

Weekly Overview of Learning

Year Group: 4 **Week beginning: 13.1.2025**

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 generate metaphors (including personification)	CHINESE WORKSHOP	LI: To explore the structure and organisation of a text (shared write)	LI: To research and record ideas
Key vocabulary and key questions	<p>Key Vocabulary: figurative, literal, metaphor, idiom, simile, likeness, abstract, compare, personification</p> <p>Key Questions: -What is figurative language? -What different types of figurative language can you name? -What is the difference between a simile and a metaphor? -What is the purpose of a metaphor?</p>	<p>Workshop from 'One Day Creative' to support learning about modern day china.</p> <p>Other activities over the day include: Chinese calligraphy, Willow Pattern paintings, Buddhist lanterns, and learning simple Chinese vocabulary.</p>	<p>Key Vocabulary: stanza, verse, couplets, rhythm, rhyme, lines repetition, syllables</p> <p>Key Questions: -What does substitution mean? -How can we adapt existing poems and their structure to create their own? -Synonyms are words that have a similar meaning, but can they always be used in the same context?</p>	<p>Key Vocabulary: questions, skimming, scanning, research, identify, relevant, vocabulary, setting, senses</p> <p>Key Questions: -What reading strategies do we use when researching? -How can we decide what information to record, when researching, and which to discard? -How can we record our research in the most efficient way?</p>
Activities	<p>Discuss what a metaphor is. Children look at a variety of pictures related and generate metaphors based on them.</p> <p>As a challenge, children think about what other examples of figurative language could be used.</p>		<p>Today, we will be using the ideas we recorded yesterday to help us compose our own poem, describing 'Chinese landscape' rather than 'city landscape'</p> <p>Look back in your books at what we have learned in this unit to create this. After the teacher models composing the first line of the new poem, children show the second line on their whiteboards.</p> <p>Main task: Together, using whiteboards and the working wall, the class and teacher compose their new 'shared-write' poem, in the style of 'City Jungle'</p>	<p>Main Task: Now we have written a shared landscape poem about China, the children will be writing their own independent landscape poem about a 'Chinese New Year' street festival.</p> <p>Today they will be researching Chinese New Year to get ideas about their poem.</p> <p>Children use the iPads and the fact sheet to complete the research matrix about 'Chinese New Year'.</p>

This week's reading focus: **Reading Strategy 8- Summarising**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>LI: To identify the themes and conventions of a text This lesson, we will begin our sequence of lessons on our first reading strategy (making connections). The children will be looking at making connections from various texts to their own lives (text- to-self).</p>	<p>LI: To identify similarities between texts In this lesson the children will begin by recapping our class poem of the week and comparing it to a new poem. The children will then independently annotate a poem with the objective of linking parts of the text to other texts they are familiar with.</p>	<p>CHINESE WORKSHOP Workshop from 'One Day Creative' to support learning about modern day china. Other activities over the day include: Chinese calligraphy, Willow Pattern paintings, Buddhist lanterns, and learning simple Chinese vocabulary.</p>	<p>LI: To identify the context of a text (IN BOOKS) Furthering the skill of linking texts to existing knowledge, the children will be recapping how we can link a text to the world. They will then annotate a poem with their text-to-world connections.</p>	<p>LI: To identify the context of a text During this lesson, the children will be introduced to a new text that links to our current topic of the Shang Dynasty. As a class, we will be using all of our skills from this week to make as many connections as we can to this new text.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 13.1.2025**

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
	<u>L.I: To practise our multiplication facts</u>	<u>LI: To divide by 10</u>	<u>LI: To divide by 100</u>	<u>LI: To explore calculations related to known facts</u>	<u>LI: To use a variety of informal written methods of multiplication</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> ten times, one hundred times, place value, place holder</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What do you notice when dividing by 10? • Why does this happen? • What happens to the digits when you divide by 10? • How can you use a place value chart to show dividing by 10? • What is divided by 10? • What number is one-tenth the size of ? 	<p><u>Key Vocabulary:</u> ten times, hundred times, hundredth, place value, place holder</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What happens when you divide a number by 10 and then divide the answer by 10 again? • How can you use dividing by 10 to help you divide by 100? • What happens to the digits in a number when you divide by 100? • How can you use a place value chart to show dividing by 100? • What number is one-hundredth the size of ? 	<p><u>Key Vocabulary:</u> calculation, known facts, commutative</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What is the same and what is different about the two calculations? • How can you represent the calculation using place value counters? • How does knowing that x is 10 times the size of y help you to complete the calculation? • What calculation do you know that would help with this one? 	<p><u>Key Vocabulary:</u> informal, mental methods, efficient, commutative</p> <p><u>Key Questions:</u> What is the same and what is different about multiplying by 1s and multiplying by 10s? • How would you explain this method? • What is the most efficient way to work out \times ? • How could you use a number line to work out this calculation? • How could you use a part-whole model to partition into tens and ones?</p>
Activities	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	Today, children divide whole numbers by 10, with questions that only have whole number answers. They need to be able to visualise making a number one-tenth the size and understand that “one-tenth the size” is the same as “dividing by 10”.	Today, children build on their understanding of dividing by 10 and notice the link between dividing by 10 and dividing by 100. They begin to understand that multiplying by 100 and dividing by 100 are the inverses of each other. Money is a good real-life context for this.	Children bring together the skills learnt so far as they explore calculations related to known facts. Children explore scaling facts by 10 and 100, for example using the fact that $4 \times 7 = 28$ to derive $4 \times 70 = 280$ and $4 \times 700 = 2,800$. They will also look at division in a similar way.	Children use a variety of informal written methods to multiply a 2-digit number by a 1-digit number. Children follow a clear progression of methods and representations to support their understanding. They may also use their knowledge of factor pairs from earlier in the block to multiply.

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

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.

Music	RE	PE	
<p><u>Unit: Changes in pitch, tempo and dynamics</u> <u>L.I. To recognise key elements of music</u></p> <p>This week, the pupils will be identifying key elements from the piece 'The Moldau' by Bedrich Smetana, which takes the listener through different parts of a river. They will draw images, shapes and patterns and note down keywords that come to mind as they listen. The pupils will discuss with their partners which part of the river they thought was represented in each section.</p>	<p><u>Ll: To recognise the value of ceremonies of commitment to some religious and non-religious people</u></p> <p>Children will speak in pairs about the ceremonies they learnt about in the previous lesson. They will then think about promises they have made and answer questions about them. They will find out about ceremonies of commitment and how different religious ceremonies share similarities. They will then work in small groups to answer questions about either Bar and Bat Mitzvah, Confirmation or Upanayana, all of which are commitment ceremonies from different world religions.</p>	<p><u>Unit: Dance</u> <u>Ll: To be able to select and use actions to represent an idea.</u></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 dance with the children. The children will be given the opportunity to learn dance techniques such as canon and mirroring within their Chinese Dance.</p> <p><u>Unit: Swimming</u> <i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i> <u>Ll: To develop independent movement and submersion</u> <u>Ll: To develop positioning and breathing techniques when using a variety of strokes</u></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>	
Art	Spanish	PSHE	Computing
<p><u>Ll: To mix colour, shades and tones with increasing confidence</u></p> <p>Look in more detail at the willow pattern story.</p> <p>Task 1- Children split their page into 4 sections. In each section, they practise techniques such as cross hatching, repeated pattern, different line variations and shading.</p> <p>Task 2- using a blue pencil, children take one part of the story and recreate the scene using the techniques they have just practised.</p>	<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Replace an indefinite article/determiner with the appropriate possessive adjective. - Use the negative in Spanish. - Describe what they have and do not have in their pencil case. <p><u>Lesson 2</u> <u>Ll: To recall the nouns and articles/determiners for six more common classroom objects</u></p>	<p><u>Ll: To understand that sometimes hopes and dreams do not come true and that this can hurt</u></p> <p>This week, the pupils will discuss how it feels if your dreams do not come true. The key focus points will be on what we can do to ease disappointment. We will explore different scenarios and discuss how resilience can help us to bounce back. The pupils will then write a piece of advice to the featured children in the scenarios. To end, the pupils will reflect on their discussions</p>	<p><u>Ll: To create a program in a text-based language</u></p> <p>In this lesson, the children will create algorithms (a set of instructions in the correct order) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the first initial letter of their name. They will also try debugging their code by finding and fixing any errors that they spot along the way.</p>
Science		Topic (History)	
<p><u>Unit: States of Matter</u></p> <p>In this unit we are learning to: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Ll: To investigate how and why water evaporates.</u></p> <p>This week, we will be investigating <i>how water evaporates</i>. Children will first discover what the word evaporation means.</p> <p><i>Can you give an example of a liquid changing into a gas?</i> <i>Why do you think we would need a liquid to change into gas?</i> <i>How many different ways can you think of to change a liquid change into a gas?</i></p> <p>Today, they will be planning and carrying out an investigation to see which one liquid evaporates the fastest and what happens during the process of evaporation. Children will write a prediction, record the results and draw conclusions.</p>		<p><u>Unit: The Shang Dynasty</u></p> <p><u>L.I. To compare two periods in history.</u> <u>Context: Shang Dynasty and Modern China</u></p> <p><i>Children will receive a 90-minute WorkShop from experts, about the Shang Dynasty</i></p> <p>Following up, the children will become reporters. They have been assigned the task, by the British Museum, to make a comparison for the Shang Dynasty to Modern China for their new Showcase on the Shang lifestyle.</p> <p>After using the iPads and research books to gather information and compare, the children are to write a report on the three topics of their choice e.g. food, family life, jobs etc.</p>	

Year Group: 4 **Week beginning: 13.1.2025**

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

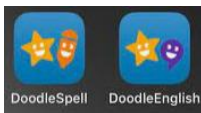
Who will be top of the leader board next week?!



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 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.

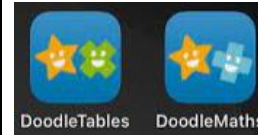
This week's spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.

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.



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

Write a story/diary entry/comic strip, as if you were a water droplet on your journey through the water cycle. Make it exciting but also scientifically accurate (use your knowledge from the Science lessons these last couple of weeks).



A paragraph on Evaporation, Condensation, Precipitation and Collection would be wonderful.

Add illustrations as well if you like.

