



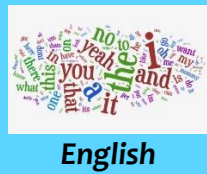
**Message from the teachers:**

We hope you have had a wonderful half term holiday. We look forward to welcoming you back to school for the final term 😊

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

**Teachers:** Mrs Freeman, Miss Dowling    **Year:** 4    **Date:** 3.6.2024

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <b>RE</b>	<p><b>Pentecost</b></p> <p><b>Unit: Pentecost</b></p> <p>In this unit children learn about the gift of the Holy Spirit and the change it brought to the lives of the Apostles. They will think about the presence of the Holy Spirit in the Sacraments the Church celebrates.</p> <p><b>Big Question:</b> <b>Why is Pentecost important?</b></p>	<p><b>LO: Pentecost</b></p> <p>Children to read the story of Pentecost from the Acts of the Apostles.</p> <p>Use drama, freeze-frame and speaking and listening activities to explore the text together</p> <p>Concentrate on the thoughts and feelings of the disciples at this special event</p> <p>What were the disciples now able to do with the gift of the Holy Spirit?</p> <p><a href="https://www.youtube.com/watch?v=MtTjgmlUtps">https://www.youtube.com/watch?v=MtTjgmlUtps</a></p> <p><a href="https://youtu.be/Xvy- DayaoC">https://youtu.be/Xvy- DayaoC</a></p>	<p><b>LO: Pentecost artwork</b></p> <p>Symbolic artwork - which is your favourite?</p> <p>Explain which is your favourite and why?</p>	<p><b>LO: Pentecost</b></p> <p>Starter: Pentecost unscramble:</p> <p>LoyH pSirt Vnehae Diwn Gsuento Jlesamru Pcsoetne Lsagaguae Dzema Slpecsidi Ltsieraltse Eirf Ptree</p> <p>Revise previous work on Baptism and recall that Christians are baptised in the name of the Father, Son and Holy Spirit. Talk about Baptism being a celebration of the gift of the Holy Spirit for the person being baptised.</p> <p>Reflect with the children on the gift of the Holy Spirit to those who have been baptised. What do you think the gift of the Holy Spirit can help you to do?</p>	<p><b>LO:</b></p> <p><b>Vocabulary:</b> Pentecost, Apostles, change, Holy Spirit, Sacrament, Baptism, Eucharist.</p>
 <b>Maths</b>	<p><b>LO: Polygons</b></p> <p>Workbook pages 78 - 80</p>	<p><b>LO: Reason about polygons</b></p> <p>Workbook pages 81 - 83</p>	<p><b>LO: Lines of symmetry</b></p> <p>Workbook pages 84 - 86</p>	<p><b>LO: Complete a symmetric figure</b></p> <p>Workbook pages 87 - 89</p>	<p><b>End of unit check</b></p> <p>Textbook pages 124 - 125</p>



**LO: To use adjectives and prepositions to describe a setting.**

Starter:  
 Show the children a pencil and put it down on the desk. **Where is it?** Then move the pencil to another spot. **Where is it now?** Repeat the action and question a third time. Explain to the children that the word which described the place where something lies is called a **preposition**. To help them remember this, suggest they think of it like ‘the position of something- **pre-POSITION**’. ‘**On, under, next to, across etc...**’ How many can they think of in one minute? Write them down.  
Independent Activity:  
 Children are to **write descriptive sentences/paragraphs** about the setting of the garage based on what they can see in the shot at **1:26**. They should use a range of suitable **adjectives and expanded noun phrases**. Give the children a selection of prepositions to use.  
Plenary:  
 Read some good examples of children’s sentences. What was done well? How can the class improve their vocabulary when writing and why is this important?

**LO: To improve my descriptive vocabulary using a thesaurus. (adjectives and adverbs)**

Starter:  
 Write the sentence “The young boy skipped happily down the cobbled street.” Ask the children to identify the **word classes** within the sentence. **What is an adjective? When is it used?** Point out the adjectives in the sentence- can children replace these with another? Then repeat the questions for the **adverb**. What do they describe? Ask children to have a go at **re-writing the sentence with new adjectives** and a new adverb. Can **the adverb be placed anywhere** else in the sentence?  
Independent Activity:  
 Children are to **write descriptive sentences** about one of the **characters** using a range of adjectives and adverbs. They must underline (in two separate colours) each of these in their writing. As an extension, they are to use a thesaurus to improve their descriptive words.  
Plenary:  
 How **not** to use a thesaurus! Show children the top of resource 2c, hiding the second version of the letter. Using thesauruses in groups, can they figure out what the letter is trying to say? Why is this a poor example of synonym use?

**LO: To distinguish between different word classes and their relationships with one another. (nouns and verbs)**

Starter:  
 Word class- **what is a verb?** Ask children what the function of a **verb** is. Can they give some examples?  
 Use one to write a sentence on the board. Can they have a go at writing a sentence with at least one **action verb** in it themselves? Introduce **imperative (or ‘bossy’) verbs- ones that command an action**. Write the sentence “Spread the butter.”- can they have a go at writing another command? Can they identify the **difference** between action and imperative verbs?  
Independent activity:  
 Children are to **independently write a Kenning poem** with the subject “Grandpa”. They should consider the character and his **relationship with Tony**, as well as changing verbs into nouns on each line, ensuring the same suffix is used. As an extension, they can type and decorate their poems for display.  
Plenary:  
 Ask children to read their **Kennings** to the class- can children **identify the subject?** Summarise what has happened in the film today. **What have they learnt about the characters?**

**LO: To identify and use prefixes, suffixes and word families in my writing.**

Starter:  
 Introduce the theme of using **root words** and changing/ adapting/ evolving them using **prefixes and suffixes**. Write the word ‘happy’ on the board. Ask children if they can think of any **letters that could be added to the beginning or end to make another word** (unhappy, happily etc) Underline **prefixes** in one colour and discuss this with children. Next underline **suffixes** and explain these. Can children think of a word which begins with the prefix ‘mis’- what is the root word? Can they think of one that ends with the **suffix ‘ly’**- what is the root word?  
Independent Activity:  
 Give children the resources. They are to read the paragraphs and **identify** where **prefixes and suffixes** have been used.  
Plenary:  
 Ask children to tell the person sitting next to them **three things** they have learned today. Share with the class. Can they come up with a way to remember **prefix/ suffix/ word families?**


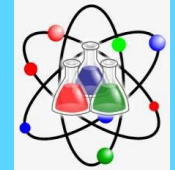


**LO: To use fronted adverbials in my writing.**

Starter:  
 Write a selection of **punctuation** on the board (full stop, exclamation mark, question mark, comma) and ask children to **identify them** and explain when/how they are used. Next, write an **ellipsis**. Can children identify it? Discuss how and when it can be used and model this by writing a sentence before instructing the children have a go on their own. Look at the fact that ellipses have many different roles-

- Showing pauses in dialogue
- Indicating an omission in the narrative
- Showing the trailing-off of a thought
- Implying something is to follow
- Putting emphasis on the next word
- Shortening a quote.

Independent activity:  
 Children are to write a page from **Dad’s diary thirty years ago**, detailing an adventure he had with **Grandpa**. They should use some **fronted adverbials as sentence openers and show appropriate use of commas to coincide**. As an extension, can they proofread and improve their vocabulary anywhere?  
Plenary  
 Ask the children to write two fronted adverbial phrases that suggest when, two that suggest where and two that suggest how on white boards

OLC WEEKLY LEARNING PLAN

 <p><b>Spelling &amp; Handwriting</b></p>	<p>address business complete difficult exercise famous height library material occasion medicine opposite particular popular possession pressure promise purpose reign</p>	<p>address business complete difficult exercise famous height library material occasion medicine opposite particular popular possession pressure promise purpose reign</p>	<p>address business complete difficult exercise famous height library material occasion medicine opposite particular popular possession pressure promise purpose reign</p>	<p>address business complete difficult exercise famous height library material occasion medicine opposite particular popular possession pressure promise purpose reign</p>	<p>address business complete difficult exercise famous height library material occasion medicine opposite particular popular possession pressure promise purpose reign</p>
 <p><b>Wider Curriculum</b></p>	<p><b>Humanities</b>  <b>Natural Resources</b>  <b>Lesson 1: What are the world's natural resources?</b></p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are natural resources?</li> <li>• What makes natural resources valuable?</li> <li>• Which countries have a lot of natural resources?</li> </ul> <p>Discuss: What do you think natural resources are? Look at images of natural resources. Which of these resources can run out? Which ones will never run out? Read about renewable and non-renewable resources. Find out what makes a natural resource</p>	<p><b>Science</b>  <b>New topic: Plants</b></p> <p><b>LO: To investigate what plants needs to grow and survive</b></p>  <p>Introduce new topic about plants and recap previous learning from KS1. <a href="http://www.bbc.co.uk/education/clips/zv2qxn">http://www.bbc.co.uk/education/clips/zv2qxn</a></p> <p>Discuss what plants need to grow e.g. water, light, space etc. Explain why each of these are important (see ppt.)</p> <p>Investigation: Children to work in groups and design an experiment to investigate what happens when one of the following requirements is removed e.g. air, water, light. Where/ what can they do to the seeds to remove this? E.g. put the plant in a cupboard, cover the leaves in clingfilm, don't water the plant</p> <p>Once children have decided on how their investigation will work, give them some time to set it up.</p> <p>(Children will need potting soil, bean seedlings and small put)</p> <p>Children to monitor the growth of each plant for the next few weeks.</p> <p>What does the investigation show?</p>	<p><b>PSHE</b>  <b>Changing me</b>  <b>Lesson 1: To understand that everyone is unique and special</b></p> <p><b>Vocabulary</b>  <b>Unique Me</b></p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Unique</li> <li>• Characteristics</li> <li>• Parents</li> <li>• Gene</li> </ul> <p><b>Activity:</b>  Ask each child to look at the <b>Parents and Children template</b> in their <b>Jigsaw Journal</b>. Ask the children to write in the box by each parent the characteristics they have (eye colour, hair colour, freckles or not, curly hair or straight hair).</p> <p>Then ask the children to think about what these parent's children might look like, inheriting one characteristic from each parent. Work through the example on the worksheet for Child 1; they have inherited blue eyes from the mother, brown hair from the father, freckles from the mother, and curly hair from the father. They can</p>	<p><b>Art</b></p>  <p><b>Music</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/shopping-for-french-food/lesson-1-building-numbers-to-60/">Adapting and transposing motifs (Theme: Romans)</a> (<a href="https://www.kapowprimary.com">kapowprimary.com</a>)</p> <p>LO: To sing in tune and in time.</p> <p><b>Vocal warm-up</b> (10 minutes)</p>	<p><b>Computing</b>  <a href="https://www.kapowprimary.com/subjects/computing/lesson-1-what-is-computational-thinking/">Lesson 1: What is computational thinking?</a> (<a href="https://www.kapowprimary.com">kapowprimary.com</a>)</p> <p>LO: To understand that computational thinking is made up of four key strands.</p> <p>Discuss with the children that facing a complex problem like this can be overwhelming and people may want to give up. Explain that a process called computational thinking can help simplify problems and make them easier to solve.</p> <ol style="list-style-type: none"> <li>1. <b>Abstraction action (pictionary activity):</b> using the <i>Activity: Abstraction action cards</i> (three per group), the children should work in small groups to follow the instructions. Ask them which clues made it obvious what the person was trying to draw and draw their attention to the key features of the drawings.</li> <li>2. <b>Decompose demolition:</b> using the <i>Activity: Decomposition demolition</i> (one each), ask the children to identify the shapes used to make the drawing. Suggest to them colouring in all the triangles red, the squares blue, etc.</li> <li>3. <b>Pattern recognition:</b> using the <i>Activity: Pattern recognition ribbons</i> (three per group), string and beads, ask the pupils to complete the bead threading and make up their own pattern for their partner to complete.</li> <li>4. <b>Alien algorithms:</b> using the <i>Activity: Alien algorithms</i> (three per group), whiteboards and pens, the children should write instructions to enable their partner to draw the alien they have created using only 2D shapes (e.g. triangles and squares).</li> </ol> <p><b>MFL</b></p> <p><a href="https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/shopping-for-french-food/lesson-1-building-numbers-to-60/">https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/shopping-for-french-food/lesson-1-building-numbers-to-60/</a></p> <p><b>LO: To recognise and say numbers up to 60</b></p> <p>Work through the activities on Kapow to learn and revise the numbers up to 60.</p>

OLC WEEKLY LEARNING PLAN

valuable and where in the world natural resources can be found.

decide on the sex for child 2 and child 3.  
Ask them to suggest what the other children might look like in this family choosing eye colour, hair colour, freckles (or not) and curly/straight hair each time.

Explain to the children that because we are going to be singing today, we need to warm up our bodies and voices. Carry out the Roman vocal warm-ups as described in the *Teacher video: Here come the Romans*.

**Listening** (5 minutes)

Display slide 2 of the *Presentation: Road Building song lyrics* on the board and play the performance track below, encouraging pupils to follow the lyrics on the screen in time to the song.

Fitness Indoor:  
Gymnastics  
Outdoor: Sports day practice.

Daily mile

Outdoor gym equipment

Just dance



**Daily PE Activity**

**Equipment**  
Cones, small cones or markers, large balls, different sized balls, markers, tennis balls, cones.

**Key Vocabulary**  
Warm up, cool down, sing, recitate

**LO:** I can start and stop quickly.

Start quickly and accelerate by pushing off hard with my feet.

I can arrive in the correct position to collect the ball (timing).

Keep watching the ball and concentrate on timing so I arrive at the right time.

I can collect the ball with balance/control.

**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)

