

OLC WEEKLY LEARNING PLAN



Message from your teachers:

Hello, and welcome to your learning for this week!
Below you will find your learning for the coming week.
Have a great week,
God Bless!

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

Teachers:	Mrs Day, Mrs Kendrew and Miss Cottrell	Year group:	Year 4	Date:	14.09.26
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R.E. 	<u>Knowledge Statement:</u> What if everyone in the world looked, spoke, or dressed the same, how might that change the way we treat each other?		<u>Knowledge Statement:</u> I wonder how someone might feel if they were always left out because they were different. What could we do to help them feel valued?		<u>Knowledge Statement:</u> What if you saw someone being treated unfairly, how could you show them that they are important to God?
Maths 	<u>LO: Partition 4-digit numbers</u> pages 24-27	<u>LO: Partition 4-digit numbers flexibly</u> Pages 28-31	<u>LO: 1, 10, 100, 1000 more or less</u> Pages 32-35	<u>LO: 1000s, 100s, 10s, and 1s</u> Pages 36-39	<u>LO: Number line to 10,000</u> Pages 44-47

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English	LO: To plan writing	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To write an effective narrative.	LO: To write an effective narrative.
	Explain that over the coming days the children will be writing a sequel to journey and today will be an opportunity to plan for it. Give the children time to plan their sequels, considering: The colour of crayon each character might find. How and where they will travel (likely to be using the bike, at least initially!) Will they be time-travelling? What problems/ threats they might encounter along the way (again, this could be linked to topic). Children can choose names for their characters but for the purposes of this planning sequence, we have named them Lila and Ethan. The writing will be split into three lessons: Descriptive writing	Using the planning you created yesterday, begin modelling the opening section of the sequel – see independent work section for model. We rode off on our bike, atop the tandem, both of us overjoyed to have found friendship. After a while, as the day's light began to fade with the sunset, we stopped by a stream. The stream looked familiar, yet I couldn't place it. Just then, a green bird swooped down and from its beak dropped a green crayon. Stooping to pick the crayon up, I once again felt that delicious flutter of excitement: if we had each been taken on a journey - I by my red crayon and Ethan with the crayon in purple – then where might the green crayon take us both?	Tell the children that in their writing today their characters are going to meet other people as part of their adventure and that they'll be including a section of dialogue. Remind children of session 5 where they developed dialogue: As we soared up in into the atmosphere, the skies began to darken and an eerie mist swirled. 'You don't think something dreadful is about to happen, do you?' Ethan Shivered, eyes darting around. But before he could even open his mouth to speak, a commanding voice boomed seemingly from nowhere... Today, focus on learning on dialogue from session 5, reminding the children about the rules for punctuation and layout of speech.	Children to use noun-phrases and draw upon literary language/ devices as they bring their stories to a conclusion. Children will need to decide whether they will pave the way for a third story, thus creating a trilogy or not. Through the darkness, there came light as we sped across the dawn-bathed fields. My heart filled with joy as I realised we had escaped...	Editing lesson using editing flaps. How can we improve our work?

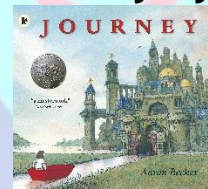
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Lesson 1 - they find a magic crayon that leads them to another world/time. Use lots of description in this piece.
Lesson 2 – they introduce another character that they will share dialogue with.
Lesson 3 - children will conclude their stories using noun phrases and descriptive sentences from the first lesson.

Reading



English text: Journey by Aaron Becker



Class novel:

3/4 KC – Esio Trot - Roald Dahl



SPAG



Spelling Ninja week 1

LEARN NEW RULE - REVEAL

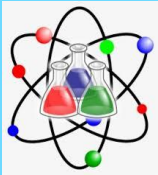
house
duck

Which letters keep appearing?
Which part is the same?
Where does it appear in the word?
Are these everyday words?

The red sections are important parts to remember to help you spell the word.

house	puppet	who	nurse	night
glass	door	write	hair	fruit
letter	duck	toy	eight	should
skipped	monkey	tube	cakes	picture

Science



Rocks

LO: Explore the formation and properties of igneous rocks.

Lesson 1: [1. Explore the formation and properties of igneous rocks | Presentation | Developing Experts](#)

- Understand that igneous rocks come from beneath the Earth's surface
- Explain how igneous rocks are formed on Earth's surface
- Explain the difference between intrusive and extrusive igneous rock

History



Prehistoric Britain

LO: To know what life was like during the Ice Age.

Key questions

- Which animals lived during the Ice Age?
- Which of these species have become extinct?
- How did early humans make use of woolly mammoths?

<https://www.kapowprimary.com/subjects/computing/key-stage-2/year-4/computational-thinking-2/>

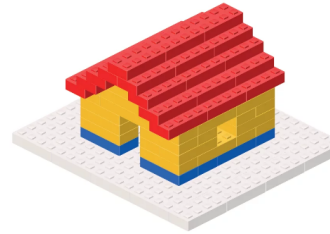
Computing



Refreshed scheme (2026)

Computational thinking

Developing computational thinking skills through decomposition, pattern recognition, abstraction and algorithm design to solve problems.



Introduce the term computational thinking and explain to the children that it is a way of solving problems using different skills to help break down and organise a task. Inform them that it helps us approach problems logically, making them easier to understand and solve. Explain that people use this way of thinking in computing and everyday life, from planning a trip to solving a maths problem.

PSHE:



https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/lks2/m-1/lks2_1_created-and-loved-by-god/u-1/lks2_1-1_religious-understanding/

Across five short sessions, introduce children to the theme that everyone is created and loved by God. Through Gospel stories, discussion, imaginative reflection and creative activities, explore how God created each person uniquely and with a purpose: to be loved, to love others and to make a difference. Discuss how we can always turn to Jesus with our needs and worries, however big or small. Reinforce that every human life is precious to God from conception to natural death. Conclude the week by exploring how Jesus offers us new life and invites us to trust him. Finish each session with prayer.

BSL



Lesson 1: Introduction to British Sign Language.

Lesson 1: [Free BSL Lessons for UK Primary Schools – The School of Signs](#)

- Learners will understand the purpose of BSL, why it exists and become aware of the language.
- Learners will attempt to determine how BSL is used via handshapes, movement and placement.
- Learners will understand how to determine who is deaf and who uses BSL.

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Music



Singing in Parts: Loops & Layers

Lesson 1 - Lo: To perform a simple song in two parts with accuracy.

[Lesson 1: Singing in two parts](#)

Art



Painting and mixed media: Prehistoric painting

LO: To understand and use scale to enlarge drawings in a different medium.

Rub earth-toned chalk pastels over sugar paper using a paper towel. Scale up their sketches from last week, which means everything in their drawings will get proportionally larger. Use charcoal to outline their drawing.

[Year 3 Art Lesson Plan: Charcoal animals](#)

P.E.



Athletics

Lesson 1 - To develop the sprinting technique and improve on your personal best.

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Fitness

Lesson 1 - To understand how balance helps us in everyday life.

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In this unit pupils are exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.



Communicating with school

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