

Weekly Overview of Learning

Year Group: 4 **Week beginning: 7th October 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 features of a text	LI: To recognise and to write noun phrases	LI: To identify the structure of a text	L.I: To describe a character.
Key vocabulary and key questions	<p>Key Vocabulary: structure, language, context clues, subject specific/historical vocabulary</p> <p>Key Questions: What makes a good story? How should a story be organised? What language helps the reader to sequence events? What context information does the author need to give the reader so they can visualise? What language and punctuation would be found in a story? How do sentence openers gain the attention of the reader and make them want to read on?</p>	<p>Key Vocabulary: noun, noun phrase, expanded noun phrase, adjective, parts of speech, word class, determiner, preposition</p> <p>Key Questions: What is a noun? What function does an adjective have? Does a noun phrase need a determiner/article? What effect might using expanded noun phrases have on the reader? What noun phrases can be found in our class text?</p>	<p>Key Vocabulary: structure, story pattern, chronological order, plot, setting, build-up, climax, resolution, ending</p> <p>Key Questions: What are the four main parts of a story? Does this structure stay the same or vary, for different stories? What job do each part of the story do, in terms of engaging the reader and answering the reader's questions? Which part of the story is most important? What effect would it have on the reader if at the end of the story, all of the reader's questions have not been answered?</p>	<p>Key Vocabulary: appearance, characteristics, mannerisms, personality, adverbs, adjectives, noun phrases, expanded noun phrases</p> <p>Key Questions: What is the main character in a story called? And the opposition character? What information does the reader need about the characters so that they can fully visualise? In what way is description of a mythical character easier/ more difficult to describe, compared to those found in reality? In what way does an author use descriptive details about the character to create empathy/ sympathy for the main character?</p>
Activities	<p>What makes a good story? How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with a short text.</p> <p>Today, children re-read 'Imelda and the Goblin King', this time as a writer. Then they will annotate the features grid to mark the features they find in the text, and record examples of each.</p> <p>Challenge: Which features from the list did they not find? What do they think that might be?</p>	<p>Start our lesson with a 'search and find' game- children search in a picture to find the people described by noun phrases. Explore what noun phrases are and how expanded noun phrases can be constructed. Using colourful semantics, model what the 'writing frame' for an expanded noun phrase should look like: 'determiner, adjective, noun, with adjective, noun. 'Children scan 'Imelda and the Goblin King' and record any noun phrases. Use the 'colourful semantics' frame to describe pictures from the book using expanded noun phrases.</p>	<p>Teacher and children, together, plot the events of the story onto the boxing up grid. Children will have a go independently for the climax and remaining sections.</p>	<p>As the Goblin King is a mythical character, describing him fully in a way that will allow the reader to both visualise him and dislike him is tricky. Children make notes about goblins under these headings: definition; appearance; habitat; diet; characteristics</p> <p>Main Task: Short Burst Writing Using the fact sheets and the information gathered in the lesson, children will write a non-chronological report about goblins.</p>

This week's reading focus: **Reading Strategy NOTICING A BREAKDOWN**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	L.I: To identify when a text does not make sense.	L.I: To recognise inconsistencies within a text.	L.I: To evaluate the impact of inconsistencies.	L.I: To form questions.	L.I: To identify when a text does not make sense.
	Recap what strategies could be used when noticing a breakdown. Read through an extract from Lion, the witch and the wardrobe and children pick out inconsistencies and confusions.	Recap what inconsistencies are. On whiteboards children record inconsistencies by peer marking partner's cold write. Prior to this, have a go at identifying the inconsistencies within an extract.	Discuss why correct grammar and punctuation are important to avoid inconsistencies e.g. homophones. Children identify grammatical errors in sentences.	Discuss the importance of asking questions when reading a text. Read another extract from Lion, the Witch and the Wardrobe and form questions to aid understanding,	Look at a variety of pictures and texts together to identify the inconsistencies. Discuss how good readers self-monitor and strategies to help with this.

Weekly Overview of Learning

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.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To practise our multiplication facts	LI: To round to the nearest 10, 100 or 1,000	End of Unit Assessment consolidation and problem solving	LI: To add and subtract 1s, 10s, 100s and 1000s	L.I: To use formal methods of addition (no exchange)
Key vocabulary and key questions	<p>Key Vocabulary: multiple, product, factors, inverse, fact families, arrays</p> <p>Key Questions: 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>Key Vocabulary: reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p>Key Questions: What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p>Key Vocabulary: rounding, place value, place holder, greater/less than, ordering, ascending, descending, compare, equivalent, application</p> <p>Key Questions: What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p>Key Vocabulary: Partition, add, subtract, place value</p> <p>Key Questions: If you know $2 + 4 = 6$, what else do you know? How will you partition? Why? Will the value in the ones/tens/hundreds/thousand's column increase or decrease? By how much? Which place value columns have changed/stayed the same? Why?</p>	<p>Key Vocabulary: Partition, add, place value, column</p> <p>Key Questions: How do we remember the place value of each digit? Which digit do we start from? How can we check our work? How can we use rounding to estimate our likely answer? Which column increases?</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, we will practise rounding to the nearest 10, 100 and 1,000. We will use number lines and then look at word problems based on real-life situations. We will discuss what is the same and what is different when rounding numbers to the nearest 10, 100 or 1,000. We will aim to ensure that children understand that when asked to round to a given amount, they need to look at the place value column to the right of that of the required accuracy to decide whether to round to the previous or next multiple. We will also discuss when each degree of accuracy is more appropriate.</p>	<p>Children will go through some questions related to our learning so far on number and place value. We will go through the answers together, aiming to clarify any misconceptions that children may still have.</p>	<p>Children answer a variety of 'Halloween' themed questions regarding adding and subtracting using their place value knowledge.</p> <p>Extension: worded situations</p>	<p>Children demonstrate their knowledge of how to add (up to 4-digit numbers) in a columnar method. (Using the calculation policy).</p> <p>Ext: Missing number problems</p>

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

Weekly Overview of Learning

Year Group: 4 **Week beginning: 7th October 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.

Music	RE	PE
<p>(Continued from last week) <u>L.I. To create musical rhythms using body percussion</u> The children will continue to work together in pairs or small groups to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. Children will record (write down) their rhythms and perform to the class. They will have to listen carefully and offer feedback (what went well and how the performance could have been even better).</p>	<p><u>L.I: To determine how Bahá'í teachings influence some practices</u></p> <p>Challenge the children to find as many solutions for the maze as possible, using a different colour to show each route. Children then think about what they already know about the Bahá'í religion and then they will get a sheet of information about the religion and need to record their findings onto a piece of sugar paper. They will continue this for each of the 5 sheets of information. They will come together at the end and discuss what they now think about all religions being equal and whether or not they have changed their mind based on what they have learnt so far.</p>	<p><u>Fundamental Skills</u></p> <p><u>L.I. To develop technique and control when jumping, hopping and landing.</u> Children will work together to explore and come up with three things for both jumping and hopping that they think will help them to jump and hop far. Share ideas with the class. Bending knee/s before takeoff to allow your body to spring and explode forwards. Swinging your arms to provide momentum. Pushing your hips forwards as you take off. In hopping, using your non-hopping foot to propel you forwards.</p> <p><u>Cool down and Plenary</u> Which type of jump got you the furthest distance? Which of your jumps was most controlled? Jumping or hopping? If you were going to teach someone to stick their landing, what three things would you tell them?</p> <p><u>Swimming</u> <u>L.I: To develop front crawl breathing</u> Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors. This week we will be looking at the routines and expectations of each swimming group.</p>
Art	Spanish	PSHE
<p><u>L.I: To apply inspiration from other artists and use appropriate techniques in a piece of work</u></p> <p>Continuation from last week but more focus on painting sculptures in the style of Pootoogook and using colours found in nature.</p>	<p><u>L.I: To ask and answer the question 'Where do you live?' in Spanish</u> <u>L.I: To say my nationality in Spanish</u></p> <p>Go through lesson slides and complete listening and writing task to reinforce new learning.</p>	<p><u>L.I.</u> I understand how groups come together to make decisions.</p> <p><u>Starter:</u> The children will be working in small groups to create words together with a focus on collaboration.</p> <p><u>Main:</u> We will be discussing different scenarios and which decisions would need to be made in these situations. We will also look at what points are important when making team decisions and the children will make a poster to present their ideas.</p> <p><u>Plenary:</u> We will evaluate our performance as a class in terms of teamwork and collaboration.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 7th October 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.

Science	Topic (Geography)	Computing
<p><u>L.I. To describe how organisms adapt to their habitat</u></p> <p>We will explore how animals and insects adapt to their environment. E.g. A fish lives in water and has fins for motion, stability and direction.</p> <p>Children are to design their own imaginary hybrid. These are organisms that have been transported to completely different habitats. e.g. a fish in a forest - a polar bear in the desert - a beetle in a pond. You will explain what the new features do for the imaginary hybrid you have created.</p>	<p>(Continued)</p> <p><u>L.I. To describe the human geography of a place</u></p> <p>This week, we will be exploring the day-to-day life and culture of the Inuit people.</p> <p>We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.</p>	<p><u>L.I: To recognise how the content of the WWW is created by people</u></p> <p>Discuss who created the content on each of these websites and explain that, individuals (e.g. Dan TDM), organisations (e.g. Lego), or collective groups such as the Scratch community, can be responsible for creating content. Ask children to write down who they think owns the content on these websites, and then circle either 'yes' or 'no' to the following questions:</p> <ul style="list-style-type: none"> ● Am I allowed to view this content? ● Am I allowed to download this content? ● Am I allowed to use this content? <p>Introduce four things which learners will be familiar with:</p> <ul style="list-style-type: none"> ● Their own money ● A book in the classroom ● A book in the library ● Play equipment in the park <p>Children complete the 'Sharing things' handout, considering who these things belong to, who can use them, and how they should be shared. Give children the opportunity to share their ideas with the rest of the group. Give children the opportunity to browse the web page and ask them to think about who owns the content on this website.</p> <ul style="list-style-type: none"> ● Who wrote the article? How do you know? ● Who does the content belong to? How do you know? ● Does any of the content belong to anyone else? Can you give an example? <p>Children decide what they can do with the content on these websites. Some will draw from sites they have already seen in this lesson, while others will be new.</p> <p>http://www.pixabay.com http://bbc.co.uk/newsround http://scratch.mit.edu http://youtube.com https://www.google.co.uk/imghp?hl=en-GB&tab=ri&ogbl (Google Images) http://wikipedia.com</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 7th October 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.

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, 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:

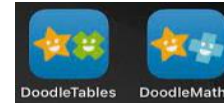
- 1) be able to read them;
- 2) know what they mean;
- 3) look up the definition in a dictionary (what do they mean? What word class are they? Do they have more than one meaning?)
- 4) practise spelling them in fun ways;
- 5) put them into creative sentences.



medal	meddle
missed	mist
scene	seen
board	bored
which	witch

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!

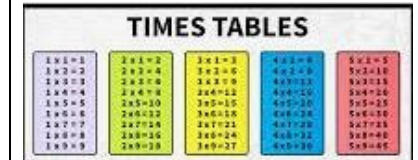


You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.

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.



Weekly Overview of Learning

Year Group: 4 **Week beginning: 7th October 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.