



**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. In maths, we will begin a new unit about fractions. In RE, we will finish our unit about listening to God's Word. We are also excited to learn more about fossils and the famous fossil hunter Mary Anning. Another exciting week ahead 😊

**Maths homework:**

Please complete 'Spring Term Week 3' in your booklets (pages 54 – 56.) 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.

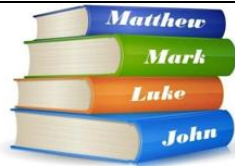
*This Weekly Learning Plan shares the learning that will be taking place this week.*

	Mrs Freeman and Miss Dowling	<b>Year:</b>	4	<b>Date:</b>	5.02.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	What sort of writing is found in the Gospels?		What happened during the Baptism of Jesus? How does it differ from a Baptism today?		What can we learn about Jesus during the presentation in the temple?



RE



Recap previous learning about how we greet the Gospel during the Liturgy of the Word.

Discuss big question together. What do children know already about the Gospel writers?

Share information about the 4 Gospel writers. Discuss similarities and differences between them. What sort of writing can be found in each Gospel? Parable, miracle, some teaching of Jesus or a narrative of something that happened in his life.

#### 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



Explain that in the gospels we find numerous stories and events which remind Christians about the importance of listening to the words of Jesus. Share picture from the story. What do children want to ask?

Read the Baptism of Jesus in Mark 1:1-12.

Dramatise the Baptism with different voices.

[https://www.youtube.com/watch?v=oGMCA\\_aUY4c](https://www.youtube.com/watch?v=oGMCA_aUY4c)

What title did the voice from heaven give to Jesus? So whose voice was it?



#### Class liturgy:

Children to prepare their own 'Liturgy of the Word' and choose their own first reading, psalm and Gospel.




Share pictures from this story. What can children remember about it?


Read and watch the story together.

[https://www.youtube.com/watch?v=ho\\_3gvlWzbw](https://www.youtube.com/watch?v=ho_3gvlWzbw)


Recall some of the things that Mary and Joseph heard about their baby Jesus from Simeon and Anna.

Task: Create drawings and speech bubbles to capture their thoughts.

	<p><a href="https://www.youtube.com/watch?v=6G7Lp-JGgXY">https://www.youtube.com/watch?v=6G7Lp-JGgXY</a></p> <p>Task: Children to create a poster about the 4 Gospel writers showing what they have learned about each one.</p>		<p>What descended upon Jesus? Explain that in this event, God is revealed as Father, Son and Holy Spirit. Task: Create a grid and write down the words and actions of the Father, the Son and the Holy Spirit. Extension: Draw your own illustration of the story. In what ways does the Baptism of Jesus differ from a celebration of Baptism today?</p>		
	<p><b>LO: Perimeter of polygons</b></p>	<p><b>LO: End of unit check</b></p>	<p><b>LO: Count beyond 1</b></p>	<p><b>LO: Partition a mixed number</b></p>	<p><b>LO: Number lines with mixed numbers</b></p>
<p>Workbook pages 72-74</p>	<p>Workbook pages 75-76</p>	<p>Workbook pages 77-79</p>	<p>Workbook pages 80-82</p>	<p>Workbook pages 83-85</p>	

<b>Maths</b>					
	<b>LO: To report in chronological order</b>	<b>LO: To plan a newspaper article</b>	<b>LO: To be able to write the body of a newspaper article</b>	<b>LO: To be able to interview a witness and retrieve a quote.</b>	<b>LO: To create a newspaper.</b>
<b>English</b> <a href="https://vimeo.com/68344409">https://vimeo.com/68344409</a>	<p>Explain that the children will be working towards creating a newspaper report about the train robbery. Today, they will take on the role of reporter and will be practising writing sentences in a journalistic style reporting on what happened during the train robbery. Remind children of the use of the third person, time conjunctions and the need for clear facts to be given and evidence to be provided if possible. The key to writing a good news story is to be:</p>	<p>Tell the children that today they will be writing the lead for their newspaper reports. Discuss that newspaper leads (orientation) are for people in a hurry – it’s designed to hook the reader and should be no longer than a few sentences long. Leads are concise and provide an at-a-glance guide to the report. Newspaper leads include the 5ws. Recap what the 5ws are with the children e.g. Who is the report about? What is the report about/what happened? When did the event take place? Where did the event</p>	<p>Explain to the children that they will be writing the main body of the report during today’s session. They should include all the details about the train robbery in the main report. Refer back to the notes the children made in a previous session – they have already done most of the hard work! Explain that the children need to build on the notes they made when they re-watched the film. Remind children of the use of the third person, time conjunctions and the need for clear facts to be given and evidence to be provided if</p>	<p>Put the children in pairs. Explain to the children that they will be performing a short role play. They will take it in turns to become a passenger on the train (a witness) and a journalist asking them about the event. Children must come up with 2 or 3 questions to ask their witness about the robbery – what did they see, hear etc. (resource 9a). You may wish to discuss open questions at this point if needed. Allow children time to interview their witness and record the answers. This may</p>	<p>Explain that the children will be designing and creating their newspaper article. They will need to include all the correct features including their article of course! Provide the children with a newspaper template 10a (if necessary). Model how to fill in the boxes and discuss what feature goes where. Show the children how to include large, eye-catching lettering for the headline. Show the children how to write their articles to in the correct order – lead, main body, quote paragraph. You</p>

	<ul style="list-style-type: none"> <li>• Clear - simple language</li> <li>• Concise – short</li> <li>• Correct - uses facts and is objective</li> </ul> <p>These are known as the three Cs of journalism. Show children an enlarged version of resource 6b. Explain that they will be re-watching the film and making notes on what happened. Discuss the need for clear factual sentences, time conjunctions to sequence events, no use of personal pronouns “I think, we believe” – write in the third person. No exaggerated language for effect e.g. dreadful, disgusting. Few/No judgement words e.g. good, bad, shocking. Accurate unbiased description. Model</p>	<p>take place? Why should the reader be interested in this? Show the children an enlarged version of resource 7a and together begin to answer the 5ws, filling in the answers in the appropriate boxes e.g. Who – two famous bandits What – train/gem robbery When – early hours of this morning/yesterday (agree on a time with the class for consistency) Where – between Townville and Cityton (agree on a location with the class for consistency) Why – there is a reward for their capture. Have you seen anything? Next, model writing a lead which is no more than 2- 3 sentences which include the 5ws. Discuss that the 5ws</p>	<p>possible. Recap the 3 Cs of report writing. • Clear - simple language • Concise – short • Correct - uses facts and is objective Begin modelling how to turn their notes into a newspaper report, including more details and extending sentences where necessary. Alternatively, share the exemplar 8b with the children and discuss the features and layout together. Discuss how the notes from the plan were up-levelled to include more information.</p> <p>Children attempt to use their notes to write the main body of their report</p>	<p>need to be modelled before the children are sent away..</p> <p>Bring the children back together. Tell the children they must now use the quote they have retrieved to write their final paragraphs which includes one or two quotes. Model how to write their quote into the ending of their report. Discuss how to introduce the quote using openers such as in an exclusive interview... an onlooker reported that... Discuss direct and reported speech. You may also want to recap using inverted commas here. Look at an example answer given by a witness and discuss with the children how to punctuate it correctly. See resource 9b. E.g.</p>	<p>will also need to discuss including an appropriate picture and caption (a sentence to describe what is happening in the picture). Children can use their own headlines or one that was previously organised into a category.</p> <p>Children create a newspaper article including the correct features.</p>
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	<p>how to begin writing their reports. Together begin to re-watch the film and discuss what happened first. Would we need to include information about the brothers waiting in the mountains? Refer to the story tracker you created during the starter. E.g. Early this morning, a train from Utah was hijacked by two bandits. After jumping on the train, the thieves broke through the roof of the train. Next, the robbers broke into a safe to steal a very valuable ruby etc.</p> <p>Children report in chronological order</p>	<p>can be included in any order e.g. Yesterday morning, two famous brother bandits robbed a freight train travelling to Townville. There is a reward for the capture of the brothers who are still at large. Did you witness anything?</p> <p>Children fill in their 5ws template and write a concise lead including the 5ws.</p>		<p>In an exclusive interview the Primary Paper, Mrs Harrison, who was the train that morning told us, "All of a sudden, there was a loud bang. Everyone on the train thought it was an explosion! We looked out of the window and saw two bandits flying off the roof!" It is believed the bandits are still in the area. If you see the men, do not approach them. Contact us with any information. Discuss ending with a warning and a plea for information.</p> <p>Children write a quote paragraph attempting to use inverted commas accurately.</p>	
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<b>Spelling &amp; Handwriting</b>	information inhalation preparation relaxation sensation variation	information inhalation preparation relaxation sensation variation	information inhalation preparation relaxation sensation variation	information inhalation preparation relaxation sensation variation	information inhalation preparation relaxation sensation variation
<div data-bbox="218 427 373 597" data-label="Image"> </div> <p data-bbox="218 602 373 672"><b>Wider Curriculum</b></p>	<h2 data-bbox="415 396 684 505">Humanities Lesson 5</h2> <p data-bbox="415 513 684 630">Why is the weather in the UK unpredictable?</p> <p data-bbox="415 686 684 878"><b>Key questions</b> What types of weather do we experience in the UK?</p> <p data-bbox="415 935 684 1008">Which air masses affect the UK?</p> <p data-bbox="415 1065 684 1174">What air mass is affecting the weather today?</p> <p data-bbox="415 1230 684 1377">Lesson slide 8 and Work booklet page 21 Display the image and discuss the</p>	<p data-bbox="716 396 987 548"><b>Science</b> <b>LO: To know about the life of Mary Anning</b></p> <div data-bbox="716 589 987 732" data-label="Image"> </div> <p data-bbox="716 740 987 1000">Recap from previous week what a fossil is and how they are formed. Can children remember the process?</p> <p data-bbox="716 1057 987 1349">Teacher to take on the role of Mary Anning and share information about her and her role in discovering fossils. Share video clip about her life:</p>	<p data-bbox="1016 396 1287 472"><b>PSHE</b> <b>Learning Intentions:</b></p> <ul data-bbox="1066 488 1287 1019" style="list-style-type: none"> <li>• Know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</li> <li>• Can enjoy being part of a group challenge</li> </ul> <p data-bbox="1016 1036 1287 1312">Make sure the children understand the <b>key vocabulary</b> from these during the lesson so they can reflect on them at the end.</p> <ul data-bbox="1066 1328 1287 1401" style="list-style-type: none"> <li>• Goal</li> <li>• Team work</li> </ul>	<p data-bbox="1316 396 1587 732"><b>Art</b> <a href="https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/lesson-5-power-prints/">https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/lesson-5-power-prints/</a></p> <p data-bbox="1316 797 1587 959">LO: To work collaboratively to develop drawings into prints.</p> <ul data-bbox="1367 976 1587 1377" style="list-style-type: none"> <li>• Presentation: <i>Speak like an expert.</i></li> <li>• Presentation: <i>Print compositions</i></li> <li>• Sketchbooks</li> </ul>	<p data-bbox="1617 396 1896 776"><b>Computing</b> <a href="https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-5-video-review/">https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-3/digital-literacy-2/digital-literacy/lesson-5-video-review/</a></p> <p data-bbox="1617 841 1896 914">LO: To evaluate video editing.</p> <ul data-bbox="1667 976 1896 1414" style="list-style-type: none"> <li>• Presentation: <i>Video reviews.</i></li> <li>• Link: <a href="#">Journey - book trailer</a> on VideoLink.</li> <li>• What makes a good video?</li> </ul>


	<p>names of the different countries and continents. Pupils should complete question 1 in pairs. Lesson slides 9–10 and Work booklet pages 2 and 22 Display the air masses affecting the UK image. Check their understanding of ‘maritime’ and ‘continental’.</p> <p>Describe the weather that each air mass will bring. Ask pupils which ones are most likely to bring rain. Pupils should complete question 2 in pairs. Lesson slide 10 and Work booklet page 22 Pupils should complete question 3 in pairs, discussing their</p>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/ks1-ks2-mary-anning/zn7gd6f">https://www.bbc.co.uk/teach/class-clips-video/ks1-ks2-mary-anning/zn7gd6f</a></p> <p>Task: Create a fact file about Mary Anning’s life.</p> <p>Task 2 (guided activity): Children to work with teacher to make their own model of a fossil using salt dough.</p>	<ul style="list-style-type: none"> <li>• <i>Design</i></li> <li>• <i>Cooperation</i></li> </ul> <p>Outline the challenge. The challenge is for each group to create a Potato Person which will be entered into a class competition to see which one is the funniest. The task involves:</p> <ul style="list-style-type: none"> <li>• Working as a team</li> <li>• Designing the Potato Person</li> <li>• Making the Potato Person</li> <li>• Creating a funny personality for the Potato Person</li> <li>• The task should be</li> </ul>	<ul style="list-style-type: none"> <li>• Table coverings.</li> <li>• Large pieces of plain fabric (cotton bed sheets are perfect- these can be cut to size) OR large pieces of packaging card.</li> <li>• Acetate sheets suitable for printing OR Polystyrene sheets suitable for printing (OR offer a choice).</li> <li>• String.</li> <li>• Objects that can be used</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a successful book trailer?</li> <li>• What did you enjoy about this book trailer?</li> <li>• What do you think would make it better?</li> </ul> <p>After each video, discuss how well it meets the class success criteria and make suggestions for how it could be improved. Note any tips that the children can apply to their own projects.</p>
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	<p>preferences before writing their answers. Ask pupils to describe the weather outside and suggest which air mass is affecting the weather today.</p>		<p>completed by the end of the lesson</p> <p>Show the children the <b>range of materials</b> they have available, and the <b>Potato Person Identity Card template</b> to be completed in their Jigsaw Journals. Give the groups five minutes to brainstorm in their groups any ideas about the Potato Person they would like to make. They will also need to decide who does what in the challenge to get the task completed on time.</p>	<p>to print with, e.g. egg boxes, bubble wrap, corrugated card, cardboard rolls, interestingly shaped and safe rubbish, e.g. small boxes or tubes, textured fabric.</p> <ul style="list-style-type: none"> <li>• Print trays.</li> <li>• Ready-mixed paint.</li> <li>• Printing rollers (optional).</li> <li>• Paintbrushes of varying thicknesses.</li> <li>• A suitable space for the</li> </ul>	
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				large prints to dry.	
				<p><b>Music</b>  <a href="https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/caribbean-music-lesson-5-pentatonic-calypso/">https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/caribbean-music-lesson-5-pentatonic-calypso/</a>  <b>LO:</b> To improvise in a Calypso style using a pentatonic scale</p> <ul style="list-style-type: none"> <li>• Presentation: Pentatonic Calypso (see Main event)</li> </ul>	<p><b>MFL</b>  <a href="https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-playground-games-numbers-and-age-cycle-a/y3-4-lesson-5-cycle-a-outdoor-games-in-france/">https://www.kapowprimary.com/subjects/french/mixed-age-y3-4/y3-4-cycle-a/y3-4-playground-games-numbers-and-age-cycle-a/y3-4-lesson-5-cycle-a-outdoor-games-in-france/</a>  <b>LO:</b> To use the number words one to twelve when playing playground games</p> <ul style="list-style-type: none"> <li>• Link: '<a href="#">BBC Education: Playground counting game from France!</a>'</li> </ul>

				<ul style="list-style-type: none"><li>• <i>Music:</i> <i>What's the story?</i> – <i>guide track (teacher only)</i> (see below)</li><li>• Tuned percussion</li><li>• Music stands</li><li>• Video camera to record performance</li></ul>	<ul style="list-style-type: none"><li>• Chalk and beanbags to play <b>La Marelle</b> (see Attention grabber) – chalk for each group playing and a beanbag for each player</li><li>• A Red Riding Hood-style straw basket (or teddy, toy or item easy to grab and run with)</li><li>• Selection of long and/or short skipping ropes – see Wrapping up – children either skip</li></ul>
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					<p>individually with short ropes or in groups with long ropes</p> <ul style="list-style-type: none"> <li>• String (optional – you could use long skipping ropes instead) – see the <b>Grand point à point</b> game.</li> </ul>
 <p><b>Daily PE Activity</b></p>	<p><a href="https://app.realpe.co.uk/pe/year/3/unit/3/lesson/5">https://app.realpe.co.uk/pe/year/3/unit/3/lesson/5</a></p> <p>LO: I have begun to identify areas for improvement.</p>	<p>Fitness</p>	<p>Gym equipment (outdoors)</p>	<p>Design a game of tag/stuck in the mud. Change and adapt to it e.g. a different theme, with different actions.</p>	<p>Play your game with your friends.</p>

	<p><b>Equipment</b></p> <p>You will need cones, small, medium and large hoops, bean bags, whiteboards/paper and pens for 'banks', large balls, small balls, pre-prepared 'Questions Carousel' cards.</p>				
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<b>Homework:</b>					
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<b>Communicating with school</b>
Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a>