

Weekly Overview of Learning

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English	Tuesday	Wednesday	Thursday	Friday
	LI: To combine information from various sources.	LI: To compose a non-chronological report (over 2 days)	LI: To compose a non-chronological report (over 2 days)	LI: To practise editing skills
Key vocabulary and key questions	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions: Why must we consider purpose and audience carefully? What reading strategies do we use when researching? How can we decide what information to record, when researching, and which to discard?</p>	<p>Key Vocabulary: paragraph, topic, focus, subject, summary, main idea, point</p> <p>Key Questions: How is a non-chronological report laid out? What purpose does the first paragraph serve? How is each paragraph introduced? What makes a good topic sentence?</p>	<p>Key Vocabulary: paragraph, topic, focus, subject, summary, main idea, point</p> <p>Key Questions: How is a non-chronological report laid out? What purpose does the first paragraph serve? How is each paragraph introduced? What makes a good topic sentence?</p>	<p>Key Vocabulary: edit, subheading, topic, paragraph, non-chronological, cohesion.</p> <p>Key Question: What makes an effective paragraph? What features have you not used? How can you build cohesion?</p>
Activities	<p>This week, children will be writing their own information text about a polar animal (or polar region - this will be the introductory text in each booklet).</p> <p>Let's think about the purpose and audience. When we research, we scan for relevant information, isolating it from other information.</p> <p>Help me scan the text to record some facts. Sometimes, we don't get all the information from one source, and we have to summarise and 'put together' information from various sources. This is called synthesis.</p> <p>Main task: Children work independently or in pairs to complete the graphic organiser, noting appropriate facts (as bullet points) for their hot write tomorrow.</p>	<p>Children are given a persuasive letter in an envelope (chopped into paragraphs and muddled up). They need to reconstruct into what they think is correct order and feedback to class, explaining their choices.</p> <p>We will discuss the important of linking paragraphs together and having them in the most effective order. Using the graphic organiser from yesterday's lesson, children complete their non-chronological report about the polar animal (or region) they researched yesterday.</p>	<p>Children are given a persuasive letter in an envelope (chopped into paragraphs and muddled up). They need to reconstruct into what they think is correct order and feedback to class, explaining their choices. We will discuss the important of linking paragraphs together and having them in the most effective order. Using the graphic organiser from yesterday's lesson, children complete their non-chronological report about the polar animal (or region) they researched yesterday.</p>	<p>STARTER: true or false statements related to last week's learning of different types of conjunctions and features of a non-chronological text.</p> <p>Model how to edit the same paragraph three times- each time the children have to help the teacher identify what subordinate conjunctions have been used incorrectly and also to punctuate the text correctly.</p> <p>MAIN TASK- children read over their pink paper and make corrections and further improvements to their learning based on the feedback given via next steps the day before.</p>

This week's reading focus: Reading Strategy

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To identify when a text does not make sense.</u>	<u>LI: To recognise inconsistencies within a text.</u>	<u>LI: To evaluate the impact of an inconsistency on the purpose for reading.</u>	<u>LI: To ask questions about a text.</u>	<u>LI: To identify when a text doesn't make sense.</u>
	Children read a text and use symbols to annotate what they do/don't understand and what questions arise.	Children analyse inconsistencies in relation to grammar in a text.	Children read a text and identify the inconsistencies and then explain the impact the inconsistencies have on our understanding.	Children read a text and generate questions based on this.	Children to read a paragraph full of inconsistencies and they need to identify these.

Weekly Overview of Learning

Year Group: 4 **Week beginning: 9.12.2024**

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.1: To practise our multiplication facts</u>	<u>To multiply by 1 and 0</u>	<u>To divide a number by 1 and itself</u>	<u>To multiply 3 numbers</u>	<u>To apply multiplication and division facts in different contexts</u>
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: commutative, multiple, factor, product</p> <p>Key Questions: What does “zero” mean? How can you multiply by zero? What do you notice about the results of multiplying numbers by zero? What does “multiplying by 1” mean? What do you notice about the results of multiplying numbers by 1? What is the same and what is different about multiplying by 1 and multiplying by zero?</p>	<p>Key Vocabulary: commutative, multiple, factor, product</p> <p>Key Questions: How many equal groups of x can you make? What is shared equally into 1 group? What is grouped into groups of 1? What is the same and what is different about multiplying by 1 and dividing by 1? What is the same and what is different about dividing a number by 1 and dividing a number by itself?</p>	<p>Key Vocabulary: commutative, multiple, factor, product</p> <p>Key Questions: Do you have to multiply the numbers from left to right? Which pair(s) of numbers do you know the product of? How will you decide which order to do the multiplication in? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</p>	<p>Key Vocabulary: commutative, multiple, factor, product</p> <p>Key Questions: Do you have to multiply the numbers from left to right? Which pair(s) of numbers do you know the product of? How will you decide which order to do the multiplication in? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</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>In this small step, children explore the effect of multiplying by 1. They notice that when they multiply a number by 1, the result will always be the number itself. This small step also focuses on multiplying by zero. Children learn that when multiplying any number by zero the result is always zero. A common misconception with this small step is that children confuse the result of multiplying by zero with multiplying by 1. Ensure pictorial representations are used to address this misconception, so that children can see that 4×0 is the same as 4 lots of zero, which is equal to zero.</p>	<p>In this small step, children apply their knowledge of division and explore what happens to a number when they divide it by 1 or itself. Children can sometimes confuse the result of dividing a number by 1 with dividing a number by itself. Ensure concrete and pictorial representations are used to address this misconception, including examples that involve both structures of division. Following on from the previous small step, children may try to divide a number by zero and it should be highlighted that this is not possible.</p>	<p>In this small step, children apply their knowledge of multiplication to multiply three numbers together. They are introduced to the idea of the associative law (but do not need to know it by name), which focuses on the fact that it does not matter how they group the numbers when they multiply. For example, $4 \times 5 \times 2 = (4 \times 5) \times 2 = 20 \times 2 = 40$. Children will be encouraged to link this idea to commutativity and change the order of the numbers to group them more efficiently.</p>	<p>Children will complete a variety of arithmetic, problem solving and reasoning questions to demonstrate their understanding of the multiplication and division facts as well as their understanding of when to choose mental methods of multiplication and division over written methods for efficiency.</p>

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Music	RE	PE
Rock and Roll	RE	PE
<p><u>LI: To perform a piece of rock and roll music</u> 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><u>LI: To describe the importance of scripture to some people</u> In this lesson children will compare and make links between scripture from different worldviews. They will also identify the place of scripture in some people’s lives. and explain why scripture is important to some people.</p>	<p style="text-align: center;"><u>Dodgeball</u></p> <p><u>LI: To understand the rules of dodgeball and to use them to play in a tournament</u> 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> <p style="text-align: center;"><u>Swimming</u></p> <p style="text-align: center;"><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>LI: To develop independent movement and submersion</u> <u>LI: To develop positioning and breathing techniques when using a variety of strokes</u> Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
DT	Spanish	PSHE
<p><u>LI: To evaluate my design.</u> Children answer a range of questions about their book sleeve and fastening. What went well and what needs improving?</p>	<p><u>LI: To revise the numbers 1-100 in Spanish (ages)</u> Recap teaching slides for lesson 6. Then complete the main task of matching numbers in words and digits in Spanish. Children use numbers knowledge organiser to help them.</p>	<p><u>LI: To be able to explain why it is good to accept people for who they are</u> The key component of this lesson is to question assumption making and to ask if first impressions are always fair. Pupils will explore the word judgement and discuss if they have ever been influenced by the way someone looks. We will look at individuals using different coloured lenses to encourage discussion around seeing people for who they are rather than what they look like.</p> <p>Key Questions: Do the opinions of ourselves matter if others judge us anyway? Have you ever made an assumption about someone?</p>
Science	Topic (History)	Computing
<p><u>LI: To investigate how the digestive system works</u> Children will discuss and explore the digestive system as a whole and then go into detail on each part of it and the processes involved. They will then complete a matching activity and write about the different parts of it.</p>	<p><u>LI: To describe the significance of historical events (Write news report set at the time)</u> _This lesson we will be looking at the events that took place on Scott’s expedition and ordering them in chronological order. We will then use these to compose a newspaper report, whilst discussing the significance of the event.</p>	<p><u>LI: To explain that audio can be changed through editing</u> In this lesson, learners will open their existing work and continue recording their podcast content. They will also edit their recordings, for example by changing the volume of the recording or making the recording fade in or out.</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

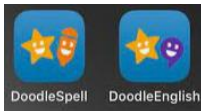
Who will be top of the leader board next week?!



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, 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.

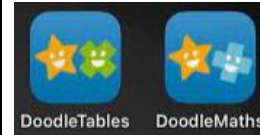
Please go through them and:

- 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.



interest
experiment
potatoes
favourite
imagine
material
promise
opposite
minute
increase

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 quiz based on any subject from your learning this year. There must be a minimum of 5 questions and a maximum of 10. You can choose a range of questions e.g. 1 fact answers, multiple choice, detailed answers etc.

