

Weekly Overview of Learning

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| English | Monday | Tuesday | Wednesday | Thursday |
|---|--|---|--|--|
| | LI: To sequence the events of a story | L.I: To identify the features of a text. | LI: To plan a parody. | LI: To plan a parody. |
| Key vocabulary and key questions | <p>Key Vocabulary beginning, middle, end, plot, fiction, non-fiction, sequence.</p> <p>Key Questions What happens at the start? How does the story develop? Can you summarise the story?</p> | <p>Key Vocabulary features, adverbials, language, nouns, verbs, conventions of speech, paragraphs, pronouns.</p> <p>Key Questions What features can you spot? What is the effect of using this feature? What adverbials can you spot?</p> | <p>Key Vocabulary parody, plan, organiser, adapt, vocabulary.</p> <p>Key Questions What connections can you make? What is a parody? How can the text be adapted? What knowledge do you have of London?</p> | <p>Key Vocabulary parody, plan, organiser, adapt, vocabulary.</p> <p>Key Questions What connections can you make? What is a parody? How can the text be adapted? What knowledge do you have of London?</p> |
| Activities | Children use the pictures to arrange the story in order. Plot the story on a flow chart using summarising skills. Do first few boxes together then the children continue independently. | Read 'The Pebble in my Pocket' then, annotate the features grid to mark the features you find in the text, and record examples of each. You can work in pairs. | Use the graphic organiser to help organise our ideas. As a class, children choose 7 key historical events related to London to write about, in the flashback part of our text. | Continue research from yesterday. |

This week's reading focus: Reading Strategy 6 – Fix it

| Reading | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---------------------------|---|--|--|--|--|
| Learning Intention | <u>To select a suitable strategy when inconsistency occurs.</u> | <u>To use working memory to interpret textual inconsistencies.</u> | <u>To use background knowledge and text evidence to interpret figurative language.</u> | <u>To reconstruct information in a concept map.</u> | <u>To use working memory and text clues to comprehend implied meaning.</u> |
| | <p>Starter – children will be asked to recap last week's lessons. They will have a variety of different factors that might affect a reader's ability to understand a text. They will need to identify the ones they think will affect the reader.</p> <p>Main Task – What strategies could a reader employ to help them when they get stuck due to any of the factors discussed in the starter? As a class, the children are to suggest the 'fix up' strategies they would suggest someone should use if the inconsistency is in the whole text and if it is just a word.</p> | <p>Starter – Children will be asked to look at a sentence on the IWB with words missing, they will be encouraged to use text clues to work out what the words could be.</p> <p>Main Task – Children will be seen a text that we have looked at previously during our Roman topic. Children will work through a couple of 'watch me', 'show me' examples of how we can use our working memory to interpret textual inconsistency. Using this knowledge, children will be given a short extract from the same text and they will have to demonstrate how the highlighted word helps them to understand the meaning.</p> <p>Plenary – As a class, go through the children's word meaning within context.</p> | <p>Starter – What different figurative language terms and examples can you think of? As a class, we will recap on what similes are. Children will then be shown 3 pictures related to the Romans and the Roman Empire and asked to think of adjectives and similes for the pictures.</p> <p>Main Task – children will have the start of different similes, they will be asked to complete them on theme of Rome and the Roman Empire.</p> <p>EXT – can you think of any more Roman related similes?</p> <p>Plenary – Children will play a quick quiz, identifying which example has an adjective, which is the similes and why authors and poets use this figurative language.</p> | <p>Starter – Children will be asked to look at a sentence on the IWB with words missing, they will be encouraged to use text clues to work out what the words could be.</p> <p>Main Task – Children will be given a text on the Romans to read, the children will then suggest subheadings to be included in the concept map. Children will then suggest the key facts to be written under the agreed subheadings. Children can suggest pictures to support the notes.</p> <p>Plenary – <i>How does putting information into a concept map help you to understand the text further?</i></p> | <p>Starter – children will be shown a sentence, they will be asked to read through and discuss why the author has used identified words and simile. What picture are they trying to create?</p> <p>Main Task – Children have short passages of text (all related to the terms topic; Romans). Children will read through the text and answer questions which allow them to demonstrate their ability to use text clues to comprehend implied meaning.</p> <p>Mini plenaries - throughout after each short text.</p> |

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Year Group: 4 **Week beginning: 8th July 2024**

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| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|---|--|---|---|---|
| | L.I: To recognise and describe 2-D shapes | L.I. To explore lines of symmetry | L.I. To complete a symmetric figure | L.I: To describe coordinates in the 1st quadrant | L.I: To plot coordinates in the 1st quadrant |
| Key vocabulary and key questions | <p>Key Vocabulary regular, irregular, polygon</p> <p>Key questions What is a polygon? What is a polygon with sides called? How many angles/sides does an octagon have? What other words do you know that start with “oct”? What is the same and what is different about these polygons? When talking about polygons, what does “regular”/“irregular” mean? If one side of a regular is cm, what is its perimeter?</p> | <p>Key Vocabulary symmetry, horizontal, vertical</p> <p>Key questions What is a line of symmetry? How can you arrange these two shapes to make a symmetrical image? Does this shape have any lines of symmetry? How can you find out? Are lines of symmetry always horizontal or vertical? How can you use a mirror to check if there is a line of symmetry? How many lines of symmetry does this shape have?</p> | <p>Key Vocabulary symmetry, horizontal, vertical</p> <p>Key questions What is a line of symmetry? What do you think the shape will look like after it has been reflected? How far away from the mirror line is each square/vertex? How far away does the reflected square/vertex need to be? Can there be more than one line of symmetry? How could turning your paper help you to complete the shape?</p> | <p>Key Vocabulary horizontal, vertical, axis, coordinates, x-axis, y-axis</p> <p>Key questions What is the name of the horizontal/vertical axis? What is the same and what is different about the x-axis and the y-axis? Which axis do you look at first when finding the coordinates of a point? In what order do you read the coordinates of a point? What are the coordinates of the point? Why are there two values in a pair of coordinates?</p> | <p>Key Vocabulary coordinates, x-axis, y-axis, grid, point</p> <p>Key questions Which value in a pair of coordinates tells you how far horizontally/vertically the point is? Do you plot a point on the line or in the space between the lines? Does the order of the numbers in a pair of coordinates matter? Why?</p> |
| Activities | Children first encountered 2-D shapes with more than four sides in Key Stage 1. In this small step, they revisit and extend their knowledge of the names of polygons. Explain that “gon” means “angled” and the different prefixes relate to the number of angles; for example, “pent” means five, so a pentagon has five angles and therefore five sides. Discuss other words that children can use to help them with the meanings of the prefixes, such as pentathlon and octopus. Children then explore the meanings of “regular” and “irregular” in the context of polygons, learning that in a regular polygon, the sides are all equal in length and the angles are all equal in size. They are often surprised that, for example, a rectangle is irregular. By making shapes | Children first found vertical lines of symmetry within a shape in Year 2. In Year 3, this was extended to horizontal and vertical lines of symmetry. In this small step, that learning is extended further to include any line of symmetry in any direction. Begin by recapping what a line of symmetry is. The use of mirrors is helpful to reinforce this understanding, as is cutting out shapes and folding them. Another useful activity is putting two congruent shapes together to form symmetrical shapes. Children look for lines of symmetry in any orientation within any 2-D shape. They then sort shapes by the number of lines of symmetry. They | In this small step, children build on their understanding of lines of symmetry from the previous step by completing symmetric figures. Children begin by considering squares on a grid shaded with a horizontal or vertical line of symmetry. They may choose to use a mirror or to count how far away each square is from the line of symmetry to complete this. When children are secure with vertical and horizontal lines of symmetry, they can look at diagonal lines of symmetry. Model examples where there are squares shaded on both sides of the line of symmetry. Children then move on to completing simple 2-D shapes. | In today’s lesson, children are introduced to coordinate grids and begin to describe the positions of points on a grid. Remember that the x-axis is horizontal and the y-axis is vertical. The point where the axes meet has the coordinates (0, 0) and the numbers increase on both axes, like number lines. Once confident with giving coordinates of points, children could begin to explore finding the coordinates of the vertices of shapes. | Today, children plot points with given coordinates on a grid. Recap the axes of a coordinate grid and how these relate to the values in a set of coordinates, with the x-value coming first. Remember that points are plotted on the lines and not in the spaces between the lines. Discuss how it can be known where coordinates will go on a grid without plotting them first. For example, if two coordinates have the same x-value, then they are on the same vertical line, or if one of the coordinates is zero, then the point is on one of the axes |

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|--|--|---|---|--|--|
| | <p>with straws or lolly sticks, children can easily create their own polygons and decide if they are regular or irregular.</p> | <p>can also explore regular polygons, discovering that the number of lines of symmetry in a regular polygon is the same as the number of sides.</p> | <p>Again, they can use a mirror to draw the reflection they see, or reflect one vertex at a time by counting how far it is from the line of symmetry. Finally, they look at examples of grids where there are multiple lines of symmetry.</p> | | |
|--|--|---|---|--|--|

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

| Music | RE | PE |
|--|--|---|
| <p>Samba and carnival music and instruments <u>To perform rhythmic breaks within the samba piece</u> In this week's lesson, the children will take part in a call and response clapping activity focusing on crotchets and quavers. <u>Warm Up</u> - They will firstly clap the activity and then voice the rhythms. <u>Main Task</u> - Next, the children will practise the breaks they composed from the previous lesson and ensure that they can play in unison. Then the groups will have a go at playing in the correct order, i.e. all the rhythms playing together when it says all and then the other rhythms playing their breaks. The shakers should continue to shake their instruments throughout the activity. <u>Plenary</u> - The children will take part in a discussion following the group performance to evaluate their playing.</p> | <p><u>LI: To consider why some Jewish and Muslim people learn the language of their scriptures.</u> In this lesson, the children will listen to anecdotes from other children and why it is important for these children that they understand the language of their religious scriptures. They will then sort the statements into whether they agree or disagree with them.</p> | <p><u>Gymnastics every Thursday</u> 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>LI: To assess my straight, barrel, forward and straddle roll.</u> Children will have a chance to practise the rolls that they learnt last week, today they will be thinking about how they can improve the rolls they are performing. Children might think about the placement of their arms, whether their legs are straight or bent or together or apart. Children will have the opportunity to discuss with their partners what they feel went well and what they'd like to work on. Every Friday - <u>Swimming</u> The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p> |

Weekly Overview of Learning

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| DT | Spanish | PSHE |
|---|---|---|
| <p><u>L.I: To measure, mark and cut materials, safely.</u> <u>To join and combine components accurately.</u></p> <p>Children follow the steps to start cutting their wood and assembling their chariot based on the steps from last lesson.</p> | <p><u>L.I: To consolidate language learnt in this unit</u> <u>L.I: To complete end-of-unit assessment</u></p> <p>Children recap learning of Goldilocks and the three bears and associated vocabulary and sentences structures. They then complete an assessment to check listening, writing, reading and speaking skills. Self-mark as a class to address any misconceptions.</p> | <p>To know who to ask for help if I am worried about change</p> <p>This week, the children will be discussing changes that they have no control over. The below structure outlines the flow and focus of the lesson. Starter: The class will play 'I sit in the garden'. Main: In your small groups, list all the changes you think we go through during our lifetime. e.g. start high school, start a new job, learn to drive, get married, losing a loved one. Why do people go through life changes? What feelings might a person go through? Task: The children are to think and discuss a time they had to manage change in their life. What helped them to manage this change? The children are to discuss which of the strengths displayed on the IWB are most important to them when managing change.</p> |

| Science | Computing |
|--|--|
| <p style="text-align: center;">Electricity</p> <p><u>L.I: To discuss and solve problems about electricity using reasoning skills.</u></p> <p>Children will demonstrate what they have learned throughout the unit, completing various tasks, creating circuits and solving problems involving electrical circuits.</p> | <p style="text-align: center;">Data and Information – Data Logging</p> <p><u>L.I: To identify and use the data needed to answer questions.</u></p> <p>Warm Up - Talk to learners about the word 'analyse' and tell them that they are going to look at (analyse) the data that they have collected. The learners' key task is to answer their chosen question, but they should also carefully look at their data to see if they can draw any other conclusions. Main Task - Review your collected data</p> <p>Today, children are going to analyse the data that they have gathered since the previous lesson, using the data loggers. They should use the tools in the data logging software to review the data that they have collected. Writing a report – Children will be shown an example report. Children will spend the rest of the lesson writing their report, they will include their question, which they decided during the previous lesson, what they thought would happen, how they set the data logger up, and what they found out. Plenary - Benefits of using a data logger – Children are to think, pair, share to reflect on their experiment and consider how using a data logger has been beneficial. Learners should also consider what they would have done if they didn't have a data logger.</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 | Maths | Topic/Foundation subjects |
|------------------------------|-------|---------------------------|
|------------------------------|-------|---------------------------|

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 accessed their account their the correct amount, and the most Stars in Effort.



has account, achieved

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.



awkwardly frantically

curiously obediently

carefully rapidly

unexpectedly deliberately



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:

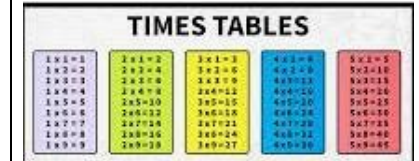


Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

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.



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