

Weekly Overview of Learning

Year Group: 4 **Week beginning: 13.5.2024**

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 use apostrophes for contractions	LI: To recognise when to use commas and full stops accurately.	LI: To infer information about a character	LI: To identify the language features of a text.
Key vocabulary and key questions	<p>Key Vocabulary: apostrophes, punctuation, contractions, omitted, vowels, syllable</p> <p>Key Questions: -What is an apostrophe? -What are the functions of an apostrophe? -In contractions, which letters are omitted?</p>	<p>Key Vocabulary: full stops, commas, break, pause.</p> <p>Key Questions: What is a comma? What is a full stop? How can you differentiate between the two?</p>	<p>Key Vocabulary: inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns</p> <p>Key Questions: -In real life, how do we identify the way a person is feeling? -How do authors 'show, not tell'? -What examples of language help the reader how a character is feeling?</p>	<p>Key Vocabulary: identify, features, adverb, simile, metaphor, onomatopoeia, exclamation.</p> <p>Key Questions: What features are needed for a historical text? What features can you identify? How would you explain each feature?</p>
Activities	<p>Children will read the paragraph from 'Escape from Pompeii' where the contractions are emboldened and underlined. We will discuss what we notice about the words in bold.</p> <p>We will recap what contractions are and how apostrophes are used to form them.</p> <p>The teacher will model how the vowel syllable in two words e.g. 'I am' can be omitted and replaced with an apostrophe to create the contracted form: I'm.</p> <p>Children complete the sentence level activities, using their knowledge from today's lesson to insert/ form contractions as specified in the task based on the text 'Escape from Pompeii'. Children then have a go at doing this independently before the main task.</p>	<p>Go through slides explaining when a comma is used and when a full stop is used.</p> <p>Children complete activity to identify where the comma or full stop goes. Encourage children to use justifications too to explain their reasoning.</p>	<p>Children match the feelings words of the board to the pictures. In real life, how do we identify the way a person is feeling? How is this different to recognising how a character in a text is feeling?</p> <p>Teacher to model how we use evidence from the text to infer what the character thinks and how characters feel. Together, the teacher and children do this for the extract of text on the board.</p> <p>Children write down questions that they would like to ask Tranio and Livia.</p> <p>Hot Seating: Two children take on the role of the characters and the class asks them the questions. Rest of the class take notes on their whiteboards, to use for the main task.</p> <p>Main task: Using the evidence from the text, and the hot-seating activity, children complete a character study of Tranio by carefully answering some questions based on the text.</p>	<p>Children look at a 'diary entry' written by Tranio. It has been colour coded with some of the language features that have been used. Children work with their partner to name as many of the features as you can. They list them on their whiteboard and then share these with the class.</p> <p>Main Task: How many of the following features can you find in the text you have been given?</p>

This week's reading focus: Reading Strategy

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>LI: To deduce the meaning of words from context.</p> <p>In this lesson, we will be exploring how inference can be used to work out the meanings of words. The teacher will model this technique and then we will have a go at inferring the meaning of a word together.</p>	<p>LI: To deduce the meaning of words from context.</p> <p>Building on from the last lesson, the children will get the opportunity to read a text and infer the meanings of the keywords.</p>	<p>LI: To explore word meaning</p> <p>In this lesson we will explore what a pun is and how they are used. The children will be given examples of puns in newspaper headings.</p>	<p>LI: To explore word meaning</p> <p>Using our knowledge of puns from last lesson, the children will be given a few examples of puns. They will then highlight the word that has a dual meaning and explain why it is a pun.</p>	<p>LI: To deduce the meaning of words from context.</p> <p>For this lesson, our focus will be on reading for pleasure. We will read a new text together as a class but we will stop at any tricky vocabulary and try to infer the meaning of these words, using our skills from earlier in the week.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To work with money in real-life situations (contextual maths).</u>	<u>LI: To solve 1 and 2 step problems involving money.</u>	<u>LI: To tell the time to the nearest 5 minutes (analogue)</u>	<u>LI: To practise our multiplication facts</u>	<u>LI: To tell the time to the nearest minute (analogue).</u>
Key vocabulary and key questions	<p>Key Vocabulary Money, pence, pounds, exchange, operation, formal method.</p> <p>Key questions How many pounds are there? How many pence are there? Is it helpful to partition the amount into pounds and pence? Do you need to make an exchange between the pounds and pence? How could you use estimation to check your calculation? How could you use a number line/bar model to represent the calculation? Which operation do you need to use to answer the question?</p>	<p>Key Vocabulary Money, pence, pounds, exchange, operation, formal method.</p> <p>Key questions How many pounds are there? How many pence are there? Is it helpful to partition the amount into pounds and pence? Do you need to make an exchange between the pounds and pence? How could you use estimation to check your calculation? How could you use a number line/bar model to represent the calculation? Which operation do you need to use to answer the question?</p>	<p>Key Vocabulary Minute, hour, second, second hand, minute hand, hour hand, analogue clock, o'clock, quarter past, half past, quarter</p> <p>Key questions How many seconds are in there in a minute? How many minutes are there in 5 minutes? How many minutes are there in a quarter of an hour? How many minutes in half an hour? How many minutes in three quarters of an hour? How many minutes are there in an hour? How many hours are they in a day? How many days are there in a month? How many days are there in a year?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p>Key Vocabulary Minute, hour, second, second hand, minute hand, hour hand, analogue clock, o'clock, quarter past, half past, quarter</p> <p>Key questions How many seconds are in there in a minute? How many minutes are there in a quarter of an hour? How many minutes in half an hour? How many minutes in three quarters of an hour? How many minutes are there in an hour? How many hours are they in a day? How many days are there in a month? How many days are there in a year?</p>
Activities	<p>In this small step, children apply their calculating skills with money to solve problems using all four operations in real-life contexts, including multi-step problems. At this stage, children are not expected to use formal methods to calculate with decimals, but they could use methods such as partitioning for addition and subtraction, as explored in the previous step.</p> <p>Children draw on their knowledge from earlier steps to help them to convert between amounts of money expressed in different formats, and to use decimal notation accurately. Bar models, part-whole models and number lines are all useful ways to represent the calculations. Place value charts and counters could also be used, particularly when children need to make exchanges between pounds and pence.</p>	<p>In this small step, children apply their calculating skills with money to solve problems using all four operations in real-life contexts, including multi-step problems. At this stage, children are not expected to use formal methods to calculate with decimals, but they could use methods such as partitioning for addition and subtraction, as explored in the previous step.</p> <p>Children draw on their knowledge from earlier steps to help them to convert between amounts of money expressed in different formats, and to use decimal notation accurately. Bar models, part-whole models and number lines are all useful ways to represent the calculations. Place value charts and counters could also be used, particularly when children need to make exchanges between pounds and pence.</p>	<p>In today's lesson the children will start with a quick quiz to demonstrate what they already know and can remember from previous learning.</p> <p>We will recite the 5 times table and children will explain how this table is helpful to today's lesson.</p> <p>On the IWB, children will be shown various times on analogue clocks and will be asked to tell the time (quarter past, half past, quarter to, o'clock). Children will be encouraged when telling the exact time, it helps to look for points around the clock they are familiar with. Then either count on or back to find the exact time. In other words, do a simple addition or subtraction to find the correct time.</p> <p>Children draw on their knowledge to be able to count on or back to tell the time shown on the analogue clocks to the nearest 5 minutes. They will also demonstrate adding on various steps of 5 minutes to times shown on the clock.</p>		<p>In today's lesson the children will start with a quick quiz to demonstrate what they already know and can remember from previous learning.</p> <p>On the IWB, children will be shown various times on analogue clocks and will be asked to tell the time (quarter past, half past, quarter to, o'clock, 5-minute intervals). Children will be encouraged when telling the exact time, it helps to look for points around the clock they are familiar with. Then either count on or back to find the exact time. In other words, do a simple addition or subtraction to find the correct time.</p> <p>Children draw on their knowledge to be able to count on or back to tell the time shown on the analogue clocks to the nearest minute. They will also demonstrate adding on various minutes to times shown on the clock.</p> <p>For example: What is the exact time will the train arrive?</p>



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Music	RE	PE
<p><u>LI: To combine different versions of a musical motif.</u> <u>Warm Up</u> - Remind the children that they have been working on motifs as part of this Roman-themed Music unit. Today, they will work in groups to develop some of their motifs into a composition. <i>What is a motif?</i> <i>How can a motif be developed?</i> <u>Main Task</u> - Split the class into groups of four or five, with one strong musician in each group to lead. Hand each group a piece of A3 or flipchart paper. The groups should spend the first five minutes listening to each other's motifs deciding which one to use in their composition. As soon as they have chosen their motif, they should consider motif developments, e.g. transposing the motif (changing the key), changing the rhythm, reversing the order. <u>Plenary</u> - Ask the groups to perform their motif compositions to the class, while the rest of the class consider the following questions: What was the best bit? What needs improving? How many different variations of the motif could they hear?</p>	<p><u>L.I. To explore the significance of Yom Kippur for Jews</u></p> <p>Starter: One their whiteboards, the children are to list as many words they can think of, related to the word forgiveness. The class teacher will then take feedback on this and then ask the children if they can recall some vocabulary relating to Judaism and forgiveness?</p> <p>Main: Following the IWB, the children will learn about Yom Kippur, and its significance to the Jewish community and the religion of Judaism. Task: The children will be given a sheet to fill in, and then go around the room gathering information about the symbols linked to Yom Kippur.</p> <p>Plenary: The class teacher will ask the class to spend a minute discussing the list of keywords gathered, the children will be asked to use the keywords to help them write a paragraph which somebody might say when telling others about Yom Kippur</p>	<p style="text-align: center;">Dance every Tuesday</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. <u>LI: To understand and use formations, choosing poses which relate to the stimulus.</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>
Art	Spanish	PSHE
<p><u>LI: To plan an art piece</u> <u>LI: To make design choices</u> Continuation from last lesson where children start the making process of their Mosaic tile.</p>	<p><u>L.I: To look at Spanish language when comparing the lives of a rich boy and a poor boy in ancient Rome and to introduce the concept of the negative in Spanish.</u></p> <p>Go through Language Angels slides to explore the daily life of a Rich boy and a poor boy in the Roman era, noting key vocabulary and rehearsing orally. Then children complete a diary entry.</p>	<p><u>L.I. To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</u></p> <p>In this lesson, we will be looking at the importance of a significant other, and discussing why this relationship may be important in the future. The children will get the opportunity to discuss this and share their own views towards this, after being provided with picture and question cues.</p>

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Science	Topic (History)	Computing
<p><u>L.I. To investigate ways to absorb sound</u></p> <p>Starter: Following the IWB, the children are to look at the statements and decide whether they are true or false.</p> <p>Main: Following the IWB, the class teacher will explain the context of the investigation: a band has asked the children to select the best material to soundproof their studio. The teacher will explain to the children that they are going to test different materials using the method described in the Lesson Presentation.</p> <p>Task: The children will listen and describe the loudness and then record their measurements or descriptions on the differentiated Soundproofed Studio Activity Sheet. The class will then discuss which materials were good at soundproofing the studio.</p> <p>Plenary: The Children are to write a letter to the band with their conclusion, recommending the best material to use to soundproof the studio and explain why it is the best choice.</p>	<p><u>L.I. To offer a reasonable explanation for historical events.</u></p> <p>Discuss reasons for why did the Romans want to invade the territory of the Britons?</p> <p>Activity: In pairs, create a persuasive advert (brochure), that the senators will use, to convince the Emperor to invade the territory of the Britons ('Albion'). Use the ipads to do this on google classroom, selecting appropriate images from the word document provided. Your brochure should include:</p> <ul style="list-style-type: none"> ● Reasons to invade e.g. raw materials, livestock and crops, population to pay tax to Caesar, the Celts are physically strong and will make good slaves, will make the rest of the empire more secure as no one will be able to invade from the west. ● Reasons it will be easy to invade e.g. Celtic tribes are divided and always fighting with each other, Celts are fierce but not skilled or disciplined warriors. ● Features of persuasive writing: rhetorical questions, exaggerated language, superlatives, positive language and images. 	<p><u>Ll: To design a project that includes repetition</u></p> <p>Direct the children to the Scratch project 'Bat catching game'. Allow them time to play the game, and then look inside at the code, looking closely at the loops.</p> <p>Is there repetition in the game? If yes, what is repeated and what type of repetition is it? Do you think the code for all the bat sprites is the same? Why, or why not?</p> <p>Step through the code within one of the bat sprites, and ensure the learners understand the function of all code blocks.</p> <p>Main Task - Creating designs and writing the algorithm They will use this project as a basis for making their own games in Scratch. Ask the learners to consider what their game algorithm might include:</p> <p>How do you want your game to start? How do you want the sprites to move? What else could the sprites do? How will their actions be repeated?</p> <p>Explain that the for each sprite algorithm should include: Repetition of moving around the screen, and showing and hiding A sound when it is clicked on Other actions when clicked, eg how it will disappear, how long it will wait before reappearing, etc Children may also want to add other actions to their designs, eg a change costume, or a different type of movement.</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.



non-stick non-profit

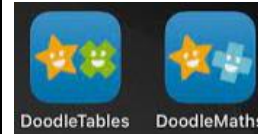
non-stop non-believer

non-starter non-violent

non-smoker non-drip

nonsense non-fiction

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

Design your own Roman God or Goddess. What would they be in charge of? How would they look? What equipment would they have? Why? How would they dress? What is their backstory? e.g. Family tree etc.

