

# Weekly Overview of Learning

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English	Tuesday	Wednesday	Thursday	Friday
	<b>L.I: To edit and improve sentences.</b>	<b>L.I: To identify and use formal language</b>	<b>L.I: To deduce the meaning of words from context.</b>	<b>L.I: To recall knowledge about the language and structure of information texts.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> edit, proof-read, correct, effect, vocabulary, punctuation</p> <p><b>Key Questions:</b> What does 'proof-reading' mean? How are proof-reading and editing different? What things should we focus on when editing?</p>	<p><b>Key Vocabulary:</b> information, purpose, audience, tone, sentence structure, vocabulary, formal, informal</p> <p><b>Key Questions:</b> What is formal language? What is informal language? What types of text might use formal/informal language? Why</p>	<p><b>Key Vocabulary:</b> vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p><b>Key Questions:</b> How do we deduce the meaning of words from a text? How does our existing knowledge play a part in this activity? What different ways might a vocabulary question be asked?</p>	<p><b>Key Vocabulary:</b> language features, structural features, prior knowledge, meaning, intent, opinion, thoughts</p> <p><b>Key Questions:</b> What do I know about the structure of an information text? What language features should I include in my non-chronological report?</p>
<b>Activities</b>	<p>First, children identify errors on screen that need correcting and aspects of the text that need improving so that the story has the desired effect on the reader. Then, the teacher will model improving the paragraph on the screen so that correct prepositions have been used. Together, we will rewrite the paragraph so that apostrophes have been used for possession or contractions (not to demonstrate a plural). We will then rewrite the sentences, putting capital letters where they are needed. Finally, children use the checklist and their purple pen to edit their story.</p>	<p>Today, we will begin to think about 'information texts' and review what we already know about them. Children will work in small groups to note down as many types of information text as they can. Because information texts give information about serious topics and are usually for people we don't know, they usually have a formal tone. <i>*However, not all information texts do!</i></p> <p>Children use the knowledge developed in today's lesson and the success criteria to answer the questions about formal language. To demonstrate their understanding, they will be challenged to convert formal language to informal and vice versa.</p>	<p>Today, we will focus on shades of meaning and strategies we can use to answer a variety of vocabulary questions. We will consider different ways of figuring out what a word means in a text based on context, root word meaning, prefixes, suffixes and word class. Children will read the text 'Terrific Trolls' and complete the vocabulary activities based on it. They will look for antonyms/synonyms as a challenge.</p>	<p>Today, children will use our learning from the past two days (as well as their learning in Science) as a 'mini toolkit' to write their own information text about teeth.</p> <p>This is a cold writing task so the focus will be on the children working independently. Teachers will then use these pieces to assess what gaps there are in children's knowledge of the language and structural features of non-chronological reports (in this case, an information text)</p>

**This week's reading focus: Reading Strategy PREDICTION**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>L.I: To make predictions based on what has been read so far (what we already know)</u></b>	<b><u>L.I: To make plausible predictions.</u></b>	<b><u>L.I: To use details in a text to form predictions about a character's actions</u></b>	<b><u>L.I: To make predictions based on a similar reading experience</u></b>	<b><u>L.I: To identify key information in a text.</u></b>
	Discussion based on a range of short texts. Encourage children to justify reasoning.	Discuss what plausible means. children then read an extract and explain what happens next.	Go through example questions on how to write the best prediction then children to write their own based on the text provided.	Discuss the important of using knowledge you already have to make predictions. Children then have a go at doing this.	Children read the text based on 'Superpowers' and then come up with their own predictions based on the text provided.

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Maths	End-of-unit assessment (Area)	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>Morning Task</b>	<b><u>L.I: To practise our multiplication facts(Square numbers)</u></b>	<b><u>L.I: To explore multiples of 3 in a range of contexts</u></b>	<b><u>L.I: To multiply and divide by 6</u></b>	<b><u>L.I: To apply my knowledge of 6 times-table and division facts</u></b>	<b><u>L.I: To multiply and divide by 9</u></b>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> right angle, 2D, rectilinear, area, space, measure, multiple</p> <p><b>Key Questions:</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>	<p><b>Key Vocabulary:</b> multiple, product, factors, inverse, fact families, arrays</p> <p><b>Key Questions:</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>Key Vocabulary:</b> number track, multiple, statement, perimeter, altogether, digit sum, 3 times as much</p> <p><b>Key Questions:</b> What is the next multiple of 3? What is the multiple of 3 before? How many 3s are there in? How do you find the digit sum of a number? How can you tell if a number is a multiple of 3? Are the multiples of 3 odd or even? I know ___ is a multiple of 3 because ...</p>	<p><b>Key Vocabulary:</b> equal groups, strategy, mental methods, multiplication facts, in total, doubling, bar model, represent, commutative</p> <p><b>Key Questions:</b> How many equal groups do you have? How many are there in each group? How many are there altogether? What does each number in the calculation represent? What does commutative mean? Is multiplication/division commutative? How can you use facts from the 3 times-table to work out facts from the 6 times-table?</p>	<p><b>Key Vocabulary:</b> fact family, multiple, inverse, array</p> <p><b>Key Questions:</b> How can you use facts from the 3 times-table to work out facts in the 6 times-table? How can you use facts from the 5 times-table to work out facts in the 6 times-table? If you know a multiplication sentence, what division sentences can you find? What is the fact family for the calculation?</p>	<p><b>Key Vocabulary:</b> equal groups, altogether, represent, number track, number line, fact family, multiple, digit sum</p> <p><b>Key Questions:</b> How many equal groups are there? How many are there in each group? How many are there altogether? How can you use the 10 times-table to work out the 9 times-table? How can you use the 3 times-table to work out the 9 times-table? What does each number in the calculation represent? What patterns can you see in the 9 times-table?</p>
Activities	<p>End of Unit Assessment – Area</p> <p>Children will go through some questions related to our learning so far on area. We will go through the answers together, aiming to clarify any misconceptions that children may still have.</p>	<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>Today, children will explore the link between counting in 3s and the 3 times-table to understand multiples of 3 in a range of contexts. They use familiar representations such as number tracks and hundred squares to represent multiples of 3. They explore how to recognise if a number is a multiple of 3 by finding its <i>digit sum</i>: if the sum of the digits of a number is a multiple of 3, then the number itself is also a multiple of 3.</p>	<p>Today, children explore the 6 times-table. This will embed the children’s fluency skills with the 6 times-table, while also providing them with strategies to use the multiplication facts they know to find unknown facts. Children explore the fact that the 6 times-table is double the 3 times-table. Children can also explore the link between the 5 and 6 times-tables. They use the fact that multiplication is commutative to derive values for the 6 times-table.</p>	<p>Today, children use known facts to become more fluent in using the 6 times-table. They apply knowledge of the 3 times-table and understand that each multiple of 6 is double the corresponding multiple of 3. Children use their knowledge of other times-tables to find values for the 6 times-table. It is important that children practise the related division facts as well as the multiplication facts associated with the 6 times-table.</p>	<p>Today, we review the 9 times-table. Children use a range of strategies to support their fluency, such as looking for number patterns and finding unknown number facts from known facts, for example subtracting from the 10 times-table or tripling the 3 times-table. Children explore the structure of the 9 times-table using a range of models and pictorial representations, and by exploring multiples of 9 in context. They also use commutativity with the facts they already know from other times-tables.</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.2024**

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Music	RE	PE
<p style="text-align: center;"><b><u>Rock and Roll</u></b></p> <p><b><u>L.I. To play a walking bass line on tuned percussion</u></b></p> <p>During this week’s lesson, the children will listen to a walking bassline. They will then discuss rhythmic and pitch-based features and identify instruments that they think might be playing it. The children will learn how to play a walking bass line using either a keyboard or a chromatic glockenspiel. This lesson will encourage the children to feel confident when playing in solo and ensemble contexts.</p>	<p><b><u>L.I: To make connections with beliefs about the origin of scripture and how it is used</u></b></p> <p>Children talk to their partner about the religious texts from one of the worldviews learnt during the last lesson. Children look at the Banyan tree and hear that the tree represents knowledge. Point out all the roots going down to the ground and ask the children to think about what these roots could represent if the tree is knowledge. Suggestions could include sources of knowledge such as: books, the internet, school, experiences, teachers, education, parents, older people, TV or videos, observations or research. Children learn that the image of a Banyan tree is sometimes used as a way of thinking about the Hindu worldview. The tree represents the one supreme being (Bhagavān or God) and one Dharma (duty or law for right behaviour and social responsibility) and the roots represent the different traditions, cultures and scriptures that are part of the Hindu worldview. Explain to the children that there are many Hindu texts which contain different types of writings and are important to different people for different reasons. Explain that Hindu scripture is sometimes divided into two categories called shruti (that which is heard) and smriti (that which is remembered). Children given information sheets and asked to fill in a table with different bits of information about shruti scripture and smriti scripture.</p>	<p style="text-align: center;"><b><u>Dodgeball</u></b></p> <p><b><u>L.I: To use jumps, dodges and ducks to avoid being hit</u></b></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils 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, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances.</p> <p style="text-align: center;"><b><u>Swimming</u></b></p> <p style="text-align: center;"><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>
DT	Spanish	PSHE
<p><b><u>L.I: To use a range of tools and equipment safely</u></b></p> <p><b><u>To experiment with a range of sewing techniques.</u></b></p> <p>Children to practise a variety of stitches such as running, back and whip stitch. Videos to demonstrate how to do these. Go through safety rules with the children too.</p>	<p><b><u>L.I: To ask and answer the question 'Do you have any siblings?' in Spanish</u></b></p> <p>Teacher to go through teaching slides 1-25. Listen and separate out the words.</p> <p>Second activity is also a listening activity then correct mistakes in the written sentences.</p>	<p><b><u>L.I. To know that sometimes bullying is hard to spot</u></b></p> <p>This week, the children will discuss what to do if they think that someone is being bullied. The lesson will begin with a game of switch which engages the children to swap places with people based on a statement e.g. switch if you have blue eyes. This activity will also introduce the key questions such as ‘have you ever felt left out on the playground?’</p> <p>The main task will be a group task where the children reflect on a scenario. The children will list reasons as to why they think this is an example of bullying. In the second section, the children will consider the feelings of both the child bullying and the child being bullied.</p>

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Science	Topic (History)	Computing
<p><b><u>L.I: To identify ways to keep teeth healthy</u></b></p> <p>We will begin by recapping the main types of teeth and their functions.</p> <p>Then we will discuss why it is so important to keep teeth healthy (and what might happen if we don't). We will then identify different ways to look after our teeth together.</p> <p>Task: The children will be designing a poster which details the ways in which they can look after their teeth.</p>	<p><b><u>L.I: To research the life of significant people from the past.</u></b></p> <p>Throughout this lesson, the children will be looking at famous people from the past, in particular Ernest Shackleton and conducting research so that they can write a biography about his life.</p>	<p><b><u>L.I: To use a digital device to record sound</u></b></p> <p>In this lesson, learners will record their own sounds and play back the recorded audio. They will also listen to a range of podcasts and identify the features of a podcast.</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.



Log on to Writer's Tool Box and complete some of your learning journey.  
Don't forget to let us know how well you did

**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.



invention	injection
action	question
mention	attraction
position	solution
translation	devotion

### 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](http://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: **Science:** create an information project about teeth - using the knowledge from your lessons and other information you have researched safely.

You can create PowerPoints, posters, models, videos etc - it is up to you. We will display these in the Year 4 Area. There are some examples below:

