

Weekly Overview of Learning

Year Group: 4 Week beginning: 16th September 2024

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| English | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|--|
| | LI: To use adverbial phrases | LI: To discuss and record ideas | LI: To compose a poem | LI: To use descriptive language |
| Key vocabulary and key questions | <p>Key Vocabulary: Personification, verb, noun, inanimate, impact, stylistic, purpose.</p> <p>Key Questions: What is an adverb? What purpose do adverbs have? What questions of the reader can adverbs answer? How can adverbs be classified? How can adverbs be modified so they become an adverbial phrase? How can we start sentences with adverbs/ adverbial phrases?</p> | <p>Key Vocabulary: Ingredients, list, attributes, setting, senses, environment, description,</p> <p>Key Questions: What is a list poem? What is the structure of 'The land of possibility'? What does substitute mean? What ingredients would be found in the land of Narnia? What adverbs/ adverbial phrases could be used to describe these 'ingredients' further?</p> | <p>Key Vocabulary: structure, lines, verse, syllables, poetic devices, stylistic features, innovate</p> <p>Key Questions: What does the structure of the model poem look like? What poetic devices does the poet use? Is there a rhyme scheme? If so, what is it? What is the rhythm of the poem? How many syllables are there in each line? What language and structural features should we 'magpie' for our new poem?</p> | <p>Key Vocabulary: description, senses, objects, phrases, synonyms., personification, adverbial phrases, visualisation</p> <p>Key Questions: What information does a reader need to build an image of a setting in their mind? What are the 5ws? How can we use our senses to help us describe? How do adverbial phrases help us to describe?</p> |
| Activities | <p>Starter: On screen, show children the Pie Corbett poem 'In the land of possibility', where the adverbial phrases have been underlined.</p> <p>KQ: What part of speech has been underlined? What purpose does this part of speech perform?</p> <p>Watch me: Explain the role of adverbs and the extra information they give the reader about how a verb has been carried out.</p> <p>Mini task: Teacher to read out different sentences where a verb is described using an adverb. Children will act this out.</p> <p>Help me: Children match the adverbs/ adverbial phrases on the screen to the 5Ws, to show the additional information they give the reader.</p> <p>Show me: Correct the sentences by inserting a comma at the appropriate place after a fronted adverbial.</p> | <p>Starter: Children read the items on the board and sort them into the t-chart: things that are found in Narnia and things that are not.</p> <p>Watch me: Using Pie Corbett's Poem, 'In the land of possibility', demonstrate how it is a list of things that are found in that land. Explain to the children that this type of poem is called a 'list poem'. Today we will be writing our own list poem.</p> <p>Help me: Identify the structure of 'In the land of possibility' and use this information to create a poetry toolkit and writing frame. Remind the children about the aspects of this poem that we have explored this week (personification, possessive nouns and apostrophes, and adverbs/ adverbial phrases)</p> <p>Show me: Using the information from the starter, we will write our own poem 'In the land of Narnia'. Children and teachers share-write the first verse.</p> | <p>Today, we will be using the ideas we recorded yesterday to help us compose our own poem: <i>'In the land of Narnia'.</i></p> <p>To do this we will need to create a poetry toolkit, so that we emulate the structure and features of the model text. We will create our poetry toolkit and writing frame. Children can look back in their books at what we have learned in this unit to create this. Teacher records this on the working wall.</p> <p>After the teacher models composing the first line of the new poem, children show the second line on their whiteboards. Task: using the picture stimuli and word-bank resources, and poetry frame, children write the rest of the new poem: 'In the land of Narnia' by substituting details from Pie Corbett's 'In the land of possibility'. *Teacher to record the writing frame onto the working wall with some of the best ideas that the children have generated.</p> | <p>On screen, there will be a picture of a door, with the question: What is on the other side of the door? Discuss your ideas with your partner and give feedback to the class.</p> <p>We will 'open the door' to see that on the other side of the door there is a fantasy/imaginary world. KQ: Does this remind you of any other texts you have read? (Make links to Narnia).</p> <p>Today, we will be writing a poem about this land. It will be called: 'In the land of...'</p> <p>Study the picture you have been given and decide on an appropriate name for this imaginary world. Write it on the top of your picture. On your whiteboards, show the following ideas linked to the picture:</p> <ul style="list-style-type: none"> • A personification sentences • An adverbial phrase <p>An apostrophe to show possession. Task: Continue to annotate your picture with appropriate lines/ phrases containing:</p> <ul style="list-style-type: none"> • Personification • Adverbial phrases • Apostrophes to show possession. |

This week's reading focus: Reading Strategy 2- making predictions

| Reading | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---------------------------|---|--|--|---|--|
| Learning Intention | LI: To form questions about a text. | LI: To identify key information from a text. | To identify the causal links between events in a text. | LI: To use details in a text to form predictions / speculations. | LI: To select appropriate evidence from a text to justify predictions. |
| | Children to answer a range of questions based on making inferences and predictions of what happens next in a picture. | Children read a text and identify key information. Predictions made by justifying. | 'Fox and the Wolf' is the main text for this lesson and causal links are made by answering key questions about the text. | A variety of texts are read. Children identify key vocabulary and answer questions to make predictions. | Comprehension style activity by reading a longer text and justifying what happens next. Children exposed to a range of question types. |

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| Maths | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|--|--|--|---|
| | L.I: To practise and apply times tables and mental maths strategies | L.I: To represent numbers to 10,000 | LI: To partition numbers up to 10,000 | LI: To partition numbers up to 10,000 | L.I: To represent 4-digit numbers in a variety of ways |
| Key vocabulary and key questions | <p>Key Questions:</p> <p>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 Questions:</p> <p>What number is represented? What is the value of each digit? Represent 4,672 using base 10/place value counters. How many thousands, hundreds, tens and ones are in the number? How would you represent $6,000 + 0 + 60 + 9$ in the place value chart? How do you know the counter in the thousand's column has a greater value than the counter in the one's column?</p> | <p>Key Questions:</p> <p>What number is represented? How many thousands/hundreds/tens/ones are there in the number? What is the value of each digit in 4,715? Does the order in which you partition the number matter? What number is equal to $7,000 + 0 + 30 + 4$? What does a zero in a place value column tell you?</p> | <p>Key Questions:</p> <p>What number is represented? How many thousands/hundreds/ tens/ones are there in the number? What is the value of each digit in 4,715? Does the order in which you partition the number matter? What number is equal to $7,000 + 0 + 30 + 4$? What does a zero in a place value column tell you?</p> | <p>Key Vocabulary:</p> <p>Place Value, thousands, hundreds, tens, ones, pictorial, concrete, abstract, represent, value, worth, 4-digit number, partition</p> <p>Key Questions:</p> <p>How many thousands are there? What is the value of the 7? How can we represent this number using Base 10/Place Value Counters/ Place Value Grid/ pictures/ digits?</p> |
| Activities | <p>Starter: Times Tables aerobics/Super movers.</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.</p> | <p>Starter: Flash Back 4 Mental Maths Today's lesson focuses on representing numbers to 10,000.</p> <p>Children will explore the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000. We will discuss how and why we use a comma when writing numbers, as it can help with reading and writing larger numbers. We will explore the importance of zero as a place holder to represent a blank column.</p> | <p>Starter: Flash Back 4 Mental Maths</p> <p>Today, children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example $5,346 = 5$ thousands, 3 hundreds, 4 tens and 6 ones or $5,000 + 300 + 40 + 6$.</p> <p>Children will be asked questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that $5,006 = 56$.</p> | <p>Starter: Flash Back 4 Mental Maths</p> <p>Today, children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example $5,346 = 5$ thousands, 3 hundreds, 4 tens and 6 ones or $5,000 + 300 + 40 + 6$.</p> <p>Children will be asked questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that $5,006 = 56$.</p> <p>Children to complete fluency, reasoning and problem solving questions independently or in small groups with adult supervision and assistance.</p> <p>Children will have access to the necessary concrete resources that might assist them.</p> | <p>Starter Flash Back 4 Mental Maths.</p> <p>Carouse! In groups, children have 2 minutes to create the number on the white board, using the equipment at their base. Check each one is correct as a class, then rotate around to the next number and equipment base. All 4-digit numbers.</p> <p>Main Task</p> <p>Board Game Children choose the category they would like: Fluency or Problem when they land on a square. Answers written on board (a different colour per player).</p> <p>Challenge Timed answers</p> |

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

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| Music | Geography | PSHE | PE |
|--|---|--|---|
| <p>L.I. To create musical rhythms using body percussion <i>Rights Respecting Article 13</i></p> <p>Starter Watch the link: ‘Clapping music for five performers’. Put the pupils in pairs and ask them to discuss what they liked and what they did not like about the music. Collect a few responses, encouraging the children to verbalise the reasons for their opinions. Next, get the pupils to discuss the tempo (speed), dynamics (volume), texture (different layers) and structure (organisation of the piece). Write these four words on the board and then collect some answers for each in relation to the piece.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What sort of sounds might we hear on the forest floor? (Animals/mythical creatures walking, snow crunching, the children, White Witch sleigh) • What sort of sounds might we hear in the understory? (Buzzing from insects, icicles falling, robins in the branches) • What sort of rhythm might work for the forest floor? (Slow, simple, low) • What sort of rhythm might be suitable for the understory? (Quick, quiet, light) <p>Main Event The children are going to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. This will be the first component of their main composition and eventual performance which will take place over the next couple of lessons. The children are going to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers.</p> | <p>L.I: To explore how animals have adapted to the polar environment Starter: Children look at the cartoon on the screen: <i>Polar bear says to the penguin, “Are you lost?”.</i> Children discuss what it means Input: Explain to the children that animals need to live in an environment in which they can survive. Over millions of years of evolution, animals have adapted to gradually changing climates, biomes and ecosystems. Animals can live in other places too but these need to be specially engineered places, if not the animal’s natural habitat e.g. a zoo. Together, look at some of the world’s harshest climates and explore the special adaptations the animals that live there have, enabling them to survive. Mini- Task: Children read and make notes on the adaptations of arctic animals from the fact cards they have been given. Main task: Pairs of students should use the iPad. They should produce a fact poster about their animal. Eight pairs of students (each with a different animal) are chosen to present their poster to the class while the rest of the class complete their Adapting to Survive Activity Sheets.</p> | <p>L.I. To understand who is in our school community, the roles they play and where we fit in L.I: I can take on a role in a group and contribute to an overall outcome Starter: Connect us In the circle, play ‘Pass the Ball Game’ or ‘Pass the High Five’ and recap on using teamwork to improve the time. Calm me Use breathing activities and visualisation (creating pictures in our minds). Open my mind Job charades. In the circle, take a role card (from school community role cards resource) and without showing anyone what is on the card to mime that role/that person’s job in the school community. Children guess the role/job. Main Tasks: Role cards. Pair children. Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card. Responsibilities. Discuss the most important School Roles then recognise that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Give the children thinking time to work out how they can take responsibility for their own and other people’s learning, i.e. what can they do and what are their responsibilities. Then the teacher models the activity by saying, “In our school community, I take responsibility for planning good lessons so that everyone can learn”.</p> | <p>Fundamental Skills L.I. To demonstrate a change of speed and direction to outwit others. Warm up and Intro: In today’s lesson, they will be using a change of direction and speed to try to outwit an opponent. They will learn and develop skills such as; transferring their weight from one side to the other and how to turn their head, shoulders and hips to face the new direction they want to travel in. Task: All children begin at one end of the teaching area with one child in the middle, they are the tagger. The teacher says ‘run if.... you had toast for breakfast or you have a sister or PE is your favourite subject’ etc. If the statement applies to the children, they must attempt to run to the opposite end of the teaching area without having their tag belt taken by the tagger. If tagged, children must place the tag back on their belt and join the child in the middle as an additional tagger. Transfer your weight from one side to another to lose the tagger. Turn your head, hips and shoulders to run in the new direction. Approach with a slower speed and then accelerate past the tagger or decelerate suddenly. Skills development 1v1: Children work in pairs and place two cones approx. 10m apart and a third cone in the middle of them. One child is the leader and begins five big steps away from their middle cone. Their partner begins at the middle cone. The leader must use a change of speed and/or direction as they reach the middle cone, choosing which outer cone to run to. Their partner can attempt to take the leader’s tag as soon as they reach the middle cone. If the leader makes it to an outer cone they win the point. If their partner tags them before they reach an outer cone, they get the point. Repeat three times then swap roles. Accelerate suddenly to lose your partner. You may wish to change direction more than once to lose your partner. Cool down and Plenary Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the pupils to identify which challenges they found the most difficult? Ask the pupils to identify someone from the team that they played against who was able to consistently make it to the safe zone. How did they do this? Ask the pupils to identify someone from the opposition who showed fair play and honesty in the game. What did they do? Swimming Swimming will be delivered on Monday, by qualified instructors. This week will be looking at the routines, new skills and expectations of swimming.</p> |

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| Art | Spanish | RE | Science |
|---|---|---|---|
| <p><u>L.I. To replicate a piece of work by a famous artist</u></p> <p>Starter: What does replicate mean? Children feedback their ideas before they explore the dictionary definition, as a class.</p> <p>Explain that today we will be replicating a piece of artwork by Inuit artist, ‘Kananginak Pootoogook’. Teacher to model this with his picture of owls. Teacher to show how a grid can be helpful to ensure our proportions and perspective are correct.</p> <p>Task: Children create their own replication of another picture by Kananginak Pootoogook. Before they begin, children should reflect on their work and feedback from lesson 1 and choose what support they think they will need:</p> <ul style="list-style-type: none"> ● Without grid ● With a grid ● They need more help | <p><u>L.I: To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</u></p> <p>Recap feelings from lesson before. Children then create different faces on their sheet to identify the different feelings. Input- Follow language Angels PPT.</p> | <p><u>L.I: To recognise that there are many connections between religious worldviews</u></p> <p>Display the Presentation: 3, 2, 1 and ask the children to write on their whiteboards three things they discussed in the previous lesson, two guidelines for respectful discussion and one question they have related to the unit enquiry question: ‘Are all religions equal?’.</p> <p>Children will listen to the story “The Blind Men and the Elephant” and think about how it talks about having questions about religions and worldviews. They will then work as a group to find connections between different religions and worldviews. They will finally look at a map and see where the main religions all started around the world such as Islam, Christianity, Hinduism and Judaism.</p> | <p><u>L.I. To I can group living things in a range of ways.</u> <u>L.I. I can use a range of methods to sort living things.</u></p> <p>This week the children will be discussing and learning the meaning of habitats and who or what might live in a habitat. For this lesson, the children will investigate different types of organisms, especially microorganisms and what sort of habitat they may live in. The class teacher will demonstrate how to gather information and sort into different diagrams.</p> <p>Task: The children will then be given an activity sheet where they will have to sort things into living and non-living things, using different diagrams such as; Carroll and Venn diagrams.</p> <p>To sum up the lesson, the children will discuss if whether it is possible to sort living things into 3 groups.</p> |

Computing

L.I. To recognise how networks physically connect to other networks.

What is a Network?

In this lesson, the children will describe the parts of a network and how they connect to each other to form the internet. They will use this to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.

Starter: Children to recap on their understanding of key network parts. Responses are to be recorded on individual whiteboards. Review and reinforce understanding of the terms: Computer, Wireless access point, Network cables, Server, Network switch and Router.

Discuss the role of the router, referring to the role play activity in the previous lesson where one person from each network routed the message.

If these are the parts of a school or local network, what might a larger network, such as the internet be made of? Discuss and record 4–5 responses to refer back to at the end of the lesson.

Show that networks are joined by lots of routers.

Main: This activity will explain the concept of routing and enable children to visualise how information is routed around the internet.

Introduce the word ‘routing’ and explain that a route is a way of getting from one place to another, and that there can be many different routes. Children will be shown the visual trace of a journey to a website.

Exploratory task: Show learners this Newsround video: <https://www.bbc.co.uk/newsround/47523993> to emphasise that the World Wide Web is part of the internet.

This activity will introduce the World Wide Web (WWW) as a key part of the internet. It will address a common misconception that the internet and the WWW are the same thing — they are not.

The children will be shown an example of a website address — www.codeclub.org which you can see on the bottom of this flyer: rpf.io/shaun-info

The children will be asked what they think the ‘www’ at the beginning of the address stands for. Agree that it stands for ‘World Wide Web’. Explain that any website or web page is part of the World Wide Web, but that it is only one part of the internet.

The children will then be given the opportunity to explore the following websites:

www.bbc.co.uk/newsround

[www.horrible-histoHome - CBBC Newsroundries.co.uk](http://www.horrible-histoHome-CBBCNewsroundries.co.uk)

Our school’s website

Local council’s website

On the ‘Exploring websites’ worksheet, learners are to list three things they could see or do on these websites.

How does accessing these organisations and places online change the way we interact with them?

Children will be provided with additional prompts for content. E.g. Can you find an example of a video, picture, text etc.

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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

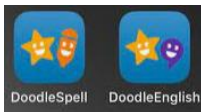
Who will be top of the leader board next week?!



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.



inactive
incorrect
inaccurate
insecure
indefinite
incomplete
infinite
inedible
inability
indecisive

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:

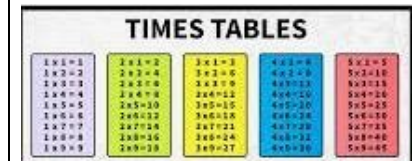


Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

Topic/Foundation subjects

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.

