

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 15<sup>th</sup> July 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	<b>Transition Morning</b>	<u>LI: To use subject specific language</u> <u>LI: To define vocabulary using context information</u>	<u>LI: To use organisational language and devices to create cohesion.</u>	<u>LI: To use organisational language and devices to create cohesion.</u>
Key vocabulary		<b>Key Vocabulary:</b> language, vocabulary, context.	<b>Key Vocabulary:</b> language, device, cohesion.	<b>Key Vocabulary:</b> language, device, cohesion.
Activities		<u>Task:</u> complete the worksheet you have been allocated, regarding the vocabulary from 'The pebble in my Pocket' and stick it into your book.  <u>Extension:</u> Think about the subject specific language you will need for your new story. Research and create a glossary.	<u>Task:</u> complete the worksheet you have been allocated, regarding the vocabulary from 'The pebble in my Pocket' and stick it into your book.  <u>Extension:</u> Think about the subject specific language you will need for your new story. Research and create a glossary.	continuation from yesterday  <u>Task:</u> complete the worksheet you have been allocated, regarding the vocabulary from 'The pebble in my Pocket' and stick it into your book.  <u>Extension:</u> Think about the subject specific language you will need for your new story. Research and create a glossary.

## This week's reading focus: **Reading Strategy 7 – Making Inference**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	To deduce the meaning of words from context.	To explore word meaning.	To use background knowledge and text evidence to interpret events/actions.	To isolate textual details that are relevant to an inference.	To use text clues to identify characters' feelings/motives.
	<u>Starter</u> – As a class, we will read a short diary extract and deduce what the highlighted words mean, using context clues. <u>Main Task</u> – Children are to read through a short text related to Roman life and they are to deduce the meaning of the words highlight in blue using the context clues. <u>Plenary</u> – As a class we will look at they did in deducing the vocabulary. Can they use some of this new vocabulary in their written work?	<u>Starter</u> – on the IWB, children will various pictures of objects/people from the Roman era. Children will be asked to match the picture to the correct word and explain how they know which is which (recall/background knowledge). <u>Main Task</u> – Children will read through 2 text that are about the Roman era. They will need to use the text to explore the word meaning of the highlighted words. <u>Mini plenaries</u> – before we move onto the next text we will go through the definitions of the words and discuss how children were able to find the meaning of them. <u>Plenary</u> – To demonstrate understanding of the words explored today, children will be asked to put the word into verbal sentences.	<u>Starter</u> – What skills does a good detective need? <u>Main Task</u> – Children will complete a couple of 'watch me' and 'show me' tasks where they will need to make connections to the text, activate their prior knowledge (on Romans) and use evidence from the text. Children will use their inference skills to answer questions about the Boudicca. <u>Plenary</u> – We will go through their answers, checking which reading strategies skills they used to help them.	<u>Starter</u> – What does the term inference mean? <u>Main Task</u> – Children will watch the reading of 'Nerdy Birdy' by Aaron Reynolds. They will be encouraged to watch and listen to the story carefully as they will be asked inference questions afterwards.	<u>Starter</u> – How do our feelings influence our motives? Children will discuss what these words mean and have a look at the definition of the words on the IWB. <u>Main Task</u> – Children will watch the reading of 'Ruby's Worry' by Tom Percival. They will be encouraged to watch and listen to the story carefully as they will be asked questions about the characters feelings and emotions.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>Transition Morning</b>	L.I. To translate on a grid	L.I. To describe translation on a grid	L.I. To review prior knowledge	L.I. To review prior knowledge
<b>Key vocabulary and key questions</b>		<p><b>Key Vocabulary</b> grid, x values, y values, 2-D</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are the coordinates of point A?</li> <li>• What does “translation” mean?</li> <li>• What will the coordinates of point A be if the point is translated squares to the left/right/up/down?</li> <li>• When translating a shape, do you translate one vertex at a time? How else could you translate the shape?</li> </ul>	<p><b>Key Vocabulary</b> translation, vertex,</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What does “translation” mean?</li> <li>• What is the same and what is different about the two shapes?</li> <li>• How can you describe the translation that has happened from one point to another point?</li> <li>• Has this point been translated up or down? Has it been translated left, or right? Has it been translated in both directions?</li> <li>• Which vertex in shape B corresponds to this vertex in shape A?</li> </ul>	<p>For the last two lessons, we will be using all of the knowledge and skills we have learned throughout the year.</p> <p>The children will complete a range of activities, including challenge questions from previous topics, board games and times tables consolidation.</p>	
<b>Activities</b>		<p>In this step, children translate points and shapes on a coordinate grid for the first time. Children start by translating one point horizontally or vertically. Once they are confident in translating a point either left/right or up/down, they will be introduced to the idea of translating a point both left/right and up/down. Finally, children translate simple 2-D shapes on a grid. Show that by translating one vertex at a time, the translated shape looks identical to the original shape, but is in a different position</p>	<p>In this step, children describe the translation that has taken place when they are given a pair of points or shapes. Children begin by looking at a point that has only been translated either up/down or left/right. They see that if it is on the same grid line as the first point, it has only moved in one direction. Children practise counting how many squares the point has moved, taking care not to count the square the point/shape starts from. Then they move on to points that have moved both left/right and up/down. Finally, they describe translations between shapes.</p>		

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

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Music	PE
<p style="text-align: center;"><b>Samba and carnival music and instruments</b></p> <p><b><u>To perform rhythmic breaks within the samba piece</u></b> In this week's lesson, the children will take part in a call and response clapping activity focusing on crotchets and quavers.</p> <p><b><u>Warm Up</u></b> - They will firstly clap the activity and then voice the rhythms.</p> <p><b><u>Main Task</u></b> - 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.</p> <p><b><u>Plenary</u></b> - The children will take part in a discussion following the group performance to evaluate their playing.</p>	<p><b><u>Gymnastics every Thursday</u></b></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 gymnastics with the children.</p> <p><b><u>LI: To create short sequences of gymnastic skills.</u></b> In today's lesson the children will have the opportunity to practise and perform short sequences of gymnastics. Children will combine a jump, balance and roll demonstrating coordination and control.</p>
<b>D.T</b>	<b>RE</b>



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**L.I: To evaluate learning.**

Children complete an evaluation based on their making of chariots.

**LI: To understand the role of translations by exploring religious scripture**

In this lesson we will:

- identify ancient languages, translations and commentaries.
- consider what makes a language 'holy.'
- explain why commentaries and interpretations can be helpful.
- discuss how the Gurmukhi script came about.

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Science	Topic (Geography)	Computing
<p style="text-align: center;"><b>Electricity</b></p> <p><b><u>LI: To summarise learning</u></b></p> <p>To create a double page spread to summarise learning. Children draw out their knowledge and have a quiz about electricity.</p>	<p><b><u>LI: To summarise learning</u></b></p> <p>To create a double page spread to summarise learning. Children give a map of Europe and then they label this, adding their knowledge to it.</p>	<p style="text-align: center;"><b>Data and Information – Data Logging</b></p> <p><b><u>LI: To identify and use the data needed to answer questions.</u></b></p> <p><b><u>Warm Up</u></b> - 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.</p> <p><b><u>Main Task</u></b> - <b>Review your collected data</b> 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.</p> <p><b><u>Writing a report</u></b> – 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.</p> <p><b><u>Plenary</u></b> - <b>Benefits of using a data logger</b> – 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>

Your summer homework has been set by your new Year 5 teachers, for more details please see the separate document on either the school website or Google Classroom.