

OLC WEEKLY LEARNING PLAN



Message from the teachers:

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

Mrs Freeman and Miss Dowling

Year:




4

Date:

22.04.24

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>RE</p>	<p>LO:</p>	<p><b>LO: To reflect on the thoughts and feelings of the disciples on the Road to Emmaus</b></p>	<p><b>LO: The breakfast on the shore</b></p>	<p><b>LO: The breakfast on the shore and The road to Emmaus</b></p>	
	<p><b>Unit I: Easter</b></p> <p><b>Big question:</b> <b>How did the Apostles become aware of the presence of the Risen Christ?</b></p>	<p>After role play/ freeze frame activity from previous lesson, recap the thoughts and feelings of the disciples at various points in the story.</p> <p>Examine the text for words and phrases which show the different thoughts and feelings of the disciples at different stages of the story.</p> <p>Read the story together.</p> <p><a href="https://www.youtube.com/watch?v=PPsWHNa84Tc">https://www.youtube.com/watch?v=PPsWHNa84Tc</a></p>	<p>What can you remember about this story? How does it link to the Road to Emmaus story?</p> <p>Read and watch 'The breakfast on the shore' <a href="#">Breakfast on the beach - A Resurrection Story of Jesus - YouTube</a></p> <p>Jn. 21: 1-14 – Breakfast at the Shore</p> <p><b>Key questions:</b></p>	<p><b>What artwork do you think best depicts the story?</b></p> <p>I think the artwork that best depicts the story is ... because ...</p>	<p>Jesus celebrated the Last Supper with His friends and disciples before He died. May we always remember how lucky we are to share meals and quality time with our own families and friends</p> <p>On Easter Sunday, the apostles and Mary discovered that Jesus was no longer in His tomb because He had risen from the dead. This reminds us that</p>

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		<p>Task: Children to complete the thoughts, feelings and reasons grid based on the story.</p>	<p>Did the disciples recognise Jesus at first? How do you know? How do you think the disciples were feeling at the start of the story? Why? In what ways did Jesus help the disciples? How did the disciples recognise Jesus? What did he do? What links can you make to other Bible stories?</p> <p>Task: Create a storyboard to show the events of the breakfast on the shore.</p>	<p>Task: Create your own piece of art work.</p>	<p>people who have passed on are now in heaven. We take time to pray for these people who are no longer with us..</p> 
 <p><b>Maths</b></p>	<p><b>LO: Compare decimals</b></p>	<p><b>LO: Order decimals</b></p>	<p><b>LO: Round to the nearest whole</b></p>	<p><b>LO: halves and quarters as a decimal</b></p>	<p><b>LO: End of unit check</b></p>
	<p>Workbook pages 15-17</p>	<p>Workbook pages 18-20</p>	<p>Workbook pages 21-23</p>	<p>Workbook pages 24-26</p>	
 <p><b>English</b></p>	<p><b>LO: To write a diary</b></p>	<p><b>LO: To use powerful verbs to create a telegram</b></p>	<p><b>LO: To use proper nouns to create an information text in sections</b></p>	<p><b>LO: To use emotive language to write a letter</b></p>	<p><b>LO: To plan the next instalment of an adventure</b></p>
	<p>Revisit planning from last week. Share good examples and modelled write (see PowerPoint.)</p>	<p>Read up to page 70. Discuss what words might help convince Kaspar's aunt to give him the money, e.g.</p>	<p>Read up to page 74. Explain to children that, as the expedition has been such a disaster, we will need to create a guidebook for jungle animals so that Kaspar</p>	<p>Read up to page 82. Who do you think the Finnish Seaman will be? Now read up to page 94.</p>	<p>Read up to page 95 and discuss where they are going next. Now read to page 97 and predict what will</p>

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Task: Children to imagine they are Sally Jones and write a diary about their time onboard the ship.

Encourage them to include:

- Noun phrases
- Show not tell sentences
- Conjunctions
- Fronted adverbials

wish	need
urge	want
implore	like
beg	demand
benefit	require

Children to organise the vocabulary onto a word spiral with the strongest words closest to the centre.

Shared writing: Model creating a telegram using the most persuasive vocabulary from the spiral created, e.g.

*Dearest Aunt,  
I am writing to urge you to fund my latest expedition. It requires a large sum of money in order to do this and I beg you to free some capital for me! You will see enormous returns on your investment...*

Explain to children that we will need to write the telegram begging Kaspar Meyer's aunt for money for the jungle expedition.

Plenary:  
Evaluate their own writing for persuasive words and phrases

might be able to sell to recoup some of the money wasted on it.

Look at the Latin names for the animals on page 74 and identify what they are. Show children other Latin names and match them to the appropriate animal. Are there any that are harder than others to decipher, why?

Neofelis Diardi	Sunda Clouded Leopard
Elephas maximus	Asian Elephant
Dicerorhinus Sumatrensis	Sumatran Rhinoceros
Sus Scrofa Vittatus	Banded Pig
Pongo pygmaeus	Borneo Orangutan
Helarctos malayanus	Sun Bear

Explain to and remind children that, as these are proper nouns, the names would need capital letters. Look also at whether 'a' or 'an' would be needed as a determiner, depending on whether it is a noun beginning with a vowel or the letter 'h', or a consonant.

**Shared writing:**  
Model writing a section of the guidebook, using some of the characteristics described in the book as if writing in the role of Kaspar and adding in research about the animals described, e.g. Elephas Maximus:

Explain that we will need to help The Chief write his 'so long' note to Donna. Discuss adjectives that the Chief might use, referring to those gathered throughout the sequence so far, as well as the 'show not tell' strategies from session 8.


**Shared writing:**  
Model writing the the letter on the back of the 'so long' note for the Chief, using a range of emotive language as well as 'show not tell' and modelling joining ideas with conjunctions, e.g. those used in session 2. Children to go on to write their own notes for the Chief. See example on the PowerPoint.

happen next. Now read to the end.


Look at the map and ask children to discuss where Sally and the Chief might travel to next. Add pins to the map and use luggage tags to identify the events that will happen in each place.



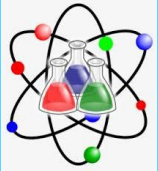
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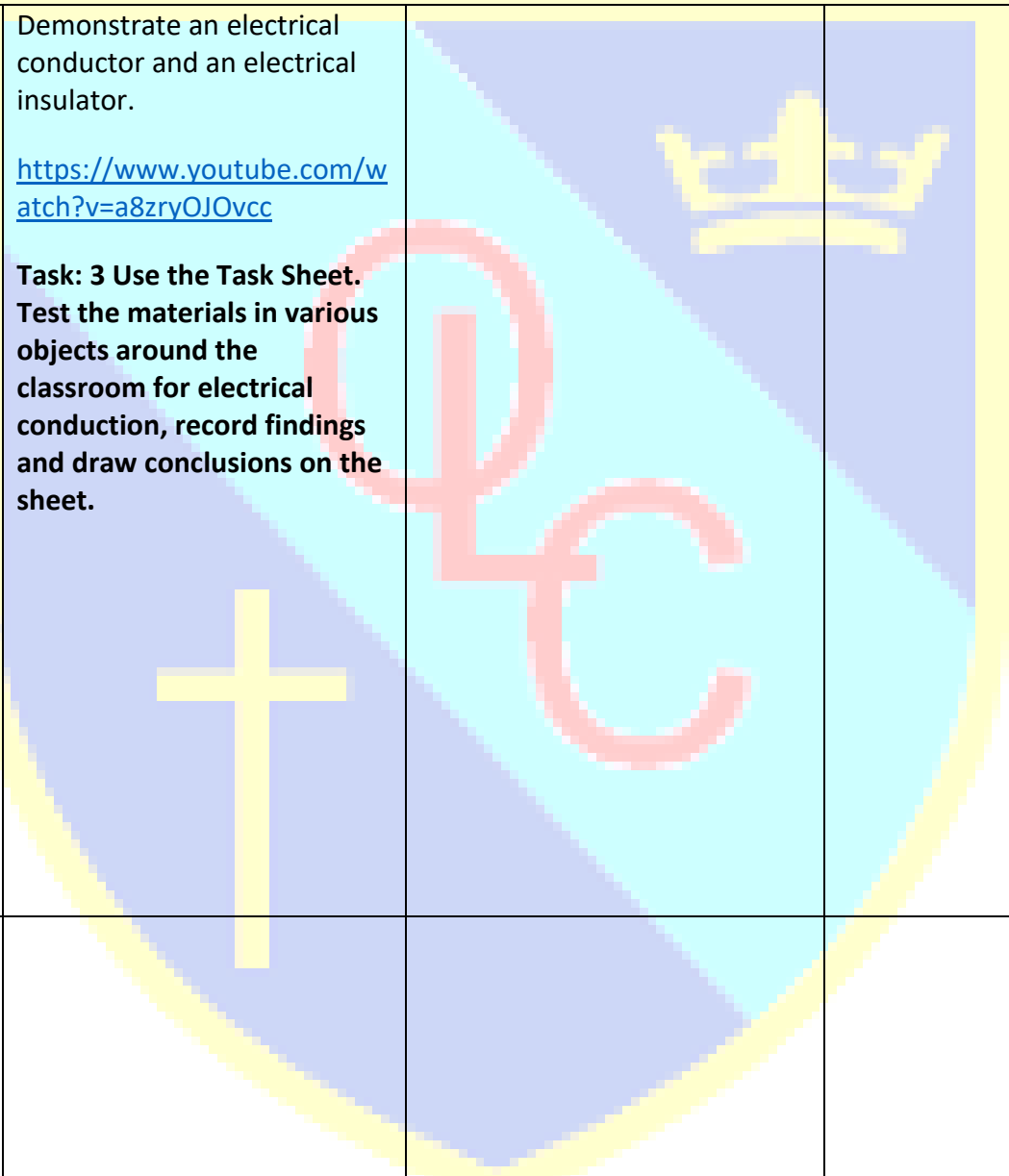

		<p>they have used and discuss their effectiveness.</p>	<p>Elephas Maximus, also known as the Asian Elephant, is an angry creature. Not to be confused with the African Elephant (Loxodonta), this beast has smaller ears and a point on its head.</p> <p><b>Task:</b> Children to create a guide for spotting animals in the Borneo rainforest. They could publish these as a small simple booklet.</p> <p>Plenary: Read page 75. What unfortunate thing had happened to the British news reporter?</p>		
		<p><b>Lesson 1:</b></p> <p><b>LO: To draw inferences from the text</b></p> <p>Read pages 58 – 64.</p>	<p><b>Lesson 2:</b></p> <p><b>LO: To retrieve information from a non-fiction text</b></p>	<p><b>Lesson 3:</b></p> <p><b>LO: To make a prediction</b></p> <p>Read up to page 84</p>	

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<p><b>Reading</b></p>		<p>Model how to read expressively. Children to read the text with partner</p> <p><b>1. What evidence is there that Sally wasn't treated very kindly by Baba and the other orangutans?</b></p> <p>Discuss this question together: e.g. Baba wanted to escape from the Chief straightaway, he didn't take time to teach Sally what to do, the orangutans were 'a little afraid of Sally at first.'</p> <p><b>2. Do you agree with what Baba did? Explain your answer.</b></p> <p>Children to discuss this together.</p>	<p>Read the information text about the different animals in the story.</p> <p>Key questions:</p> <p>Which of the animals are endangered species? Which of the animals have a distinctive mark on them? Which is the tallest animal mentioned?</p>	<p>Key questions:</p> <ol style="list-style-type: none"> <li>Who do you think the Finnish seaman will be? Why?</li> <li>Predict what the characters will do next. Explain your answer.</li> </ol> <p>Share predictions together before reading the next few pages of the text.</p>	
	<p>dangerous enormous famous furious jealous mountainous poisonous</p>	<p>dangerous enormous famous furious jealous mountainous poisonous tremendous various virtuous</p>	<p>dangerous enormous famous furious jealous mountainous poisonous tremendous various virtuous</p>	<p>dangerous enormous famous furious jealous mountainous poisonous tremendous various virtuous</p>	<p>dangerous enormous famous furious jealous mountainous poisonous</p>

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<p><b>Spelling &amp; Handwriting</b></p>	<p>tremendous various virtuous</p>				<p>tremendous various virtuous</p>
 <p><b>Wider Curriculum</b></p>	<p><b>Humanities</b>  <b>Lesson 3- How does migration affect people and places?</b>                  One of the biggest advantages of migration for source countries is the money sent home by migrant workers to their families. In 2019, a record US\$554 billion was sent home to lower and middle-income countries (LMICs). In 2020, the COVID-19 pandemic caused a significant drop in the amount of money being sent to source countries. Migrants generally have a net benefit to host countries, contributing more in tax revenues than they cost in state services (though these calculations are made in differing ways). Migration allows a more flexible workforce, especially in industries such as hospitality.</p> <p><b>Key questions</b></p>	<p><b>Science</b>  <b>Electric Personalities</b>  <b>Lesson 3: Conductors and Insulators</b>  <b>LO: To discover that some materials allow electricity to flow through them (electrical conductors) and others do not (electrical insulators).</b></p> <p>Play a team game called Top Score Wins.</p> <p>Show the diagram of a circuit with a switch. Discuss the components in the circuit. Show a simple switch made using a paperclip. Ask a child to come and make the circuit using the components.</p> <p>Ask what important property the paper clip has? Explain that it allows electricity to flow through it. We say it is an <i>electrical conductor</i>.</p>	<p><b>PSHE</b>  <b>Lesson 3: Jigsaw Piece 3 (Memories)</b></p> <p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them.</p>	<p><b>Art</b></p> <p><b>Music</b></p>	<p><b>Computing</b></p> <p><b>MFL</b></p>

	<ul style="list-style-type: none"> <li>• What are the advantages of migration for source countries?</li> <li>• What are the advantages of migration for host countries?</li> <li>• What are the disadvantages of migration for source countries?</li> <li>• What are the disadvantages of migration for host countries?</li> </ul> <p>Task Create a poster about MiGRATION</p>	<p>Demonstrate an electrical conductor and an electrical insulator.</p> <p><a href="https://www.youtube.com/watch?v=a8zryOJOvcc">https://www.youtube.com/watch?v=a8zryOJOvcc</a></p> <p><b>Task: 3 Use the Task Sheet. Test the materials in various objects around the classroom for electrical conduction, record findings and draw conclusions on the sheet.</b></p>			
 <p>Daily PE Activity</p>					

# OLC WEEKLY LEARNING PLAN

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<b>Homework:</b>					
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## Communicating with school

Please direct all queries to the school office email on: [office@olc.solihull.sch.uk](mailto:office@olc.solihull.sch.uk)

