

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 16.12.2024**

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](mailto:year4@alexandra.hounslow.sch.uk).

English	Tuesday	Wednesday	Thursday	Friday
	<b>L.I: To practise editing skills. (continued)</b>	<b>L.I: To publish a text.</b>	<b>L.I: To use full stops and capital letters correctly.</b>	<b>L.I: To use apostrophes for omission.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> edit, subheading, topic, paragraph, non-chronological, cohesion.</p> <p><b>Key Questions:</b> What makes an effective paragraph? What features have you not used? How can you build cohesion</p>	<p><b>Key Vocabulary:</b> edit, subheading, topic, paragraph, non-chronological, cohesion.</p> <p><b>Key Questions:</b> What makes an effective paragraph? What features have you not used? How can you build cohesion</p>	<p><b>Key vocabulary:</b> grammar, punctuation, full stops and capital letters.</p> <p><b>Key Questions:</b> When is a full stop used? When are capital letters used? How is a comma different or similar to a full stop?</p>	<p><b>Key vocabulary:</b> apostrophes, omission, contractions,</p> <p><b>Key Questions:</b> When is an apostrophe used? What function does it play?</p>
<b>Activities</b>	Children continue to edit by using writer's Toolbox to edit the quality of language used.	Children use Writer's Toolbox, dictionaries, thesaurus and word mats to publish their Information text written and celebrate their writing this half term.	Recap Capital letter and full stop use through a PowerPoint. Children then complete questions to practise this.	Read PPT on apostrophes for omission. Discuss uses and then complete questions to practise this.

**This week's reading focus: Reading Strategy FIXING A BREAKDOWN**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>L.I: To use working memory to interpret textual inconsistencies</u></b>	<b><u>L.I: To select a suitable strategy when inconsistency occurs</u></b>	<b><u>LI: To use the context of a word to work out its meaning</u></b>	<b><u>L.I: To reconstruct information in a concept map.</u></b>	<b><u>LI: To use structure and organisation to clarify meaning.</u></b>
	Use working memory in conjunction with prefixes and suffixes to fix breakdowns when reading.	Discuss a range of strategies to conquer inconsistencies when reading focusing on context and key words.	Children use a variety of sentences and use the context to figure out the meaning of words.	Read a small biography on Marie Curie then devise a concept map.	Look at a non-fiction text and identify how the structure helps clarify meanings through a range of questions.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	<b><u>L.I: To practise our multiplication facts</u></b>	<b><u>LI: To apply multiplication and division facts in different contexts</u></b>	<b><u>To apply multiplication and division facts in different contexts</u></b>	<b><u>End-of-unit assessment</u></b>
Key vocabulary and key questions	<p><b><u>Key Vocabulary:</u></b> multiple, product, factors, inverse, fact families, arrays</p> <p><b><u>Key Questions:</u></b> 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><b><u>Key Vocabulary:</u></b> commutative, multiple, factor, product</p> <p><b><u>Key Questions:</u></b> 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><b><u>Key Vocabulary:</u></b> commutative, multiple, factor, product</p> <p><b><u>Key Questions:</u></b> 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><b><u>Key Vocabulary:</u></b> commutative, multiple, factor, product</p> <p><b><u>Key Questions:</u></b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</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>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>	<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>	<p>Children will go through some questions related to our learning so far on multiplication and division facts. We will go through the answers together, aiming to clarify any misconceptions that children may still have.</p>

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

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Music	PE	RE
<p style="text-align: center;"><b>Rock and Roll</b></p> <p><b><u>L.I. To reflect on the features of rock and roll music</u></b></p> <p>This week, the children will revisit their performances of ‘rock around the clock’. They will perform to each other and then discuss the different elements of the track. We will discuss the walking bass line and how this carries the music. We will identify the tempo of the track and how this affects the feel, and finally we will consider why it is important to stay in time with a piece of music. The children will perform again having considered the features of the music. To finish the lesson, we will recognise any progression in comparison to their first performance.</p>	<p style="text-align: center;"><b>Dodgeball</b></p> <p><b><u>L.I: To understand the rules of dodgeball and to use them to play in a tournament</u></b></p> <p>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;"><b>Swimming</b></p> <p><b><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></b></p> <p><b><u>L.I: To develop independent movement and submersion</u></b></p> <p><b><u>L.I: To develop positioning and breathing techniques when using a variety of strokes</u></b></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>	<p>Children will consolidate learning from half term on different religious scriptures and how people communicate their beliefs</p>
DT	Spanish	PSHE
<p><b>ASSESSMENT</b></p> <p>Children to complete a quiz, as done at the start of the topic to re-assess knowledge of fastenings. How has their score improved?</p>	<p><b><u>L.I: To revise all language covered in this unit</u></b></p> <p><b><u>L.I: To complete an end of unit assessment</u></b></p> <p>Children to complete reading, writing and listening assessment for this half term. Discuss answers and self-mark.</p>	<p>Children will do a circle time reflecting on their first term in year 4, what they feel has gone well for them individually and as a class and what they do to make next term even better.</p>
Science	Topic (History)	Computing
<p><b><u>L.I: To identify and classify carnivores, herbivores and omnivores</u></b></p> <p>In this lesson, we will be looking at the key words: herbivore, omnivore and carnivore. We will recap classification skills, and discuss how we can sort animals depending on their diet.</p> <p>Main task: To use a Venn diagram to classify animals according to diet.</p>	<p><b><u>L.I: To explore the legacy of past events</u></b></p> <p>Children will use all the knowledge they have collected over the half term about explorers from the past such as Robert Falcon Scott and Ernest Shackleton. They will then watch a video about the modern-day explorer Captain Harpreet Chandi. They will then compare Scott’s expedition with that of a modern explorer; Chandi. They will focus on the comparison between transport, technology, communication, success and record-breaking accomplishments.</p>	<p><b><u>L.I. To explain that audio can be changed through editing</u></b></p> <p>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>



# Shang Dynasty Christmas Holiday Home Learning

Year Group: 4

Week beginning: 16.12.24

**We are asking for the children to complete at least 3 of the activities within the grid to the best of their ability. They can pick the three activities that interest them the most from any of the subject categories. Please upload completed homework tasks to your Google classroom where possible. This can be submitted once completed over the week and please complete it before Friday 10<sup>th</sup> January 2025.**

## History

### Shang Army



#### **How did the Shang army win battles?**

Find out about their weapons, and warriors. Draw some pictures of both and write a short paragraph explaining about the Shang Army. Watch this clip to help you.

<https://www.bbc.co.uk/bitesize/articles/z98w4qt#zv8q7yc>

Or

### Can you create a timeline of the Shang Dynasty?

Put in as many dates and events as you can find out from our research. This can be presented to the rest of the class in homework show and tell time.

## English

Watch the BBC clip

<https://www.bbc.co.uk/bitesize/articles/z2ckrwx#zfnvwx>

Then **write a story** about living in ancient China, pretending to be a boy or girl living in those times.

Or

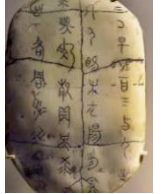
**Write a news report** (like in a newspaper) about one of the Shang Kings. Include as many facts as you can and pretend that you are a reporter interviewing the King.



## History

### Oracle Bones

Create one of your own oracle bones with a story using ancient Chinese pictures/writing. Remember to write what each symbol means.



<https://www.bbc.co.uk/bitesize/articles/zsm6qhv#z4mhp4j>

## Art

### What does a Chinese dragon look like?

Draw/paint/collage/make a model of one. Bring in your creation to add to our class display.

<https://www.youtube.com/watch?v=NPJ95ypzWJs>



## Homework

Dear Parents and Carers, please note many of the activities above require researching about the Shang Dynasty online. Please remind your child to practice online safety and work alongside your child to complete their homework when online where possible using appropriate searches e.g. Shang Dynasty for Children/KS2 etc.

We are asking for the children to complete at least 3 of the activities within the grid above to the best of their ability. They can pick the three activities that interest them the most from any of the subject categories. Please upload complete homework to Google Classroom as you complete it or by **Friday 10<sup>th</sup> January 2025**. In addition, please also complete the usual weekly homework activities listed below over the holiday.

**Reading:** Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. There are rewards for the amount of reading covered on Bug Club and Reading Plus

**Doodle English, Maths, Spell:** Work hard to turn your tracker green.

**Spelling:** Recap any tricky words from this half term.

**Timestables Rockstars:** Practice your multiplication facts and compete with the other classes. You can also practice on [www.timestables.co.uk](http://www.timestables.co.uk).