

Message from the teachers:

This week, the children will continue reading more of *The Selfish Giant* in English. We have been so impressed with the writing they have produced so far. They will deepen their understanding of place value in maths. In RE lessons, they will continue learning about the importance of Baptism and how we belong to God's family. They will learn more about light in science and how villages, towns and cities differ in geography.

Please could we ask the children to bring in a shoebox (if you have one handy) this week to use in this week's science lesson. Thank you!

We look forward to another great week ahead 😊

Miss Dowling and Mrs Freeman 😊



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


Teachers:	Mrs Freeman and Miss Dowling	Year:	4	Date:	25.09.23
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		Little Way Week	LO: To know the signs and symbols of Baptism	LO: To know that through Baptism we belong to the Church	



RE

Hail Mary
 Hail Mary, full of Grace,
 The Lord is with thee;
 blessed art thou among
 women, and blessed is the
 fruit of thy womb Jesus.
 Holy Mary, mother
 of God pray for
 us sinners, now
 and at the hour
 of our death.
 Amen




This week, the children will be taking part in Little Way Week. They will be thinking about little acts of kindness they can do just like St. Therese of Liseaux.

Discuss who St. Therese is and how she spread kindness to everyone that she met.

Task: Children to make a mind map suggesting different ways that they can be kind to each other.



Recap the learning about Baptism from last week. What happens at each stage? What do you think is the most important part? Why?

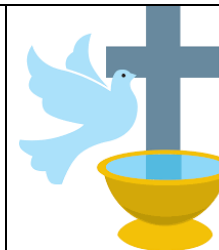
Discuss with the children what each symbol means:
 -The naming of the child
 -The signing of the cross on the forehead
 -Anointing with the oil of Baptism
 -Baptismal promises
 -Baptism in the name of the Trinity
 -Anointing with the oil of Chrism




Share together what we have learned about Baptism. Emphasise when we are baptised we belong to the Church.

Discuss with the children the different names given to those who belong to the Church. E.g. family of God, body of Christ, people of God, the Church.

What do you think these different titles mean? Can you think of any of your own titles or slogans? What do they tell you about being baptised?



Share and discuss together the different items that the children have brought in from their Baptism.

			<p>-Clothing with white garment -Receiving the baptismal candle</p> <p>Task: Children to write a paragraph to explain what each symbol of Baptism represents.</p> <p>Deepening question: What do you think is the most important symbol of Baptism? Explain your answer.</p>	<p>Task: Create slogans and pictures of these different images of belonging to the Church.</p>	
 <p>Maths</p>	<p>Number lines to 10,000</p>	<p>Between two multiples</p>	<p>Estimate numbers on a number line to 10,000</p>	<p>Compare and order numbers to 10, 000</p>	<p>Round numbers to the nearest 1,000</p>
	<p>Unit 2 – Lesson 1 Textbook pages 44 – 47 Practice book pages 32 - 34</p>	<p>Unit 2 – Lesson 2 Textbook pages 48 - 51 Practice book pages 35 - 37</p>	<p>Unit 2 – Lesson 3 Textbook pages 52 - 55 Practice book pages 38 - 40</p>	<p>Unit 2 – Lesson 4 Textbook pages 56 - 59 Practice book pages 41 - 43</p>	<p>Unit 2 – Lesson 5 Textbook pages 60 - 63 Practice book pages 44 - 46</p>
	<p>LO: To make inferences about a character's</p>	<p>LO: To identify themes within a story</p>	<p>LO: To discuss, compare and explore themes within</p>	<p>LO: To use noun phrases to describe</p>	<p>LO: To identify and express opinions about a book</p>



English

thoughts and feelings

Whole Class
Reread the page that ends with ‘Snow danced about through the trees.’ Imagine the Giant overhears Autumn saying that he is selfish. How do you think the Giant would feel to hear this? Create a grid similar to the one below to record children’s ideas.

How does the Giant feel?	Why
lonely	because he alone can enjoy his garden
desperate	for some company in his castle and its garden
miserable	that he is being called names by others

Independent work:
Children to complete their own chart using some of the ideas modelled and the rest of their own.

Whole Class:
Discuss the use of opposites within the story so far, e.g. darkness vs light, joy vs misery, winter vs spring, big vs small. Compare these to the antonyms discussed in session 4. What other opposites could we say are themes of the story?
Read from ‘One morning the Giant...’ up to ‘but the boy was too tiny.’ (Discuss also any personified images that we might add to our grid from session 5.)
Independent Work:
Now read up to ‘the garden became winter again’. Model


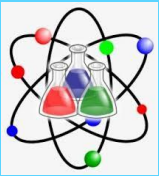
and across texts

Whole Class:
Look at the image of the wall from the text and discuss what the purpose of walls is. Share the following words with children: divide, invade, confuse, decide, collide, tense, aggressive, discuss, visible, apprehensive
Explain that these words could help us to describe some of the purposes of walls. Model orally creating a sentence using these words then ask children to have a go e.g.:
Walls can divide two places, for example two countries or two parts of a city.

Whole Class:
Read up to “‘I have many beautiful flowers,” he said; “but the children are the most beautiful flowers of all.””
Discuss the following questions:
Where do you think the boy has gone?
Why do you think that? Why did the Giant love him best of all?
Read on – why are children the most beautiful flowers of all? Discuss what it means to see through the eyes of a child.
Independent Work:
Create a ‘missing’ poster for the Giant to display



Whole Class:
Read up to “the flowers were resting”. Should the Giant hate winter any more? What do you think will happen next? How do you predict the story will end?
Children to orally share their ideas using sentence starters such as:
I predict _____ because _____.
Independent Work:
Read on to “the little boy he had loved”. Why has the little boy come back in winter? What are wounds of love? Which other literary figures bear wounds like these? Why? Who might

	<p>Use the words and ideas to write a diary entry from the perspective of the Giant expressing his thoughts and feelings about what has happened to far in the story.</p>	<p>writing a sorry letter to the children encouraging them to come back to the garden using some of the themes and opposites discussed in the whole class session, e.g.: Please come back to the garden, it's usually such a light garden, but it feels so dark without you all playing in it. Although it is a big garden, it seems so small without you climbing trees, playing hide-and-seek and running around merrily.</p>	<p>Sometimes aggressive people build walls to keep people out. Independent Work: Model creating some new sentences based on what we orally rehearsed previously, but now using the –sion suffix version of the word and incorporating information about walls we know, e.g. Walls can create division between two places, for example East and West Berlin were divided by a wall that people were not allowed to cross. As an additional writing outcome, children can create a short non-chronological report about walls.</p>	<p>for the missing boy using a range of noun phrases, e.g.: Have you seen this little boy? He has short, blonde hair with a fringe at the front. The child in the garden also had pointy shoes. Please get in touch with the friendly giant at the castle if you see him.</p>	<p>the little boy represent? Do you think Oscar Wilde did this intentionally? Why do you think he might have chosen to include this? Which bible stories does this story so far remind you of? Children to complete a Likes, Dislikes, Puzzles and Connections grid for the story so far.</p>
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 <p>Spelling & Handwriting</p>	<p>alter benefit credit darken equip incur input gallop happen kidnap omit open transmit worship</p>	<p>alter benefit credit darken equip incur input gallop happen kidnap omit open transmit worship</p>	<p>alter benefit credit darken equip incur input gallop happen kidnap omit open transmit worship</p>	<p>alter benefit credit darken equip incur input gallop happen kidnap omit open transmit worship</p>	<p>alter benefit credit darken equip incur input gallop happen kidnap omit open transmit worship</p>
 <p>Wider Curriculum</p>	<p><u>Humanities</u> Villages, towns and cities Lesson 3: How do human settlements differ? Key questions</p> <ul style="list-style-type: none"> • What are the different types of settlement? • What are the features of the different types of settlement? • What types of employment, shopping, leisure 	<p><u>Science</u> LO: To recognise that light from the sun can be dangerous Sort statements about the sun into 2 groups – disadvantages and advantages (e.g. it can cause skin damage/ it can boost your vitamin c levels.) Discuss together these ideas and emphasise how dangerous the sun can be.</p>	<p><u>PSHE</u> Being me in my world Lesson 3: Rights, Responsibilities and Democracy LO: I understand how democracy works through the School Council. Work through the PowerPoint.</p>	<p><u>Art</u> Lesson 1: Texture: Charcoal mark making (Original scheme) - Kapow Primary Presentation: Charcoal mark-making, slide four printed (see Main event) – one between two pupils</p>	<p><u>Computing</u> Computing systems and networks. LO: To recognise what a network is. Lesson 1: What is a network? - Kapow Primary Play the Pupil video: What is a network? Questions</p> <ul style="list-style-type: none"> • What is a network? (A

	<p>and transport are found in villages, towns and cities?</p> <p>Complete the quiz to recap what was learnt last week.</p> <p>Recap what a settlement is and the different types.</p> <p>Discuss how the opportunities to work, shop, travel and use leisure time differ between villages, towns and cities.</p> <p>Task: Complete a chart explaining/drawing the differences between each settlement.</p>	<p>In pairs, ask children to discuss different ways that they can protect themselves from the sun (e.g. wear sun cream with a high factor, wear sunglasses with a strong UV rating, etc.)</p> <p>Task: Create a poster which outlines ways that children can protect themselves from the sun.</p>	<ol style="list-style-type: none"> 1. What is happening in the pictures? 2. Which picture would you rather be a part of? 3. Can you see anything that is unfair in the pictures? 4. Who is taking responsibility in each picture? 5. Would you like to change anything in either of the pictures? 	<p>Large sheets of sugar paper (buff colour if possible) Charcoal White Chalk Rubbers</p>	<p>group of computers or devices that are connected to share information.)</p> <ul style="list-style-type: none"> • What things does a network enable us to do? (Video call, play online games and search for information on the internet.)
	<p>Explain to the children that rights, such as the rights of children, are usually agreed in society through the processes of DEMOCRACY.</p> <p>Task: Write down three responsibilities that they</p>	<p>Music</p> <p>KS2 Y3: Music: Perfoming Viking Songs Lesson Plan - Kapow Primary</p> <p>LO: What is a ballad?</p> <p>These songs are called ballads. A ballad is a story</p>	<p>MFL</p> <p>French</p> <p>Kapow Lesson 2: French greetings, day and night.</p> <p>LO: To use the correct French greeting for the time of day.</p> <ul style="list-style-type: none"> • When do you say Bonjour? (In the day.) 		

			<p>think will most help create a positive learning environment in their classroom and give some reasons why.</p>	<p>written in short phrases which are called stanzas. Read the class the rhyming story or poem that you have picked. Ask the children to write down anything that they notice about the words of the story on post-it notes e.g: it rhymes, it tells a story. Display the post-its somewhere so they can be referred to over the course of this topic. Play the sound file of Space Oddity by David Bowie all the way through. Ask pupils what the story is about and discuss what happens in each part of the song.</p>	<ul style="list-style-type: none"> • When do you say Bonsoir? (In the evening.) • When do you say Bonne nuit? (At night.) <p>Role play greetings with a partner.</p>
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 <p>Daily PE Activity</p>	<p>30 minutes: Football rounders</p>	<p>PE Y3 U1 Lesson 3 real PE</p> 	<p>Active Blasts Active Blasts and Brain Breaks for Primary Schools imoves</p> <p>Active Maths</p>	<p>Line tag</p>	<p>Shark attack</p>
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<p>Homework:</p>	<p>Please complete pages 4 –6 in the maths workbooks by 28.09.23. Bring in items/ photos from your Baptism. We will share these together on Friday 29.09.23. Log on to TTRS and practise your timestables.</p>
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<p>Communicating with school</p>
<p>Please direct all queries to the school office email on: office@olc.solihull.sch.uk</p>