

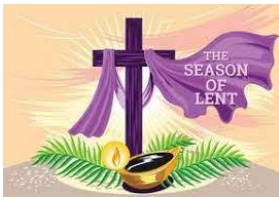






Message from the teachers:

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

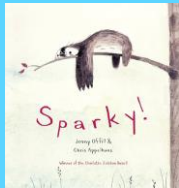
Miss Dowling and Mrs Freeman	Year:	4	Date:	11.3.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>		<p>LO: To know the story of the paralysed man</p>	<p>LO: To recognise ways in which people who follow Christ might want to change during Lent</p>		<p>Lenten Assembly</p>
	<p>Unit: Lent</p> 	<p>Create posters and advertisements about the qualities of Jesus and his words and actions.</p> <p>Reflect back on learning from previous week about the Widow of Nain and the healing of the paralysed man.</p>	<p>Big question: How important do you think it is to make a change to become more like Christ during Lent?</p> <p>Lent is a period of time when Christians think about things that need to change in</p>	<p>God our Father, You guide and direct us on our journey through life. Be with us as we begin our Lenten journey of faith and love. Help us to grow closer to you during this special</p>	<p>Lenten prayer service led by the Chaplaincy team</p> 

	<p><u>This week's big question:</u></p> <p>How important do you think it is to make a change during Lent?</p>	<p>Children to think of appropriate slogans.</p> <p>Jesus demonstrates humility Jesus lived and preached a life of poverty Jesus commands us to love our Neighbour Jesus taught us to pray Jesus healed the afflicted so that we might have faith. Jesus taught us to obey our Father's commands. Jesus is strong when faced with temptation.</p>	<p>their lives to become more like Jesus Christ. Recall what happens on Ash Wednesday. Discuss the meaning of the symbols of ashes, e.g. seeking forgiveness, desire to change to be more like Jesus.</p> <p>Task: Create acrostic poems out of the word "change" to explore some of the things they might try and do during Lent to become more like Christ.</p>	<p>holy season. Help us to do your will each day during Lent. We ask this through Christ our Lord.</p> 	
 <p>Maths</p>	<p>LO: Problem solving fractions of an amount</p>	<p>LO: Tenths as fractions</p>	<p>LO: Tenths as decimals</p>	<p>LO: Tenths on a place value grid</p>	<p>LO: Tenths on a number line</p>
	<p>Workbook pages 127 - 129</p>	<p>Workbook pages 132 - 134</p>	<p>Workbook pages 135 - 137</p>	<p>Workbook pages 138 - 40</p>	<p>Workbook pages 141 - 143</p>



English




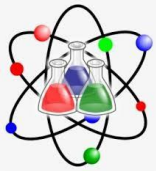
	LO: To identify and discuss themes and conventions in a text	LO: To identify and generate antonyms	LO: To use antonyms in writing	LO: To use fronted adverbials for time	LO: To retell stories effectively and convey detailed information coherently
	<p>In a talking circle, discuss the themes in the text: Loyalty, kindness, friendship, superiority, irony. Pop these themes onto cards and place in the middle so that the topics for discussion can be selected at random. Teacher or additional adult scribe some responses.</p> <p>Children to free-write a response to the text in terms of the 'messages' it is</p>	<p>Return to the start of the text and shared-read the first three pages. Provide the children with the 3 animal pictures from page 2 on the left hand side of a landscape piece of paper A bird or a bunny or a trained seal and the same three animals from the following page on the right hand side of the paper. Spot the difference: Ask the children to compare the animals on the left with the animals</p>	<p>Ask the children to quickly sketch the 'miserable'/ rejected version of their three new animals (from session 7) Model onto a sentence strip for the first animal of your own (see previous session) writing the following e.g. On Monday, my mother said no to the snake and I imagined the animal feeling dejected. (point out that an antonym of the word used in session 7 for the</p>	<p>Quick check-up: Using the sequence of 4 pictures across the two pages It was two days before I saw him awake, children to write fronted adverbials for time to show how time passes across the 4 pictures. You may want to dictate one or two (or all 4) of the sentences. Now remind children of Mary Potts as a character and refer to the Role on the Wall (session 3) that has been displayed</p>	<p>Tell the children that they will be writing their own version of Sparky! featuring a different animal and main characters but containing the themes that they talked about yesterday. It will also have the slight twist on the original in that the main character will find her ideal pet in a Lazy Pet Co. catalogue rather than at the library. As a class, work to create a generic</p>

	<p>trying to convey. Teacher model starting points. e.g. I think that the story of Sparky! by Jenny Offill & Chris Appelhans is about loyalty and friendship. In the text... again, children should be supported in finding and quoting evidence from the text.</p>	<p>on the right – in what way are they different? How might they feel? Why? Generate some adjectives /adverbs/ abstract nouns to describe the feelings - just scribe these at random for now. Now model scribing an adjective e.g. delighted next to the bird... what might be an opposite adjective (antonym) that could be paired with this on the unhappy bird picture? displeased. Using thesauri and possibly web-based antonym generators, allow the children to find</p>	<p>‘happy’ snake should be used here.) Continue to model, one strip per sentence: At the supermarket, she said no to the badger and I imagined a bundle of fluffy stripes Snapping, she said no to the pony and I imagined the four-legged beauty tossing his mane sulkily. Explain that the first part of each sentence is what we call a fronted adverbial and adverbials tell us where, when or how the action happens. The comma separates the adverbial</p>	<p>on the class working wall. If you could meet Mary Potts, what would you like to ask her? Generate some questions (open questions). Hot seating: Have another adult (or teacher in role if another adult unavailable) to appear in role as Mary Potts, if possible wearing a curly wig, smart coat etc. Children hot-seat Mary Potts. Now decide what Mary’s motives are. Is there a backstory? Is she just a bit bossy and unkind?</p>	<p>story map using boxes and arrows for each stage: • A character would like a pet and begs his/her parent • The parent says no to every idea (import content from Sessions 7 & 8) • Eventually, the parent gives in only if the pet requires no walking etc • The character browses through the Lazy Pet Co. catalogue and finds the perfect pet (session 2) • The pet arrives • The pet doesn’t do much • a ‘friend’ is critical of the pet (session 9) • so an extravaganza/ event of some kind</p>
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		<p>as many pairs of antonyms as they can to show the difference in feelings between the first and second set of pictures. There may be an opportunity here to use some of the Word List words from the National Curriculum appendix for years 3&4.</p> <p>Shared writing: Now explore using the 'happy' adjectives that have been generated to add detail to the existing sentence: A bird or a bunny or a trained seal. Might become: A delighted bird or a joyful bunny or a</p>	<p>phrase from the main/ independent clause in the sentence. Ask the children to identify which sentence fits into which category: where, when or how. Bluetac under headings.</p> <p>Giving children the choice to either write adverbials for when, where, how, or a mixture of 2 or 3, support them to write sentences that start with fronted adverbials for their own animals. Some children may need to use the supported sentences strategy as outlined in</p>	<p>Ask children to generate some ideas for a Mary Potts character of their own. This will be used when they come to write their own story</p>	<p>to show off the pet is planned but it doesn't go well (session 4 as a starting point) • even though the pet doesn't 'do' much, the character still loves it. Now talk about the skills that the children have been working on over the course of the sequence. Refer to the working wall and anything the children have recorded in their books. Where did the book's author use these skills? Also plan for skills not used in the book (e.g. fronted adverbials for the sequence of four</p>
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		<p>skillful trained seal. You may want to push on ahead and add some verbs here too as for the seal which has been trained, e.g. A delighted chirruping bird or a joyful hopping bunny or a skillful trained seal. Now that we've added detail, we need to think about punctuation – explore the effect of the addition of a comma: A delighted chirping bird, a joyful hopping bunny or a skillful trained seal. Ask the children to think of three animals of their own that could be potential pets,</p>	<p>session 4. Writing generated today will be used with what was done yesterday when the children come to write their own version.</p>		<p>pictures – session 8). Model how to annotate the shared story map (in a different colour- this is referenced above) for the 'I can...' content at each point so that the children begin to see what sort of new skills/learning could be applied at each point.</p> <p>Now support the children to create a story map for their own story and plan for which bits of new learning/which skills they will use at each point. Let children use post-it notes/ sticky page tabs and colour-coding so that when</p>
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		<p>quickly sketch them and then write a sentence as above using modifiers. These will be imported into their own version story that they will be writing in a few days' time. It is useful at this stage for you, as the teacher, to come up with three different animals of your own as this will help with the modeling of writing from here-on-in. e.g. snake, badger and pony</p>			<p>they come to do the writing, they know where to look in their books or on the working wall in order that they apply the taught skills.</p>
 <p>Spelling & Handwriting</p>	<p>immature immobile immortal impatient imperfect impossible imprecise impurity</p>	<p>immature immobile immortal impatient imperfect impossible imprecise impurity</p>	<p>immature immobile immortal impatient imperfect impossible imprecise impurity</p>	<p>immature immobile immortal impatient imperfect impossible imprecise impurity</p>	<p>immature immobile immortal impatient imperfect impossible imprecise impurity</p>

	inaccurate inactive incomplete incorrect informal inside	inaccurate inactive incomplete incorrect informal inside	inaccurate inactive incomplete incorrect informal inside	inaccurate inactive incomplete incorrect informal inside	inaccurate inactive incomplete incorrect informal inside
 <p>Wider Curriculum</p>	<p><u>Humanities</u></p> <p>Rivers:</p> <p>Why is the Volga River important to people?</p> <p>The Volga is Europe’s longest river (3,530 km) and is unusual in being entirely within the borders of one country, Russia. Russia is traditionally divided into European Russia (west of the Urals) and Asian Russia (east of the Urals).</p> <p>The Volga is a good case study for the importance of a river as 50 per cent of</p>	<p><u>Science</u></p> <p>The Circle of Life.</p> <p>Session 4: Predator or prey.</p> <p>LO: To understand the terms predator, prey, producer and consumer and use them to describe the relationship between living things.</p> <p>To construct a food chain/web.</p> <p>https://www.bbc.com/bitesize/articles/zwbtxsg explains what a food chain is and how plants and animals get their energy.</p>	<p><u>PSHE</u></p> <p>Healthy Me</p> <p>Session 3: Smoking</p> <p>LO: Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Play Healthy Names:</p> <p>With everyone sitting in a circle, go around the circle and ask everyone to come up with a ‘healthy activity’ word that uses the same starting letter (or sound) as their name. Use Jigsaw Jaz as an example:</p>	<p><u>Art</u></p> <p><u>Lesson 4: Repeating patterns - Kapow Primary</u></p> <p>LO: To learn how to create a repeating pattern.</p> <p>Explain to the children that when part of a design, such as shapes or a motif, is repeated within a space, it is called a repeated pattern.</p> <p>Hand out the <i>Activity: Jungle</i></p>	<p><u>Computing</u></p> <p><u>Barefoot - wildlife animations, lesson 1 micro:bit (microbit.org)</u></p> <p>LO: • I can explain what the micro:bit’s components do • I can sequence code within the micro:bit MakeCode editor • I can design and code images</p>

	<p>Russia's farmland is within the Volga's drainage basin, with nearly 40 per cent of Russia's population (144 million) living in the same area.</p> <p>The source of the Volga River is in the Valdai Hills, north-west of Moscow. Its reservoirs include some of the world's largest and its delta, with a length of 160 km, is the largest in Europe.</p> <p>Where is the Volga River located? How do people use the Volga River? Why is the Volga River in danger?</p> <p>Complete:</p>	<p>Read the PowerPoint about food chains and webs.</p> <p>Task: Construct a Food Chain/Web using the Countryside Food Web Cards in the Resource Pack. If completed, use the Rock Pool cards to compile another food web.</p>	<p>'Jogging Jigsaw Jaz' . Other examples: Cycling Chris, Running Rachel, Swimming Sabina.</p> <p>Use the 'calm me' script to be calm and focused. Look at the facts about smoking. Hand out a smoking fact card, one per child. Then ask the children to find the 8 other people they need to complete their picture puzzle.</p> <p>What did you already know about smoking? Is there anything that surprised you?</p> <p>Why do people smoke?</p>	<p><i>pattern</i> (one between two). In pairs, ask the children to study the image and see if they can identify where the pattern repeats. They could use pens or pencils to draw a box around where they think the repeat is. Ask the children to recreate their batik pattern from <u>Lesson 3: Creating patterns</u> by cutting or tearing pieces of coloured paper to create the shapes and lines and placing them on the blank side of</p>	<p>using the micro:bit's LEDs.</p> <p>In this lesson, pupils familiarise themselves with the micro:bit and identify various components on the device. Pupils examine how to transfer programs to the device and undertake a related unplugged activity. Pupils create their own programs using the predefined images, then go on to create their own images by programming individual LEDs.</p>
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	<p>Fact file in the Volga River</p> <p>Are these sentences true or false? Tick 'True' or 'False' for each one.</p> <p>a. When a river floods, it is good because it makes the soil fertile for farming. True <input type="checkbox"/> False <input type="checkbox"/></p> <p>b. When a river floods, it is bad because houses flood and people may drown. True <input type="checkbox"/> False <input type="checkbox"/></p> <p>1. Which city is nearest the source of the Volga River? (It is the capital city of Russia.) Write your answer.</p> <hr/> <p>2. Which sea does the Volga River flow into? Write your answer.</p> <hr/> <p>3. Which city is nearest the mouth of the Volga River? Write your answer.</p> <hr/>		<p>Why do people vape (use e-cigarettes)?</p> <p>Talk about peer pressure.</p> <p>Give each group a scenario to read.</p> <p>Explain that they will be acting out the scenarios and performing it to the rest of the class.</p>	<p>their sheet of paper.</p>	
	<p>Music</p> <p>Lesson 4: The loopy rainforest - Kapow Primary</p> <p>LO: To create simple tunes.</p> <p>The children are going to be focusing on the upper two layers of the rainforest and will be playing simple melodies to represent these layers. These will then be combined with their body percussion and performed as one</p>		<p>MFLY3/4 French: Language Detective Work Practice - Kapow Primary</p> <p>LO: To read and understand short sentences.</p> <p>To create original sentences using a model sentence.</p> <p>What's in the bag?</p> <p>1. Give each child a copy of pages one and two of the <i>Activity: What's in the bag?</i> Page 3 is for an extension</p>		

				<p>piece in the next lesson.</p> <p>Recap the animals found within the canopy layer of the rainforest (use the notes made from the Attention grabber in <i>Lesson 3: The rhythm of the rainforest floor</i>).</p> <p>Canopy</p> <p>The children's first task will be to create their own melody (tune) to portray the canopy layer of the rainforest.</p> <p>Play the <i>Audio file: Rainforest sounds</i>.</p>	<p>exercise (see During the week).</p> <p>2. Ask the children to look at page one and allow them to work out the task for themselves. For children who may be struggling with this, you could refer them to the <i>Activity: Jumbled words</i>, which sets out each word with an image.</p> <p>The task is to read each description and match each label to the correct bag. This task needs thinking time, and an opportunity to share strategies.</p>
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 <p>Daily PE Activity</p>	<p>PE Y3 U4 Lesson 4 real PE</p>  <p>Equipment</p> <p>You will need cones, different sized balls, hoops, bean bags, quoits, large balls, stickers.</p>	<p>Fitness</p> <p>Warm up – Jog around the hall/track. Teacher will shout out stretches/exercises as children run e.g. 10 star jumps, 5 squats, 10 walking lunges.</p> <p>Q: Why do we need to warm up? What changes do you notice in your body before/after you warm up?</p> <p>Rock, paper, scissors hoop jump.</p> <p>Ball tag</p> <p>Cool down: stretches.</p> <p>Q: Why should we cool down?</p>	<p>imoves – pupil choice.</p>	<p>Brain break – super Mario run</p>	<p>Free choice Friday:</p> <p>Outdoor gym equipment Football Rounders Races</p>
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Homework:					
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk