



Message from the teachers:

Well done on another great week. This week, our English lessons will be based on a short video clip called Ruckus. We will continue reading *The Lion, the Witch and the Wardrobe* for our class novel. In maths, we will begin a new unit about length and perimeter. In RE, we will continue our unit all about listening to God's Word. We are also excited to learn more about fossils and how they are formed.

Another exciting week ahead 😊

Maths homework:

Please complete 'Spring Term Week 2' in your booklets (pages 51 – 53.)

Continue to practice your times tables using TTRS. Well done to those children that logged on last week 😊 Please let us know if you need any login details.

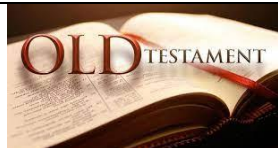
This Weekly Learning Plan shares the learning that will be taking place this week.

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| | Mrs Freeman and Miss Dowling | Year: | 4 | Date: | 29.01.24 |
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| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| | LO: What is the Liturgy of the Word? How does it affect my life? | LO: Class Liturgy | LO: What is the Liturgy of the Word? How does it affect my life? | LO: Why is the Gospel important? | Candlemas |



RE



Explain that the second part of the Mass is called the Liturgy of the Word. This is an important time in the Mass when God’s family listens to God speaking to them in the scripture readings. Children to recall what happens at this part of the Mass. In groups use Children’s missals to find as much information as they can about the Liturgy of the Word.

Explain that the first reading usually comes from the Old Testament. Recap

Our Father
 Our Father, Who art in Heaven,
 Hallowed be Thy Name,
 Thy kingdom come,
 Thy will be done,
 On earth as it is in Heaven
 Give us this day our daily bread,
 And forgive us our trespasses.
 As we forgive those
 who trespass against
 us; and lead us not
 into temptation, but
 deliver us from evil.
 Amen



Pray the Our Father together as part of this week’s class liturgy.



Recap what the Liturgy of the Word is.

Explain that the responsorial psalm comes from the Old Testament Book of Psalms. We join in the words of the psalm after the first reading. Explain that they were written as a special form of song.

Share some extracts of Psalms with the children. These might include: Psalm 150, 136 (135), 148 (147), 67 (66).



The gospel reading is welcomed with the singing of the “alleluia” a Hebrew word that means, “praise God”.

Children to role-play what happens at Mass for the proclamation of the gospel.

Include in this the use of the lectern, the greetings and the responses and the signing with the cross on the forehead, lips and heart, the carrying of candles and the kissing of the book of gospels by the priest or deacon.



Why do you think we stand to



Discuss what Candlemas is.

Celebrate Mass together as a school community.


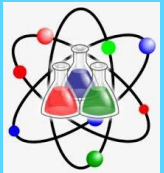
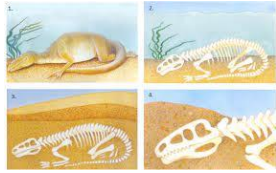
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| | <p>which part of the Bible this is. What stories can the children recall from the Old Testament? What do they tell us about God?</p> <p>Children to work in small groups to research information from different Old Testament stories. Record information in a fact file and any of the children's thought about the messages contained in these stories.</p> | | <p>What are the messages of these psalms?</p> <p>Unpick psalm 150 together.</p> <p>Task: Children to annotate and illustrate psalm 150.</p> <p>What important message does this psalm have?</p> | <p>welcome the gospel?</p> <p>Why make the sign of the cross on the forehead, lips and heart?</p> <p>Why do you think that candles are held at the lectern during the gospel reading?</p> <p>Why does the priest or deacon kiss the book of gospel at the end of the reading?</p> <p>Emphasise to the children that Jesus is present in the reading and proclaiming of the gospel.</p> <p>Children to use Bibles to research stories from the gospels of Matthew, Mark, Luke and John.</p> <p>What sort of writing have you found? Parable,</p> | |
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| | | | | miracle, some teaching of Jesus or a narrative of something that happened in his life. Children to record their findings on a grid. | |
|  <p>Maths</p> | LO: Measure in KM and M | LO: Perimeter on a grid | LO: Perimeter of a rectangle | LO: Perimeter of a rectilinear shapes | LO: Find the missing lengths in rectilinear shapes |
| | Workbook pages 57-59 | Workbook pages 60-62 | Workbook pages 63-65 | Workbook pages 66-68 | Workbook pages 69-71 |
|  <p>English https://www.teracyshed.com/a-shed-full-of-animations.html</p> | LO: To understand the thoughts and motivation of a character | LO: To explore the similarities and differences between characters | LO: To be able to develop characters in my writing. | LO: To be able to write a detailed character description. | LO: To design and make a wanted poster |
| | Watch the film 'Ruckus'. You may want to pause the film whilst watching and ask the children to predict what they think will happen next or to allow time for discussion. Ask further probing questions such as- Which | Replay the film 'Ruckus'. Together, revisit or finish the timeline you created together on a large piece of paper. Children can add thoughts, feelings and motivation bubbles. Together begin to draw out the | Children continue to build their understanding of the characters. Play a game of 'Who said that?' Divide a flip chart in half and place a picture of Jesse at the top of one half and a picture of Frank at the top of the | Show the children the blank 'WANTED' poster (4a). Discuss what each box is for and the features that need to be included. Label each box with the children's suggestions. E.g. wanted title, picture, description, crime, | Together look at the WANTED poster examples and refer back to the template that you labelled (4a) in a previous session. Look at the design and layout of WANTED posters and discuss what you would like to see from the |

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| | <p>brother do you think is Frank and which is Jesse and why do you think that? Which is your favourite brother and why? Can you tell me about the differences and similarities you noticed between the brothers? What questions would you ask your favourite character? What were the brothers' attitudes towards each other in the beginning and then at the end? What ideas are we given about how things were during their childhood? Do you think there is a moral to the story? What do you think is going to happen next? – suggested.</p> <p>Put the children into pairs. Explain that they will become one</p> | <p>similarities and differences between the brothers. Begin to look at their appearance as well as their inner thoughts. Focus on their composure and actions. Again discuss which brother might be Frank and which one Jesse and why? Lesson Input Explain to the children that in the next sessions they will be working towards writing a detailed character description to include on a 'wanted' poster for one of the brothers.</p> <p>Discuss the concept of 'Inside Out' character analysis. On an enlarged version of resource 2a, ask children to help record ideas to describe 'outside' aspects of the</p> | <p>other. Show children examples of imagined dialogue from the film (resource 3a). The children have to decide who said the quote and explain why. If they can't decide or the dialogue is too ambiguous they can place it in the middle but they can only do this twice! Discuss how the children came to their decisions. What clues were there?</p> <p>Revisit the 'Inside Out' work done in the previous session. Pose the question – What don't we know about the brothers? Do we know about their family or friends? How about what their overall goals are? Discuss that we know some things about the brothers but we need to understand their</p> | <p>reward. Lesson Input Together take a look at exemplar 4b. Identify the features of the character description and the flow of the writing - draw out that the example follows the flow of the character profile plans completed in the previous session. Information about appearance is grouped together etc.</p> <p>Discuss the use of expanded noun phrases to describe Frank's appearance and ask the children to pick out which conjunctions have been used to extend sentences. You might also discuss subordination and coordination here. If there is any vocabulary used that the children are</p> | <p>children. E.g. WANTED and REWARD written in large lettering, the culprit's name written in bold, large lettering, the description, the crime, picture etc. You might want to collect ideas together and create a checklist on a flipchart.</p> <p>For an extra element of authenticity use tea stained paper which has been prepared previously. After looking at the examples. Begin modelling the presentation of the WANTED posters to the children. Show children how to create large, bold writing and discuss how to divide the sheet of paper so that the layout hooks the reader. Ensure the children include the character descriptions they have written</p> |
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| | <p>of the brothers, Frank or Jesse, and that they will be using drama to understand the characters thoughts, feelings and motivations. You may need to clarify what motivations are at this point i.e. reasons for acting or behaving in a particular way. Give each group part of the film to act out – try to include as many different scenes as possible and think about chronology (in order to create an event timeline). Ask children to focus on becoming the character in mind as well as body. Tell them to focus on the thoughts, feelings and motivations. You may now wish to model the task before sending the children away.</p> | <p>brothers’ appearances and what we can see e.g. Brother 1 – smart, wears a blue suit, stands straight with his legs together etc. Brother 2 – casual, messy hair, clumsy, stands with his legs apart etc. These are to be written in the space around the outside of the character outline. Then collect ideas for the inside- the emotions and personality traits of the brothers – the things we can’t see. How do we gather and imagine these things about the character? Discuss body language and inference e.g. Brother 1 – greedy, intelligent, cunning, ambitious etc. Brother 2 – greedy, cowardly, humorous, ambitious etc. These are to be recorded on the inside</p> | <p>characters further. At this point, children can decide which brother they would like to focus on. On an enlarged version of resource 3b begin filling out the information about one of the brothers. Start with the appearance box. Encourage the children to write in detailed full sentences so that they are practising for tomorrow’s writing task. E.g. Jesse has soft, brown eyes which are framed by laughing lines and wrinkles. Move onto other boxes which have less familiar categories. Ask the children about their character’s family or friends. Do they only hang out together or have they got a gang? Gather their ideas and again model writing in</p> | <p>unfamiliar with discuss this now and encourage use of rich vocabulary. Also talk about how Frank’s characterisation has been further brought to life through the use of a catchy nickname (appropriate to use in wild west wanted posters). Look at the fact that we do not want to write a shopping list of information therefore we need to consider a variety of sentence openers. Together look at the question at the end of the exemplar and identify where warnings about Frank have been added in. Once you feel children are confident to start their descriptions, set them off. Encourage the children to use their character profile plans throughout as</p> | <p>previously. Consider language that you might want to highlight- how could the children do this? Allow children sufficient time to complete their WANTED posters.</p> <p>Children design a WANTED poster including the correct features. Children can include their character description.</p> |
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| | <p>Children act out their scene. During the drama ask them to freeze part of the scene (particularly tense moments work well here). Whilst the children are frozen in the scene – they consider the thoughts, feelings and motivations of the character at this moment in the story. Once they have a clear idea – they can fill in the thought tracking sheet (1a). Children should be encouraged to use rich vocabulary and conjunctions to extend their answers and give reasoning e.g. Frank feels frustrated because he desperately wants the diamond and Jesse keeps getting in his way.</p> <p>Children can act out a scene from the story</p> | <p>of the character outline.</p> | <p>full sentences. Friends – Frank is greedy and never wants to share his treasures. Therefore, he has lost all of his friends. If the children are unsure about the meaning of the words weaknesses or goals then discuss these words and ask them what they think Frank/Jesses overall life goal is? Continue to fill in the plan together until you feel the children are confident to complete the activity. Then, send them away to complete their profiles.</p> <p>Children use full sentences to complete their character profiles. They attempt to complete most boxes in detail.</p> | <p>they have already done most of the hard work!</p> <p>Children can use their character profile plans to write a detailed character description.</p> | |
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| | and record thoughts, feelings and motivations of the character. | | | | |
|  <p>Spelling & Handwriting</p> | beautician electrician magician mathematician musician optician politician technician | beautician electrician magician mathematician musician optician politician technician | beautician electrician magician mathematician musician optician politician technician | beautician electrician magician mathematician musician optician politician technician | beautician electrician magician mathematician musician optician politician technician |
|  <p>Wider Curriculum</p> | <p>Humanities</p> <p>Lesson 4: What is the weather forecast?</p> <p>Key questions</p> <ul style="list-style-type: none"> • What is a weather forecast? • What do the symbols on a weather forecast mean? • Why is it important to have a | <p>Science</p> <p>LO: To describe in simple terms how fossils are formed</p>  <p>Discuss together what a fossil is. What questions would they like to ask? Do children have any ideas about how fossils are formed? Use this as a chance to address any misconceptions.</p> | <p>PSHE</p> <p>Learning Intentions:</p> <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if I have been disappointed • Know what it means to be resilient and to have a positive attitude | <p>Art</p> <p><u>Lesson 4: Wax resist - Kapow Primary</u></p> <p>LO: To use shading techniques to create pattern and contrast.</p> <p>Explain that hatching can be used to add contrast and</p> | <p>Computing</p> <p><u>Lesson 4: Transitions and text - Kapow Primary</u></p> <p>LO: To add text and transitions to a video.</p> <p>Explain that in some of the example book</p> |



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| | <p>weather forecast?</p> <ul style="list-style-type: none"> ● Introduce the topic. Discuss what the weather is like today. Is it hot? Is it rainy? Is it humid? Is it cloudy? Is it windy? ● Discuss how weather changes with seasons. ● Pupils should complete questions 1 and 2 independently. <p>Pupils should then complete questions 3 and 4 in pairs. Take feedback and record some of their</p> | <p>Watch video clips about how fossils are formed: https://www.bbc.co.uk/bitesize/articles/zt3ntrd#zyh77yc https://www.nhm.ac.uk/discover/how-are-fossils-formed.html?gclid=Cj0KCQjw8e-gBhDoARIsAJiDsaW2tJY-RlFprvgiCvooVcT2U8rdTGPDrogiu4akHJr-zs9-boF-sqcaAgoXEALw_wcB</p> <p>Using the PowerPoint, explain each stage of the fossilisation process. Ask children to sequence the process in pairs.</p> <p>Task 1: Complete a storyboard of the fossilisation process.</p> <p>Task 2 (guided activity): Children to</p> | <p>Make sure the children understand the key vocabulary from these during the lesson so they can reflect on them at the end.</p> <ul style="list-style-type: none"> ● <i>Resilience</i> ● <i>Self-belief</i> ● <i>Motivation</i> ● <i>Perseverance</i> ● <i>Determination</i> ● <i>Goal</i> ● <i>Dream</i> ● <i>Commitment</i> <p>Invite the children to write a new verse for the Jigsaw Song 'For Me', which describes what they might do to make a new plan or set</p> | <p>pattern to abstract drawings.</p> <p>Pupils now choose a part of their compositions from <i>Art and design. Year 4, Drawing, Lesson 3: Drawing with scissors</i> to 'draw' onto their prepared wax and paint surface.</p> <p>They use a range of tools to scratch in lines, pattern and texture, revealing the wax crayon beneath.</p> <p>Play the <i>Pupil video: Wax resist</i> to model the drawing process.</p> | <p>trailers from <i>Lesson 1: Planning a book trailer</i>, there was no voiceover. Instead, the video communicated through text on the screen. The purpose of the text was to communicate the message of the story without giving away the ending.</p> <p>Slide 2: allow the children to add text to their trailers. If they have time, the children can also add transitions. Make sure they refer back to their</p> |
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| | <p>forecasts on the board.</p> <ul style="list-style-type: none"> • Display the image and read ‘Weather forecasts’ together. • Check pupils’ understanding of the weather symbols on the map. Point to the parts of the UK: Scotland, England, Wales, Northern Ireland. <p>Pupils should complete questions 5–8 in pairs.</p> | <p>work with teacher to make their own model of a fossil using salt dough.</p> | <p>a new goal and how they might cope with this situation.</p> <ul style="list-style-type: none"> • Alternatively, the children could complete the three-step approach to recreating their dream using the dream cloud resource in their Jigsaw Journals. Some prompting questions for the children might be: • How might they stay positive and | <p>storyboards from <u>Lesson 1: Planning a book trailer</u>, but explain that they don’t have to stick to this strictly. Encourage them to experiment, predict and explore how the software works, developing an idea of what they could create with it.</p> |
| | <p>Music <u>KS2 Whole-Class Instrumental Music Lesson Plan and Video-Caribbean (kapowprimary.com)</u></p> | <p>MFL <u>Y3/4 French Lesson: Asking and Giving Ages-Kapow Primary</u> LO: To use number words to</p> | | |

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| | | | <p>resilient?</p> <ul style="list-style-type: none"> • Who might help them to reach their goal? • What steps might they take? • How will they know when they have achieved their goal? | <p>LO: To recognise and perform quavers from staff notation.</p> <p>Display slide 5 of the <i>Presentation: Calypso Quavers</i> which displays a rhythm that has a pair of notes (quavers). Using their maths skills, ask the children to work out how much this pair of notes is worth (1 beat), and therefore how much one on its own would be worth (½ beat)? Explain to the children that quavers usually</p> | <p>give more information about ourselves.</p> <p>n the board, draw a cake outline and add five candles, counting: un, deux, trois, quatre, cinq – one, two, three, four, five. Point to yourself and say, J’ai cinq ans – I am five years old.</p> <p>2. Repeat the exercise: With six candles – J’ai six ans – I am six years old With seven candles – J’ai sept ans – I am seven years old.</p> |
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| | | | | <p>come in pairs (see slide 6) and that there are some pairs of quavers in our ‘What’s the story?’ Calypso song.</p> <p>Ensure children have access to a copy of either <i>Sheet music: What’s the story? (tuned percussion part 1)</i> or <i>Sheet music: What’s the story? (tuned percussion part 2)</i>. Slides 6 and 7 show the Tuned percussion parts for the song.</p> <p>Play the guide track by clicking on the audio link on the top right of</p> | <p>3. Add another candle and ask the children to predict: J’ai huit ans – I am eight years old.</p> <p>4. Ask the children the following questions:</p> <ul style="list-style-type: none"> • How many words are in each of the following sentences: <p>J’ai huit ans. I am eight years old (three)</p> <p>J’ai sept ans. I am seven years old (three)</p> <p>J’ai six ans. I am six years old? (three)</p> |
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| | | | | <p>slide 6. Ask the children to point on their sheet music to the quavers (in the chorus, bars 37 and 41) when they happen. Explain that we have not learned to play the chorus yet but we have learned to sing it, and the rhythm of the singing part and the playing parts is the same.</p> <p>Sing the chorus of the song, and then give your pupils a few minutes to work out how to play their individual part.</p> <p>The children on</p> | <ul style="list-style-type: none">• Which word changes in each sentence? (huit, sept, six)• Where is the number word in the sentence? |
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| | | | | the bass line part do not have quavers, so you might want to switch them onto Tuned percussion part 1 sheet music at this point so that they can have the experience of learning to play these. | |
|  <p>Daily PE Activity</p> | <p>PE Y3 U2 Lesson 4 real PE</p>  | <p>Fitness</p> <p>30 mins : 5 laps Circuit run – teacher shouts out exercises e.g. 5 star jumps 10 squats 10 burpees.</p> <p>Fruit Run:</p> | <p>Dodgeball - King/Queen</p> <p>Each team nominates a king or queen without the other team knowing who. The aim is to protect the king/queen at all costs. Those with their monarch</p> | <p>Daily Mile</p> | <p>Outdoor gym</p> |

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| | | <p>St Raphaels – blueberry St Annes – strawberries St Gabriels – bananas St Joseph’s - Apple</p> <p>Teacher calls out a fruit and the corresponding house has to run there and back. Last two home sits on the side. Teacher shouts fruit salad – everyone is back in the game.</p> | still standing at the end wins. | | |
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| Homework: | | | | | |
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