




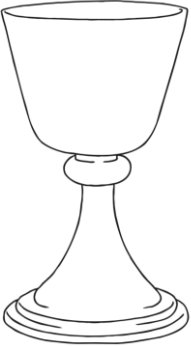




Message from the teachers:



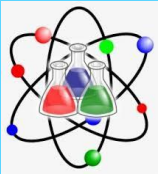

This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Mrs Freeman and Miss Dowling	Year:	4	Date:	18.05.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	LO:	LO: Eucharistic Prayer	LO: Eucharistic Prayer	LO: The meaning of the word "Sacrifice".	We pray for the year 3 children who are making their Holy Communion
	<p>Big Question :</p> <p>What does it mean to sacrifice</p>	Look at one of the texts of the Eucharistic Prayer (e.g. Eucharistic Prayer for Masses with children).	Make a card cut-out of a chalice and write inside some of the different words of the Eucharistic Prayer about praising and	Explore the meaning of the word "Sacrifice". Use dictionaries and thesaurus and find as many word associations as possible.	

	<p>somethin g?</p> <p>Unit: THE EUCHARIST IS A THANKSGIVI NG TO GOD</p>	<p>Highlight the different parts of the prayer which thank and praise God</p> 	<p>thanking God.</p> 		
 <p>Maths Time</p>	<p>LO: Hours, minutes and seconds</p>	<p>LO: Convert between analogue and digital times</p>	<p>LO: Convert to the 24 - hour clock</p>	<p>LO: Problem solving – convert units of time</p>	<p>LO: End of unit check</p>
	<p><i>Workbook pages 52 - 54</i></p>	<p><i>Workbook pages 55 - 57</i></p>	<p><i>Workbook pages 58 - 60</i></p>	<p><i>Workbook pages 61 - 63</i></p>	<p><i>Textbook pages 88 - 89</i></p>



	<p>a light sprinkle of cuteness a test tube of loyalty</p> <p>Independent writing: Children to include their own noun phrases and write instructions for creating a perfect pet. Eg. To create the perfect pet you will need to follow these instructions. First, add a sprinkle of cuteness to a large beaker. Afterward, measure out an ounce of love and loyalty... While stirring this mixture, sprinkle a...</p> <p>Plenary: Share instructions.</p>	<p>phrases to describe the pets using an enlarged noun phrase jigsaw.</p> <p>Independent writing: Use the noun phrase jigsaw to help create some expanded noun phrases to describe the pets. They may want to use the preposition 'with' only.</p> <p>Eg. The Glitter Pops are loving, colourful bundles of cuteness with glow-in-the-dark eyes. Pozo has a sparkling horn of strength on her head. Squirt is a submersible pet and full of courage.</p>	<p>need something more in life? Are you looking for loyalty and cuteness? We have the perfect pet for you. How wonderful! We have many beautiful pets. Mooshi is a fun, pink ball of fuzziness with a smile of friendliness that will melt your heart.</p> <p>Independent writing: Write an advertisement for the shop using a range of persuasive sentences.</p>	<p>Write a letter with the advice as command sentences.</p> <p>Plenary: Introduce children to the modal verbs must and should. Explain these are great words for giving strong advice. Could they edit their command sentences and use these modal verbs? You must escape from the lab because you deserve to be free.</p>	<p>sentence, inserting an emotion and a reason as to why he might be feeling this emotion. Explain that this is the present perfect tense. Look at other examples of present perfect tense sentences about Barnabus.</p> <p>Independent writing: Write a diary entry/thought bubbles in role as Barnabus. Use the present perfect tense.</p> <p>Plenary: End with some hot seating. One child can be in role as Barnabus and the other children can ask interview questions. Encourage children to ask questions in</p>
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		Plenary: Share their descriptions. Recap the difference between adjectives and abstract nouns.			the present perfect. How have you felt? How have you tried to escape? What have you eaten every day?
 Reading	LO:	LO:	LO:		
 Spelling & Handwriting	dialogue league rogue tongue vague antique boutique mosque technique unique	dialogue league rogue tongue vague antique boutique mosque technique unique	dialogue league rogue tongue vague antique boutique mosque technique unique	dialogue league rogue tongue vague antique boutique mosque technique unique	dialogue league rogue tongue vague antique boutique mosque technique unique
 Wider Curriculum	Humanities LO: What is the Windrush generation? The arrival of the ship <i>Empire Windrush</i> in	Science Electricity LO: To identify common	PSHE Lesson 6: Jigsaw Piece 6 (Celebrating My	Art  LO: To create an	Computing https://www.kapowprimary.com/subjects/computing/lower-key-stage-

	<p>June 1948 was a key point in Black British history. It was the start of a period of migration of people from the Caribbean to Britain between 1948 and 1971, known today as the ‘Windrush generation’.</p> <p>Jamaica was part of the British Empire, and then the Commonwealth. In 1948, Jamaicans were British citizens and as such were fully entitled to live permanently and work in the UK. Many of those people coming to Britain worked in the newly founded NHS and in many other key worker roles.</p> <p>However, in 2012, the British government introduced a ‘hostile environment’ policy</p>	<p>appliances that run on electricity</p> <p>https://www.bbc.co.uk/bitesize/topics/zj44jxs/articles/zsj9r2p#z86kky</p> <p>Challenge children to create an A-Z list of electrical appliances. Discuss what an electrical appliance is. Share examples together.</p> <p>Explain how these appliances get electricity – either from mains power or batteries. Discuss what these terms mean.</p> <p>Task: Children to sort images of different electrical items. Decide if they are battery</p>	<p>Relationships with People and Animals)</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>	<p>Ancient Egyptian artifact.</p> <p>Children can choose from Egyptian pendant, tile, pot or coin.</p> <p>Using different tools children will manipulate their clay to create an Egyptian artifact.</p>	<p><u>2/year-4/programming-1-further-coding-with-scratch/</u></p> <p>LO: To answer questions about coding.</p> <p>Pupils to complete a quiz. Pupils will complete a Zine – about scratch coding.</p>
	<p><u>Music</u></p> <p>https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/lesson-5-swung-rhythms-2/</p>	<p><u>MFL</u></p> <p>https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/bon-appetit/y3-4-</p>			

	<p>designed to discourage illegal immigrants from staying in Britain. Many of the Windrush generation were caught up in this because they had come to the UK as children of British citizens. That had meant they didn't need any documents proving their right to residency when they arrived, so without documentation they were treated as illegal immigrants. In 2018, a national scandal over the treatment of the Windrush generation led to the resignation of the Home Secretary.</p>	<p>powered or mains powered and place in the correct column of the table.</p> <p>Extension: What 5 electrical items in your house could you not live without?</p>		<p>LO: To adapt a familiar tune using jazz rhythms.</p> <p>Pupils will learn to play a familiar song, 'Mary had a little lamb,' in a jazz style, turning straight quavers into swung quavers.</p> <p>Remind pupils that in the previous lesson they 'jazzed up' a simple motif by using a swung rhythm. Ask:</p> <ul style="list-style-type: none"> • What is the difference between straight and swung quavers? (straight quavers are equal, but 	<p>lesson-5-cycle-a-visiting-a-french-market/</p> <p>Continued...</p> <p>Children to complete end of unit quiz.</p>
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	<ul style="list-style-type: none">● Why did people migrate from the Caribbean to Britain?● What happened to the Windrush migrants? <p>Do we appreciate the contribution of migrants enough?</p>			<p>in swung quavers the first note of each two is longer).</p> <p>In jazz music, the notation is often written as straight quavers and performers are told to swing the rhythm, which is what they will try today!</p> <p>Listen to 'Mary had a little lamb' on this link, or play the melody yourself:</p> <ul style="list-style-type: none">● 'Mary had a little lamb' <p>Ask children to clap along to the</p>	
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				straight quavers in the song.	
 Daily PE Activity	https://app.realpe.co.uk/pe/year/3/unit/5/lesson/6  LO: I can perform a sequence of movements with some changes in level, direction or speed. Equipment You will need cones, dice, paper and pencils/whiteboard and pens, bean bags, tennis balls, small balls.	Fitness Indoor: Bench ball. Outdoor: Sports day practice.	Daily mile	Outdoor gym equipment	Just dance

Homework:					
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Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk