appliance to the list each time.			
 <p><b>Daily PE Activity</b></p>					

<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>