



Message from the teachers:







This week in English we will continue reading and writing about ‘Cloud Tea Monkeys.’ We have loved all of the fantastic writing this week. In Maths, we will finish our unit on multiplication. We have been so impressed with everyone’s times tables knowledge! Remember to log on to TTRS and practice your times tables as much as you can. In RE, we will continue learning about Advent and will explore the thoughts and feelings of Mary and Elizabeth during the Annunciation and Visitation.

Thanks to everyone who joined us at the Stay and Pray. We really loved it and particularly enjoyed singing ‘My Lighthouse.’ We hope to see lots of you at our Carol Service this Friday at 10.30 ☺.


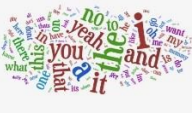
Maths homework: Please complete Week 11 in the books.

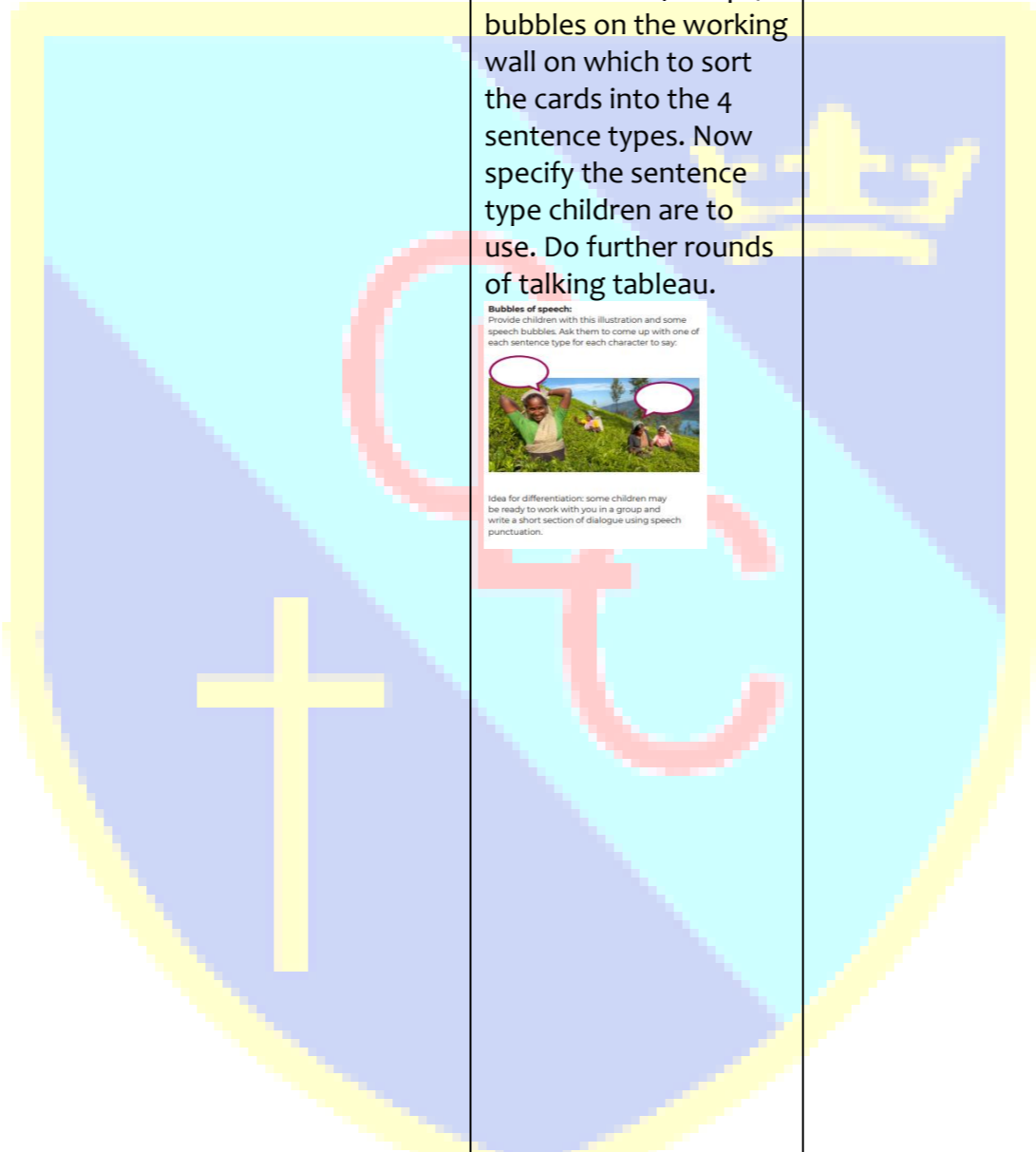
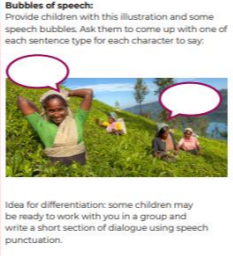

This Weekly Learning Plan shares the learning that will be taking place this week.

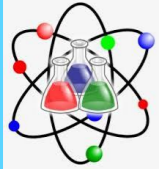
Teachers:	Miss Dowling and Mrs Freeman	Year:	4	Date:	11.12.2023
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>LO: To know the story of the Visitation</p>  <p>Big question: How did Elizabeth respond to Mary? What can we learn from her response?</p> <p>Share images related to the story of the Visitation. Ask children to identify the story we are looking at. How do the images link?</p> <p>Share extract from the story with some key words missing. Ask children to identify the missing words. Discuss why they have chosen each word.</p> <p>Key questions: What did Elizabeth call Mary? What does this mean? What happened to Elizabeth when she heard the news? How would Mary describe the Annunciation to her cousin? How did Elizabeth greet Mary? Have you ever received some amazing news? How did this make you feel? Discuss questions together.</p>	<p>Advent liturgy</p>  <p>Class liturgy on Advent. Light the second candle on the wreath and discuss what this means and why it is important. Children to reflect on how they can prepare during this season.</p>	<p>LO: To know what a Jesse Tree is and why it is important</p>  <p>Big question: What would you include on the Jesse tree and why?</p> <p>Introduce children to the custom of the Jesse Tree. Explain that this is an Advent custom reminding Christians about the ancestors of Jesus who had been waiting for the coming of the Messiah. Find out the meaning of the word “Messiah”. Create Jesse Trees. Research different characters and the symbols that are</p>	<p>LO: To think of ways that we can see the presence of Jesus in our lives</p>  <p>During Advent Christians prepare for the birthday of Jesus and remember that it is a time to think about the presence of Jesus in the world. Introduce Children to the work of CAFOD. What are they doing to recognise the presence of Jesus in some of the poorest people of our world? Discuss what we can do to help others during Advent.</p> <p>Task: Create an information poster about CAFOD. List ways that this charity recognises the presence of Christ today.</p>	<p>Carol Service</p>  <p>We would love for you to join us at our Carol Service ☺</p>

OLC WEEKLY LEARNING PLAN

	Task: Imagine you are Mary, write a diary account of her visit to see Elizabeth.		associated with each character.		
	LO: Multiply by 1 and 0	LO: Divide 1 by itself	LO: Multiply 3 numbers	LO: End of unit check	LO: Roman numerals
	Textbook pages 208 - 211 Workbook pages 153 - 155	Textbook pages 212 - 215 Workbook pages 156 - 158	Textbook pages 216 - 219 Workbook pages 159 - 161	Textbook pages 220 - 221	Workbook pages 162 - 163
Maths					
	LO: To frame questions for research	LO: To express place using prepositions	LO: To use the 4 grammatical forms of sentence	LO: To distinguish between fact and opinion	LO: To correctly spell a word in context where that word has one or more related homophones
English Cloud Tea Monkeys	Provide the children with a copy each of the authors' note and a special request from the publishers that the children create a report entitled, 'The Magic of Tea'. Tell the children that they have graduated to becoming Deputy Tea Tasters and will be taken on a journey of discovery to find out all they need to about tea. Every tea-leaf tells a story: Use Talk to the Hand to generate questions about tea and the tea-trade e.g. Where is tea grown? Who grows and harvests tea? Should young children be allowed to work in tea-farming? Is tea only grown in warm places? Why/why not? Does monkey-picked tea really exist? Children to record their next 3 questions onto tea-leaves, one question per leaf. Have teacups in the middle of the tables labeled with the question stems. Place the leaves into teacups placed in the middle of tables. Which cup of tea will be the strongest? How many more tea leaves are in some cups compared with others? Why is this? Some questions are trickier to write than others	Pickled prepositions: Tell the children that we need to think about where tea is grown and that you had some ideas to help the children but that you dropped them on the way to school and now they're in a pickle. Can the children help? Children work in pairs to match the correct preposition phrase to the region using the 'Where Tea is Grown' sheet and a world-map. Any combination of leaf-red + teal makes grammatical sense but you can then also match for accuracy in terms of meaning. So you may want them to match at random first, leaf-red to teal and then cross-reference against the map and fact sheet. You could also use the internet to find additional information Using the information gathered from the Pickled Prepositions activity, children write a short section of a report under the heading Where tea is grown. This content will be imported into the final report: Where tea is grown You might have heard the saying, 'all the tea in China' but did you know that tea is actually grown in many places around the world? Assam tea grows near the Brahmaputra River. The damp soil creates ideal conditions for a delicious peaty tea with top-notes of cinnamon.	Let the children discover a journal entry written by someone who works on a tea plantation (this resource is attached to the end of the sequence). The key point in the journal entry is that things used to be hard for the people working there but that now their tea is being traded with a fair trade company, the workers have much better conditions and their families are paid a much better wage. Look at tea packaging with fairtrade, organic soil association logos etc and explore these/have these displayed. Talking tableau: In groups of 3-4, 2-3 children to assume the role of the worker who wrote the journal entry and two of his friends and the 4th to be a tea plantation owner. Distribute the sentence	Have a range of statements on cards (refer to previous session) but ensure that you have some fact statements and some opinion statements e.g. Children should not be allowed to work on tea plantations. I don't like tea! Tea is grown in India, Sri Lanka and Kenya. There are lots of different types of tea Fair trade can help people to have better lives. All plantation owners are unkind and force their workers to work too hard. Sort these under two headings: fact and opinion. Provide children with some sentences and orally rehearse their completion, discussing which sentences are likely to contain an opinion and which are likely to be factual: I think that... because... Some people believe that ... If ... then... There are... Children create a short, written discussion piece on Fair Trade.	Cultural and historical facts about tea Homophone hunt: Read out the following passage and have pairs of children identify the correct word out of pairs/groups of homophones/near homophones by holding the card up the correct way round: Tea is drunk all over the world from England to/too China. There/their are many different varieties of tea. Some/sum people say that tea must be drunk out of/off a cup with a saucer but others prefer a mug. There is no write/right or wrong way to drink tea. In the past/passed tea was something that only the rich could afford. However, now it is a drink for/four everyone. Supplement the ideas from the passage read in the homophone hunt

			<p>type cards e.g. My back is aching. When will it be time for lunch? What a hot day it is! Fill that basket! Ensure that these are printed all in one colour –this is so that they can be sorted. Have 4 hoops/ bubbles on the working wall on which to sort the cards into the 4 sentence types. Now specify the sentence type children are to use. Do further rounds of talking tableau.</p> 		<p>by conducting own research. Children could ask at home about tea drinking/when their family drinks tea/what kind they drink. Sugary tea for shock etc. This would be a good opportunity to make links to the children’s own cultural traditions. Children to record 3-4 ideas about why/how/ when people drink tea: place an emphasis on the determiner used e.g. some, many, most These will be added to the final piece by way of ‘did you know?’ type boxes. Be sure to include some of the words from the homophone hunt in your modelling, too: Some people think that drinking tea helps with shock. Many people feel that they need to start each day with a cup of tea. Most people think that tea is only for adults but it can be drunk by anyone. Many tea-drinkers believe that the right way to drink tea is out of a cup that has a saucer.</p>
 <p>Spelling & Handwriting</p>	<p>accept except affect effect berry bury medal meddle</p>	<p>accept except affect effect berry bury medal meddle</p>	<p>accept except affect effect berry bury medal meddle</p>	<p>accept except affect effect berry bury medal meddle</p>	<p>accept except affect effect berry bury medal meddle</p>
	<p><u>Humanities</u></p>	<p><u>Science</u></p>	<p><u>PSHE</u></p>	<p><u>Art</u></p>	<p><u>Computing</u></p>



Wider Curriculum

Geography

Mountains, Earthquakes and volcanoes

End of unit check: To write an answer to the question: Imagine you are in charge of a town. How would you plan for a volcanic eruption?

Recap What happens when a volcano erupts.

Watch up to 3.40

<https://www.youtube.com/watchv=3b2rCNfkzBU>

Children to use the plan for their writing:

Introduction

- What are tectonic plates and how do they move?
- Where are volcanoes found?

Paragraph 1

- How does a volcano erupt?
- What comes out of a volcano when it erupts?

Paragraph 2

- What are the immediate effects of a volcanic eruption?

- What are the secondary effects of a volcanic eruption?

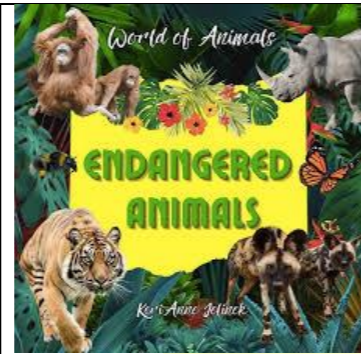
Paragraph 3

- How might you predict a volcanic eruption?
- What would you need to do to protect and help people after an eruption?
- How would you make sure people knew what to do after an eruption?

Extension

- Discuss whether you would be prepared to live near a volcano.

Conclusion



LO: To recognise that environments can change and that this can sometimes pose dangers to living things

Discuss what we have learned about so far in this topic.

What problems do living things face? Are all the problems caused by humans? Explain that during today's lesson, we are going to be researching an animal that is endangered.

Provide children with fact sheets about different animals, e.g. Bees, Butterflies, Hedgehogs, Orangutans or Sumatran Elephants

Children to research their chosen animal in groups. They should prepare a short presentation about their animal and why it is endangered.

Key questions:
What are the dangers for the animal?
What can we do to help?

Share and praise the work of different groups.



Celebrating Difference

Lesson 4: Problem solving

LO: I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.

Play 'Word Ping-Pong'.

Use images and 'calm me' script for children to relax and focus. Remind the children about Maya's story from last time by getting them to discuss it in groups using the following prompt questions:

- How was Maya being bullied?
- How did Jake react when he found out?
- Whose side was Jake on?
- Jake didn't seem to be worried about helping Maya but what could have stopped him?
- How did Jake help in the end?

Recap by explaining that bystanders can be involved in these ways:

- Find ways to help

<https://www.kapowprimary.com/subjects/art-design/original-scheme/year-3/art-design-skills/painting-tints-and-shades-christmas/>

LO: To know how to create tint and shade of a colour. Show the children how they will apply this using one of the Christmas themed shape templates. Give each pupil a paint palette which includes:

- white (to create the tint)
- black (for the shade)
- one colour

Demonstrate how they will paint the templates yourself, or using the *Pupil video: Tints and shades – Christmas*. The emphasis should be on careful mixing to achieve a tonal transition from one shade or tint to the next. As well as painting neatly to the edges and blending tones from dark to light smoothly.

Music

<https://www.kapowprimary.com/subjects/music/lo-er-key-stage-2/year-3/the-vikings/lesson-4-viking-battle-song/>

LO: To use simple rhythmic notation to compose a Viking battle song.

Rhythm layering

The children should work together to complete the activity whilst you observe each group, checking that they are accurately performing the rhythms that they have written down.

[Computing Year 4: Storytelling Through Code - Kapow Primary](#)

LO: To program a story.

Show slide 2 and explain that this particular story only has a beginning. Inform the children that their task is to complete the story using Scratch by giving it a middle and end. They will need to think about adding speech to each of the sprites.

MFL French


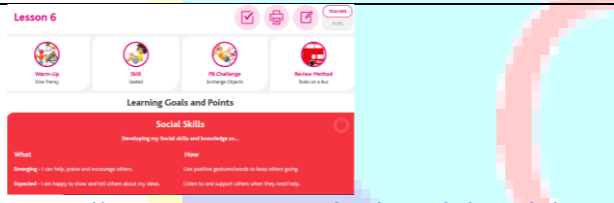
French adjectives of colour, shape and size: Lesson 5

LO: To create and describe a festive picture.

Play presentation to recap shapes and colours in French. Show presentation: Un sapin de Noël. Show the children the image of Henri Matisse's famous cut-out design on Link: ['ArtWay.eu - Christmas Night window by Henri Matisse'](#).

Originally made up in paper from cut-outs, the design was later used to make a stained glass window.

OLC WEEKLY LEARNING PLAN

	<ul style="list-style-type: none"> • What are the best ways to prepare for an eruption? • Why is it a good idea for people in the town to prepare for an eruption? 		<ul style="list-style-type: none"> • Ignore it • Join in <p>Work through the Powerpoint, discussing how to be safe with technology.</p> <p>Task: In groups, ask the children to design a poster about internet safety for a younger child.</p>		<p>Ask the children why they think the picture is called 'Nuit de Noël'.</p> <p>Task: Children design their own Nuit de Noël stained glass window in the style of Matisse that represents Christmas night. Children to describe, in French, the colours and shapes used.</p>
 <p>Daily PE Activity</p>	<p>Line tag</p>	 <p>https://app.realpe.co.uk/pe/year3/unit2/lesson/6</p>	<p>Penalty shoot out</p> <p>Split the class into teams. Nominate a goalie for each team and take pens against the opposition.</p>	<p>Fitness - Christmas Tree</p> <p>Have teams of 4/5, nominate 1 person to be the Christmas tree. Have hoops and cones scattered around the hall. One person at a time must run get a decoration and balance it on the tree. If the piece of equipment falls off, it no longer counts. Winning team is the team with the most decorations on the tree.</p>	<p>Children decide:</p> <ul style="list-style-type: none"> Rounders Football rounders Dodgeball Bench ball <p>Highest vote wins.</p>

Communicating with school

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