

Weekly Overview of Learning

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	Tuesday	Wednesday	Thursday	Friday
	LI: To research and record ideas	LI: To retrieve and record information from a non-fiction text	LI: To make language and stylistic choices (hot write)	LI: To respond to feedback, improve and publish a text
Key vocabulary and key questions	<p>Key Vocabulary: questions, skimming, scanning, research, identify, relevant, vocabulary, setting, senses</p> <p>Key Questions: -What reading strategies do we use when researching? -How can we decide what information to record, when researching, and which to discard? -How can we record our research in the most efficient way?</p>	<p>Key Vocabulary: organisation, structure, features, vocabulary, skim, scan, copy, summarise, order, comprehension</p> <p>Key Questions: -What does 'retrieve' mean? -What type of questions require us to use retrieval skills? -How do we find and copy information from a text?</p>	<p>Key Vocabulary: evaluate, review, impact, edit, improve, feedback, draft, publish, illustrate</p> <p>Key Questions: -What does 'proof-reading' mean? -How are proof-reading and editing different? -What things should we focus on when editing? -How do publishers make a text appealing to the reader? -How can illustrations be used to engage an audience? -Can the font and layout of a text affect the impact on the reader?</p>	<p>Key Vocabulary: evaluate, review, impact, edit, improve, feedback, draft, publish, illustrate</p> <p>Key Questions: -What does 'proof-reading' mean? -How are proof-reading and editing different? -What things should we focus on when editing? -How do publishers make a text appealing to the reader? -How can illustrations be used to engage an audience? -Can the font and layout of a text affect the impact on the reader?</p>
Activities	<p>Main Task: Now we have written a shared landscape poem about China, the children will be writing their own independent landscape poem about a 'Chinese New Year' street festival.</p> <p>Today they will be researching Chinese New Year to get ideas about their poem.</p> <p>Children use the iPad and the fact sheet to complete the research matrix about 'Chinese New Year'.</p>	<p>Main Task: Children will read a text based on Chinese New Year and answer questions based on the nonfiction text.</p> <p>Prior to this discuss types of questions and how to use skimming and scanning to find answers. There will be examples when modelling to show how to effectively answer comprehension questions.</p>	<p>Main Task: Children swap books with their partner and read the next step that they have been given. Using whiteboards, partners help them to correct any errors and give examples of ways they could address the next step that the teacher has given them.</p> <p>Main task 1: Children read their feedback and respond, editing their work in purple pen.</p> <p>Main task 2: Children publish their poem, with suitable illustrations, for display.</p>	<p>Main Task: Children swap books with their partner and read the next step that they have been given. Using whiteboards, partners help them to correct any errors and give examples of ways they could address the next step that the teacher has given them.</p> <p>Main task 1: Children read their feedback and respond, editing their work in purple pen.</p> <p>Main task 2: Children publish their poem, with suitable illustrations, for display.</p>

This week's reading focus: Reading Strategy 1: Making Connections

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To identify the themes and conventions of a text.	LI: To identify similarities between texts (text to text).	LI: To identify the context of a text (text to world).	LI: To identify the context of a text	LI: To identify the context of a text
	<p>This lesson, we will begin our sequence of lessons on our first reading strategy (making connections).</p> <p>The children will be looking at making connections from various texts to their own lives (text- to-self).</p>	<p>In this lesson the children will begin by recapping our class poem of the week and comparing it to a new poem.</p> <p>The children will then independently annotate a poem with the objective of linking parts of the text to other texts they are familiar with.</p>	<p>Furthering the skill of linking texts to existing knowledge, the children will be recapping how we can link a text to the world.</p> <p>They will then annotate a poem with their text-to-world connections.</p>	<p>During this lesson, the children will be introduced to a new text that links to our current topic of the Shang Dynasty.</p> <p>As a class, we will be using all of our skills from this week to make as many connections as we can to this new text.</p>	<p>Following on from our previous lesson, the children will be given the opportunity to record their own connections to our new text.</p> <p>(Text-to-self) (Text-to-text) (Text-to-world)</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: To practise our multiplication facts</u>	<u>L.I: To use a variety of informal written methods of multiplication</u>	<u>L.I: To use formal written methods of multiplication</u>	<u>L.I: To practise using formal written methods of multiplication</u>	<u>L.I: To divide a 2-digit number by a 1-digit number (no remainder)</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> multiple, product, factors, inverse, fact families, arrays</p> <p><u>Key Questions:</u> 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><u>Key Vocabulary:</u> informal, mental methods, efficient, commutative</p> <p><u>Key Questions:</u> What is the same and what is different about multiplying by 1s and multiplying by 10s? How would you explain this method? What is the most efficient way to work out \times? How could you use a number line to work out this calculation? How could you use a part-whole model to partition into tens and ones?</p>	<p><u>Key Vocabulary:</u> formal written methods, representation, efficient</p> <p><u>Key Questions:</u> What is the same and what is different about multiplying by 1s and multiplying by 10s? How does the written method match the representation? Which column should you start with? What is the same and what is different about the different methods?</p>	<p><u>Key Vocabulary:</u> formal written methods, representation, efficient</p> <p><u>Key Questions:</u> How could you use counters to represent the multiplication? How does the written method match the representation? Which column should you start with? Do you need to make an exchange? What exchange can you make? What is the same and what is different about multiplying a 3-digit number by a 1-digit number and multiplying a 2-digit number by a 1-digit number?</p>	<p><u>Key Vocabulary:</u> partition, remainder,</p> <p><u>Key Questions</u> How do you partition a 2-digit number into tens and ones? How else can you partition a 2-digit number? Which is the most efficient way to partition the number so you can divide both parts by ? If you cannot share all of the tens equally, what do you need to do? How can you represent the division using a part-whole model?</p>
Activities	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	Children use a variety of informal written methods to multiply a 2-digit number by a 1-digit number. Children follow a clear progression of methods and representations to support their understanding. They may also use their knowledge of factor pairs from earlier in the block to multiply.	Children progress from multiplying using informal written methods to the formal written method. The short multiplication method is introduced for the first time, initially in an expanded form and then in the formal short single-line form.	Following on from the previous step, children extend the formal written method to multiplying a 3-digit number by a 1-digit number. They continue to use the short multiplication method, but now with more columns.	Today, children will use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number. carry out divisions where the tens and ones are both divisible by the number being divided by without any remainders, for example $96 \div 3$ and $84 \div 4$.

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

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Music	RE	PE
<p><u>Unit: Changes in pitch, tempo and dynamics</u></p> <p><u>L1. To recognise key elements of music</u></p> <p>This week, the pupils will be identifying key elements from the piece 'The Moldau' by Bedrich Smetana, which takes the listener through different parts of a river. They will draw images, shapes and patterns and note down keywords that come to mind as they listen. The pupils will discuss with their partners which part of the river they thought was represented in each section.</p>	<p><u>L1: To reflect on whether commitment to beliefs can be shown through outward appearance</u></p> <p>Ask the children to think about whether you can tell what is beneath the crust by looking at Earth. Explain that this is a bit like a person — we can see certain things on the outside but cannot tell what is important to them on the inside. Ask the children if they ever wear anything that shows what they are committed to, believe or think is important. Suggestions may include: sports kits, religious dress, slogan tops and uniforms. Ask the children to walk around the room looking at the pictures and to identify anything in the images that is a clue or symbol about the person's beliefs or what is important to them and think about what they think it could show. Explain that without hearing from the people it is impossible to know their personal reason for wearing or not wearing an outward expression of belief. Ask the children to identify in the passage what the person wears and why they wear it, highlighting the key information in two different colours. Explain to the children that in the UK religion is a protected characteristic, meaning that people are free to choose whether or not to wear something that shows their beliefs without any discrimination or prejudice. Explain that in the past and in some countries today there are rules about having to wear or not wear such items.</p>	<p><u>Unit: Dance</u></p> <p><u>L1: To work with a partner to choose actions that relate to an idea.</u></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. The children will be given the opportunity to learn dance techniques such as canon and mirroring within their Chinese Dance.</p> <p style="text-align: center;"><u>Swimming</u></p> <p style="text-align: center;"><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>L1: To develop independent movement and submersion</u> <u>L1: To develop positioning and breathing techniques when using a variety of strokes</u></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
Art	Spanish	PSHE
<p><u>L1: To recreate a traditional design style</u></p> <p>This week, the children will be looking at the history, story and artwork of the 'Willow Tree Pattern plate'. They will then create their own design to retell the story of the 'Two Doves' in a willow pattern style!</p> <p>In your art books, children will first use the plate given, to draw around to give you a plate template. Then you will create your retold story, using the mediums shown below.</p>	<p><u>Lesson 3</u> <u>L1: To ask and answer the question 'What do you have in your pencil case?' in Spanish</u></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Replace an indefinite article/determiner with the appropriate possessive adjective. - Use the negative in Spanish. - Describe what they have and do not have in their pencil case. 	<p><u>L1. To know that reflecting on positive and happy experiences can help me to counteract disappointment</u></p> <p>This week, the children will apply their discussion point from last week to scenarios that reflect a disappointing circumstance. The children will work in groups to create a role play to showcase their situation to the rest of the class. After each performance, the others in the class will propose new goals for the group and these will be displayed on whiteboards. The key consideration for this lesson is that although disappointment can be hard to cope with, having a positive mind set will ease the emotion. To finish, the children will reflect on the ways they can set new goals or plans to help difficult situations.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 20.1.2025**

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Science	Topic (History)	Computing
<p><u>Unit: States of Matter</u></p> <p>In this unit we are learning to:</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><u>L1: To investigate how water condensates</u> <u>L1: To record data</u></p> <p>This week, we will be learning about another part of the water cycle, called <i>condensation</i>. Children will first explore what the word condensation means.</p> <p><i>What do you think this means?</i> <i>Where does it come from?</i> <i>Do you think condensation only happens in the clouds?</i> <i>Can you give an example of a where you have seen condensation happen?</i> <i>Why do you think we would need condensation to form in the clouds?</i></p> <p>This week, we will observe our water in 4 containers left on windowsill, in the fridge, in a cupboard and by the radiator. We will make a prediction, record the results and draw conclusions.</p>	<p><u>Unit: The Shang Dynasty</u></p> <p><u>L.I. To identify and order events from the past</u></p> <p>This week, the children will recap the meaning of BC and AD and how a timeline dates would work during these periods of time (i.e. dates will go backwards during the BC era). The children will then go on to look at the period of the Shang Dynasty era and where it would be located on a timeline.</p>	<p><u>L.I. To identify repetition in everyday tasks</u></p> <p>In this lesson, the children will first look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the repeated pattern, they will use the repeat command within Logo to program squares the 'short' way.</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

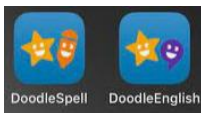
Who will be top of the leader board next week?!



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.

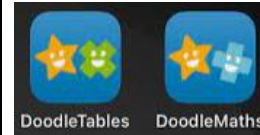
Please go through them and:

- 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.



information
adoration
sensation
preparation
education
location
exaggeration
concentration
imagination
organisation

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

Please create a piece of work, demonstrating what you learnt from the workshop last Wednesday.

It can be a recount (diary, newspaper article etc) or an information text (quality poster, report etc).

Include facts that describe and explain: Who, What, Where, When, Why, How.

