

Weekly Overview of Learning

Year Group: 4 **Week beginning: 02.12.2024**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email the Year 4 team at year4@alexandra.hounslow.sch.uk.

English	Tuesday	Wednesday	Thursday	Friday
	LI: To identify and construct topic sentences.	LI: To identify the main components of a sentence	LI: To identify and use subordinating conjunctions	LI: To identify and use expert quotes.
Key vocabulary and key questions	<p>Key Vocabulary: topic sentence, statement, summary, key words, vocabulary.</p> <p>Key Questions: What is a topic sentence? Where is it likely to be found in a paragraph? How can subheadings help you identify topic sentences?</p>	<p>Key Vocabulary: subject, object, verb, article, determiner, preposition</p> <p>Key Questions: What does a basic sentence need? What role does the verb play in a sentence? How does the verb impact on the nouns in the sentence? If the nouns are swapped over, what impact does this have on the meaning of the sentence?</p>	<p>Key Vocabulary: conjunction, subordinating, clause, comma, complex, reason, compare, contrast</p> <p>Key Questions: What are conjunctions? What is a main clause? What is a subordinate clause?</p>	<p>Key Vocabulary: expert, quote, statistic, facts.</p> <p>Key Questions: What is an expert quote? What is a statistic and how can we identify it? Why are statistics important in a non-chronological report?</p>
Activities	<p>Starter: Match the definition to the sentence type.</p> <p>Remind children of what a paragraph is. Explain what a topic sentence is and how to find it. Give children a set of paragraphs and they have to match these to appropriate subheadings.</p> <p>With a partner, get children to highlight the topic sentence in the text.</p> <p>Children read a text on The Polar Sealfox and need to find the topic sentences. Children then need to write their own topic sentences for a paragraph. Challenge- give key vocabulary to write a paragraph based on penguins</p>	<p>True or false: A 'sentence' can only be described as such, if it has a verb.</p> <p>Children will discuss with their partner and then feedback their ideas (ensure that children understand that the answer is 'true'- words such as 'is, are, were' are different tense forms of the verb 'to be') Even the simplest of sentences must have (a subject and verb, or, an object). We will identify the components in each sentence and then insert an appropriate subject/ object or verb to the sentences to make them complete and correct.</p> <p>Main task: Children complete the differentiated 'sentence level' tasks.</p>	<p>A few weeks ago, we studied 'coordinating conjunctions. Of the words on the board, identify all the coordinating conjunctions (FANBOYS) All of the other words on the screen for the starter activity are subordinating conjunctions. We will identify the subordinating clause and subordinating conjunction in the sentence and complete the cloze procedure sentences by inserting the correct subordinating conjunction.</p> <p>Main task: Children complete the differentiated 'sentence level' tasks, using subordinating conjunctions</p>	<p>Starter: Children need to identify the subordinate conjunction in each sentence.</p> <p>Discuss who the experts could be when reading a non-chronological report about animals.</p> <p>What are expert quotes? Focus on statistics and true information/facts. Introduce children to sentence openers that can be used to introduce a statistic.</p> <p>Task: Today you will be working in table groups with iPads and I will give each table an animal and you need to try and find 10 statistics related to that animal.</p> <p>Children present 2 facts to the rest of the class.</p>

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This week's reading focus: Reading Strategy VIP WORDS

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To evaluate how vocabulary contributes to meaning.</u>	<u>LI: To explore how the writer uses language as a cohesive device.</u>	<u>LI: To identify key words from a text</u>	<u>LI: To define information vocabulary using context information.</u>	<u>LI: To identify key words from a text</u>
	Look at a variety of prefixes and how they contribute to meaning.	Recap range of cohesive devices. Children then use key vocabulary within context.	Look at a range of sentences and explore the meaning of different keywords in context.	Children read a text and then identify key words to help answer a variety of comprehension questions.	Re-read keywords from Werewolves text. Children then use a mapping scaffold to identify the definition of some of the words, what the word looks like and possible synonyms.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To practise our multiplication facts</u>	<u>LI: To apply my knowledge of 7 times-table and division facts</u>	<u>LI: To apply my knowledge of 11 times-table and division facts</u>	<u>LI: To apply my knowledge of 12 times-table and division facts</u>	<u>LI: To apply knowledge of times tables and division facts to solve problems</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> multiple, product, factors, inverse, fact families, arrays</p> <p><u>Key Questions:</u> How can repeated addition and subtraction help us? What facts do we already know? What are the new facts we are learning? How can we apply our inverse knowledge? Where is this knowledge useful in real-life?</p>	<p><u>Key Vocabulary:</u> digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p><u>Key Questions:</u> How many lots of 7 do you have? What is the same and what is different about the number facts? How does the 7 times-table help you work out the answers? What strategies can you use to work out a 7 times-table fact that you do not yet know? What other times-tables can you use?</p>	<p><u>Key Vocabulary:</u> commutative, multiple, factor, product</p> <p><u>Key Questions:</u> How many equal groups are there? How many lots of 11 do you have? How many groups of 11 are there in x? What can you partition 11 into to help you? How can you use base 10 to work out $\times 11$? How can you use place value counters to work out $\div 11$? How can you show this using an array?</p>	<p><u>Key Vocabulary:</u> commutative, multiple, factor, product</p> <p><u>Key Questions:</u> How many equal groups are there? How many lots of 12 do you have? How many groups of 12 are there in x? What can you partition 12 into to help you? How can you use base 10 to work out $\times 12$? How can you use place value counters to work out $\div 12$?</p>	<p><u>Key Vocabulary:</u> commutative, multiple, factor, product, addition, subtraction, rounding, area</p> <p><u>Key Questions:</u> What information do we have? What connections can we form? What information do we need? How can we calculate the missing information? How will we check our solutions?</p>
Activities	<p>Starter: Times Tables aerobics/Supermovers.</p> <p>Recap existing knowledge and highlight the new facts.</p> <p>Identify any patterns and tips/tricks to speed up recall or working out of the multiples and their inverse.</p>	<p>Today, children bring their knowledge of multiplying and dividing by 7 in order to become more fluent in the 7 time-table.</p> <p>They will construct fact families and will be encouraged to derive unknown facts from known facts by exploring links between multiplication tables. They will investigate how making these connections can help with mental strategies for calculation (e.g. $9 \times 7 = 9 \times 8 - 9$ or $9 \times 6 + 9$)</p>	<p>In this small step, children build on their knowledge of the 1 and 10 times-tables to explore the 11 times-table. They recognise that they can partition 11 into 10 and 1 and use known facts to support their understanding, for example $7 \times 11 = 7 \times 10 + 7 \times 1 = 77$. They use a range of concrete and pictorial representations to deepen their understanding of multiplying by 11 and to make links between multiplying and dividing by 11.</p>	<p>In this small step, children build on their knowledge of the 2 and 10 times-tables to explore the 12 times-table. They recognise that they can partition 12 into 10 and 2 and use known facts to support their understanding, for example $7 \times 12 = 7 \times 10 + 7 \times 2 = 84$. They also build on their knowledge of the 6 times-table, recognising that multiplying by 12 is the same as multiplying by 6 and then doubling. Children use a range of concrete and pictorial representations to deepen their understanding of multiplying by 12 and to make links between multiplying and dividing by 12.</p>	<p>Children will complete a variety of arithmetic, problem solving and reasoning questions to demonstrate their understanding of the mathematical concepts they have studied this term.</p>

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music	RE	PE
Rock and Roll	RE	PE
<u>LI: To perform a piece of rock and roll music</u>	<u>LI: To evaluate the significance of religious scripture to some people</u>	<u>Dodgeball</u>
<p>The intention of this lesson is to play ‘rock around the clock’ as a class. The children will begin by exploring rhythmic patterns that they think work well with the music. They will be able to experiment with the rhythms using different percussion instruments. We will emphasise the structure of the song and discuss ways in which to mark the different sections. We will recall previous understanding of the importance of staying in time with the music, and encourage the children to listen to the piece while they play. Finally, the class will split into groups and a part of the song will be allocated to each group to play, e.g. bassline, percussion and vocal parts.</p>	<p>Children will be thinking about the significance of the Guru Granth Sahib to Sikh believers and the importance of it for their faith. They will create a table of information about different beliefs and opinions on the Guru Granth Sahib based on information they are given.</p>	<p>Children will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, children achieve this by hitting opponents with a ball whilst avoiding being hit. Children will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Children will be given opportunities to evaluate and improve on their own and others performances.</p>
<u>LI: To measure, cut and shape materials with accuracy</u>	<u>LI: To recognise and say the numbers 1-100 in Spanish</u>	<u>LI: To develop independent movement and submersion</u>
<u>LI: To join components and textiles with an appropriate sewing technique.</u>	<u>LI: To develop positioning and breathing techniques when using a variety of strokes</u>	<u>LI: To develop positioning and breathing techniques when using a variety of strokes</u>
DT	Spanish	PSHE
<p>Children follow safety rules to create their book fastenings using the method produced last lesson.</p>	<p>Children look at the knowledge organiser on numbers and identify patterns. Refer to this within the lesson. Go through teaching slides (complete activity on slide 26 in books.)</p>	<p><u>Swimming</u></p> <p><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
<u>LI: To identify what is special about me and to value the ways in which I am unique</u>	<u>LI: To identify what is special about me and to value the ways in which I am unique</u>	
<p>During this lesson, the children will have two coloured strips of paper with the sentence stem, ‘I am special because...’. They are to write something on each strip of paper about themselves e.g. I am special because I am a good friend, I love playing football, I have green eyes, I am good at cooking, etc. Then, the children will be given each a blank photo frame, in which they are to:</p> <ul style="list-style-type: none"> · First, stick your picture in it. · Then write around the frame the qualities and special features about themselves; this could include things they like about their appearance and also qualities about their personality/character. 		

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Science	Topic (History)	Computing
<p><u>LI: To investigate the effect of a variety of liquids on egg shells.</u></p> <p>We will be recapping the importance of looking after our teeth and what can happen if not.</p> <p>We will then conduct an experiment using egg shells (to represent our teeth) where we will investigate the effect of different types of food liquids will have upon them</p> <p>Tee children will fill in an observation form where they will monitor the decay of the egg shell in each liquid.</p>	<p><u>LI: To use a variety of sources to deduce information about historical events</u></p> <p>For this lesson, the children will become history detectives and use their historical detective skills to work out where and when the images shown to them were taken and write down any questions or thoughts they have about the photos.</p> <p>The class teacher will then explain to the children that the letter they have been reading is an extract from the last ever letter Captain Scott wrote to his wife. Tragically, he and his four companions all died during their mission to explore the Antarctic.</p> <p>The children will then use evidence from the text, to answer the questions on their sheet.</p>	<p><u>LI: To explain that a digital recording is stored as a file</u></p> <p>In this lesson, learners will plan their own podcast and begin recording it. They will also discuss the importance of saving their work, and save their recordings as a file.</p>

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Homework

Homework is set on a Monday and uploaded to Google Classroom and the APS website. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. Remember to bring your planner every day.

Your teacher will check and sign your planner once a week.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Log onto Reading Plus and complete **at least 20 minutes** this week

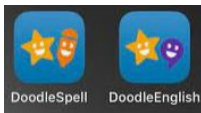
Who will be top of the leader board next week?!



Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into your diaries.

Doodle – Log on to your account to reach your **Green Target** this week in: English and Spell.

We will be checking to see who has accessed their account their account, the correct amount, and achieved the most Stars in Effort.



Spelling and dictation – Remember to try to use these words in sentences to show that you understand their meanings.

This week's spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.

Please go through them and:

- 1) be able to read them;
- 2) know what they mean;
- 3) look up the definition in a dictionary (what do they mean? What word class are they? Do they have more than one meaning?)
- 4) practise spelling them in fun ways;
- 5) put them into creative sentences.



though
although
dough
through
breakthrough
thought
bought
brought
fought
ought

Maths



Doodle – Log on to your account to reach your **Green Target** this week in: Maths and Tables.

We will be checking to see who has accessed their account, the correct amount, and achieved the most Stars in Effort.

Are you in the **green** yet?

Times Tables Rockstars:



Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.

Topic/Foundation subjects

Create a descriptive paragraph on winter on Writer's Toolbox. Use a variety of features to embellish your paragraphs.