

Weekly Overview of Learning

Year Group: 4 **Week beginning: 3rd June 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 | Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|--|
| | LI: To identify the purpose of a text | LI: To answer a range of SpAG questions | LI: To identify the features of a text. | LI: To answer a range of comprehension questions |
| Key vocabulary and key questions | <p>Key Vocabulary: newspaper, report, recount, audience, information.</p> <p>Key Questions: - Is a newspaper article fiction or nonfiction? -What is the purpose of a newspaper article? -Who is the audience? Does the audience affect the language and layout?</p> | <p>Grammar, Punctuation and Spelling Assessment</p> <p>The children will be presented with a booklet containing a wide range of questions based around spelling, punctuation and grammar.</p> | <p>Key Vocabulary: headline, by-line, orientation, body, quote, pun, fact, opinion.</p> <p>Key Questions: -How do we know what the article is about? -What purpose does the first paragraph serve? -Why are quotes included and not reported speech?</p> | <p>Reading Assessment</p> <p>Children will be given a variety of comprehension questions that focus on the skills of:</p> <ul style="list-style-type: none"> -Using background knowledge to connect to a text. -Making predictions. - Visualising a text. -Watching out for key vocabulary. -Noticing a breakdown in the text. -Repairing the breakdown in text. -Using inference skills. |
| Activities | <p>On screen there is a newspaper article, concealed. Children guess what text type it is and for bonus points, what it is about.</p> <p>What is a newspaper article and what purpose does it serve? Introduce the topic to the children, using the earlier revealed text to model how to identify the context and purpose of the article (5 Ws). Answer a retrieval question about the text.</p> <p>Use our prior knowledge and evidence from the text to answer an inference question.</p> <p>Children read the Newspaper report 'Iceland Erupts' and answer the questions. Challenge: On screen, show a newspaper 'fluff piece'. <i>How does the purpose of this report differ from that of 'Iceland Erupts'?</i></p> | <p>They will have an opportunity to discuss some of these questions before independently answering them</p> | <p>Sort the features- what belongs in a newspaper report and what does not?</p> <p>Using the 'Roman Tribune' article, model text marking: Headline, by-line and quotes</p> <p>Text mark the information in the orientation that tells us: Who? What? Where? When? and Why?</p> <p>Identify an example of a fact and an opinion in the text.</p> <p>Children read the 'Roman Record' newspaper report and mark the features. Challenge: <i>"Newspaper headlines should be attention grabbing. Even better still, they should contain some form of alliteration or a pun!"</i></p> <p>True or false? Children should use vocabulary covered in the lesson to justify their answers.</p> | |

This week's reading focus: **Reading Strategy**

| Reading | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---------------------------|---|--|------------------------------------|---|---|
| Learning Intention | <u>LI. To generate initial associations.</u> | <u>L.I: To identify the purpose of a text.</u> | <u>Reading for pleasure</u> | <u>L.I: To appraise/review a text.</u> | <u>LI: To compare and evaluate texts</u> |
| Task | Children need a Boudicca strip and make text to self, text to text and text to world connections. | Children read persuasive text on Boudicca and use features tables to find persuasive features with their partners. | Children read for pleasure | Children create a book review based on a book they have read. | Children read 2 versions of the Remus and Remulus story and make comparisons. |

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| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|---|---|---|--|
| | <u>L.I. To convert analogue and 24-hour digital times</u> | Arithmetic Quiz | <u>L.I. To solve problems involving the conversion of 12- and 24-hour clocks</u> | <u>L.I. To apply our knowledge of time tables to 12 x 12</u> | <u>L.I. To apply our knowledge of time tables to 12 x 12</u> |
| Key vocabulary and key questions | <p>Key Vocabulary Convert, 24-hour, digital, analogue</p> <p>Key questions How many hours are there between noon and midnight? Is earlier or later than? What is the same/different about 5 am on a 24-hour digital clock and on a 12-hour digital clock? Do you always need to add 12 to the hours to convert a time to the 24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?</p> | Children will demonstrate their existing knowledge, learnt knowledge and their next steps in a series of short questions. | <p>Key Vocabulary Convert, analogue, digital, time, duration, horizontal number line, intervals</p> <p>Key questions Why is it important to know whether a time is am or pm? Does an analogue clock show whether it is am or pm? How do you show an analogue time as a 12-hour digital time? How will you find the start/end time of the activity? How can you use a number line to work out the duration of the activity? Do you find it easier to work out how long it is between times using an analogue or a digital clock?</p> | Children will complete a variety of activities (some of them timed) to practise their multiplication facts. 9s | Children will complete a variety of activities (some of them timed) to practise their multiplication facts. 12s |
| Activities | In this small step, children are introduced to writing 24-hour clock times for the first time. Children recap the concept of am and pm from Year 3 to support them when converting to the 24-hour clock. They recognise that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time. They also learn that 24-hour clock times are always shown with four digits, so if the hour only has one digit, then a zero is placed at the start, for example 09:45 Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Using clocks, watches, smartphones and computers can help with this. | | Children will have a range of time problems involving 12- and 24-hour conversions. They also recall their prior learning that 24-hour clock times are always shown with four digits, so - if the hour only has one digit, - then a zero is placed at the start, - for example 09:45 Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Children will have the use of a blank number line can support finding durations of time or to help children find the start and end times of an activity. | | |

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| Music | RE | PE |
|---|---|--|
| <p style="text-align: center;">Samba and carnival music and instruments</p> <p><u>L.I. To recognise and identify the main features of samba music</u> Discuss with the children that Samba music originated from Brazil, in South America. What is known as ‘syncopation’ is a main feature of Samba. Samba music includes layering syncopated rhythms on multiple percussion instruments. The songs are typically sung in Brazilian-Portuguese, which is the native language of Brazil. As a class we will identify where in the world Brazil is and learn that the country hosts the largest carnival every year. Explain that London holds its own one called the Nottingham Carnival. Samba music is a huge part of Carnival and of Brazilian culture as a whole. There are various ‘sub-styles’ of Samba in Brazil, including Ballroom, Samba, Reggae Samba and Samba Batucada, which is an African-influenced Brazilian percussive style, typically performed by an ensemble known as a ‘bateria’. We will be focusing on Batucada. Children will listen to instruments played in a bateria including, agogo, Caixa, chocahlo, ganza, repinique, surdo, tamborim Main Task - children will hear the sounds of some of the instruments again but in a different order and will need to number the order in which they hear the instruments Key Questions <i>Where do the children think the music comes from and why?</i> <i>Have the children heard this type of music before?</i> <i>Ask the children when or where they might see this sort of music?</i></p> | <p><u>L.I: To investigate the transition from oral tradition to written scripture in ancient civilisations</u></p> <p>By the end of the lesson the children should be able to explain what oral tradition is and identify some limitations of oral traditions. We will also discuss why some societies in the past chose to transition from oral tradition to written scripture.</p> <p>Main task:</p> <p>The children will be orally retelling a story, in order to understand the benefits and drawbacks of oral retelling. We will then apply this to the use of scripture.</p> | <p style="text-align: center;">Gymnastics every Thursday</p> <p>This term, Year 4 has been given the opportunity to work with Miss Alice from Dance Energy. Miss Alice is a dance and gym specialist and will deliver a 6-week program of gymnastics with the children. <u>L.I: To develop individual and partner balances</u></p> <p style="text-align: center;">Every Friday - <u>Swimming</u></p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p> |
| DT | Spanish | PSHE |
| <p><u>L.I: To generate ideas by collecting information</u></p> <p>The children brainstorm what they know about Roman chariots and draw a mind map. The teacher will then explain that they will be designing and making a model chariot this half-term. Main activity. The children will watch video clips showing scenes of chariots and chariot racing. Teacher explains the basic construction and how the wheels use an axle to turn and connect to the body of the chariot. A simple model is demonstrated and children are asked to consider how this would connect to the chariot and keep the wheels moving evenly and securely. Children discuss their ideas and then draw labelled diagrams to illustrate these. Finally, they share their diagrams with the class.</p> | <p><u>L.I: To use a familiar story to recall some new vocabulary.</u></p> <p>Children familiarise themselves with the story of Goldilocks and the 3 bears and learn key vocabulary in relation to this.</p> | <p style="text-align: center;"><u>Unit: Changing me</u></p> <p>During this unit, the children will explore change. We will focus on the feeling of change to an individual, how to respect changes that can be seen in others and how to accept change.</p> <p><u>L.I. To be able to appreciate that I am a truly unique human being</u></p> <p>In this lesson, we will be thinking about what makes us special. We will be making links to how some children may inherit features from their parents, but how some features are unique.</p> |

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| Science | Topic (Geography) | Computing |
|---|--|---|
| <p style="text-align: center;">Electricity</p> <p><u>L.I. To review prior knowledge</u> <u>L.I. To explain ways that electricity is generated.</u></p> <p>Starter: The children are to complete the what I know already and what I would like to know columns on their KWL grid</p> <p>Main: Following the IWB, the children will be introduced to this term's topic of electricity and what it is? Task: Using the template to help them. The children will be told that they are a scientist who hosts a TV show, explaining how things work. In today's show, they must explain where electricity comes from and how it is generated.</p> <p>Plenary: The children are to see if they can complete the challenge displayed on the IWB. They are to think of what the classroom would be like if there was no electricity.</p> | <p>LI: To identify the capital cities of Europe Before showing children the Learning Intention, we will display the following riddle on screen and ask them to work with a partner to suggest a sensible answer:</p> <p style="text-align: center;"><i>Every country has one; It has many faces but not always the most; It is the birthplace of that land's rules.</i></p> <p>We will then reveal to children that the answer is 'capital cities.</p> <p>KQ: What is the difference between a continent, a country and a city?</p> <p>We will go through the slides, revealing information about capital cities (what makes a city? What makes a capital city? What are the features of a capital city?) We will recap that the capital city of the UK is London and look at photos of London and recap its location on the map.</p> <p>We will then match capital cities to the country they are in.</p> <p>In the main task, children will have a map of Europe with labels for each capital city. Children will be given the capital city of each country, which they need to identify and label on the map.</p> <p>Challenge: In which European countries does the capital city have a smaller population than another city? Plenary: Capital city quiz</p> | <p>Online safety – What is a bot? Recap on previous learning - Children are to write down three facts, two opinions and one belief. <i>What do you already know about searching on the internet?</i> Play the children the online safety rap. <i>What is a bot? What is bot short for?</i> A bot is programmed to work automatically and is a computer program that holds life-like human conversations. <i>Have you ever seen or interacted with a bot?</i></p> <p>Show some examples of bots. Smartphones or TVs with Siri or Google Assistant. Smart devices, such as Amazon's Echo Dot. Search engines use web crawlers to find relevant pages as quickly as possible. Humans do not monitor some chat functions; a bot automatically does them. Explain to the children that it may be hard to tell if you speak to a human or a bot. When you phone customer service (for example, a bank), you may talk to a bot before you are put through to an actual human.</p> <p><u>Main Task</u> - Class bot <i>What ways can bots be used in homes?</i> <i>How are bots useful?</i> <i>Why might people use a bot in their homes?</i> <i>Why might people use a bot in the workplace?</i> <i>What are the advantages of using a bot at home, school or the workplace?</i> <i>What are the disadvantages of using a bot at home, school or the workplace?</i> Children are to create a list on the board of the benefits of using bots. Children will design their own class bot. Explain that the bot needs to be able to interact with the class and be a useful addition to the classroom.</p> <p><u>Plenary</u> - <i>Where will your class bot be hosted?</i> <i>How will it benefit the class?</i> <i>What could be the possible risks of having the bot in the classroom?</i></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.



dangerous poisonous
mountainous joyous
synonymous hazardous
riotous perilous
momentous scandalous

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:



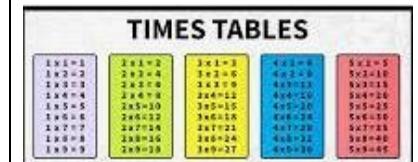
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

Topic/Foundation subjects

This week we would like you to:
1) practise your **TIMES TABLES** and **DIVISION FACTS**.

Use your Pupil Planners to help. BBC Supermovers have the fun videos to help too.



2) create a dictionary of 10 words from the Year 3 / 4 spelling words (found in your Pupil Planners). These 10 words should be ones that you find trickiest to spell or understand.

