

Weekly Overview of Learning

Year Group: 4 **Week beginning: 20.5.2024**

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.

English	Monday	Tuesday	Wednesday	Thursday
	LI: To identify the structure of a text (Hot Write Plan)	LI: To use a variety of language features to engage the reader (Hot Write)	<h2>Roman Day Workshop</h2> <p>The children will take part in numerous activities with a company that will extend and bring their learning to life! It will be a fantastic and enriching opportunity for the children to learn about life in this time.</p>	LI: To edit and improve sentences
Key vocabulary and key questions	<p>Key Vocabulary: structure, opening, build up, planning, climax, problem, ending,</p> <p>Key Questions: How should the text be structured? What is included in the opening?</p>	<p>Key Vocabulary: Structure, opener, fronted adverbial, comma, speech, link, consequence, reason, outcome, conjunction</p> <p>Key Questions: - Why is it important that writers start their sentences in a variety of ways? - What purpose do fronted adverbials serve? - What is a causal conjunction? - How do causal conjunctions link events?</p>		<p>Key Vocabulary: adverbial, historic, historical, sentences, vocabulary.</p> <p>Key Questions: How can you edit the sentence? What can you do to make the story flow better?</p>
Activities	<p>With their partner, children look at their boxing- up grid from last week. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (<i>names of people, locations, place names, landscapes/ landmarks and dates and times</i>). Using the context information from yesterday, we will work together to substitute key details from the story for the introduction and build-up of our own shared story.</p> <p>Main Task: Children complete the substitution process for the remaining sections of the story. Teacher to work with a small group of targeted children to produce a shared write.</p>	<p>Today, we recap the rules for paragraphing in fiction and the type of language that we can use that creates cohesion within and across the paragraphs.</p> <p>Improve the sentences by ensuring they open with:</p> <ul style="list-style-type: none"> • adjective • adverbial • onomatopoeia • speech • abstract noun • simile <p>On pink paper, children write their new version of 'Escape from Pompeii'.</p>		<p>Children continue writing stories and then respond to next steps, making adjustments to their writing.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>L.I. To identify the main points in a text For this lesson we will be discussing how to identify the key points in a text, focusing on who the text is about, what is happening and why this is happening.</p>	<p>L.I. To identify the main points in a text Continuing from last lesson, we will look at some short text examples. We will then identify the key points in each and write these into one sentence.</p>	<p>Roman Day Workshop</p>	<p>L.I. To summarise a text Using the skills from earlier in the week, we will start to summarise longer texts using this method: S - Shorter than the original U - Using your own words M - Main points only</p>	<p>L.I. To organise a text in chronological order We will be looking at how to organise a text in chronological order. The children will be given a text that is scrambled and have to organise it correctly.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I. To convert between analogue and digital times</u>	<u>L.I. To convert digital times between 12-hour and 24hour clocks.</u>	Roman Day Workshop	<u>L.I: To practise our multiplication facts</u>	<u>L.I. To convert analogue and 24-hour digital times</u>
Key vocabulary and key questions	<p>Key Vocabulary Convert, analogue, digital, time</p> <p>Key questions Why is it important to know whether a time is am or pm? Does an analogue clock show whether it is am or pm? How do you show an analogue time as a 12-hour digital time? How will you find the start/end time of the activity? How can you use a number line to work out the duration of the activity? Do you find it easier to work out how long it is between times using an analogue or a digital clock?</p>	<p>Key Vocabulary Convert, 12 – hour, 24-hour, digital</p> <p>Key questions How many hours are there between noon and midnight? Is earlier or later than? What is the same/different about 5 am on a 12 and 24-hour digital clock? Do you always need to add 12 to the hours to convert a time to the 24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?</p>		<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p>Key Vocabulary Convert, 24-hour, digital, analogue</p> <p>Key questions How many hours are there between noon and midnight? Is earlier or later than? What is the same/different about 5 am on a 24-hour digital clock and on a 12-hour digital clock? Do you always need to add 12 to the hours to convert a time to the 24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?</p>
Activities	<p>In this small step, children convert between analogue and 12-hour digital times, reinforcing and building on their learning in Year 3. Discuss with children the importance of knowing whether a time is taking place in the morning or the afternoon and how an analogue clock does not usually show am or pm. Towards the end of this step, children calculate durations of time represented on analogue and 12-hour digital clocks. Use of a blank number line can support finding durations of time or to help children find the start and end times of an activity. In the next step, children are introduced to the 24-hour digital clock and the concept of am and pm is explored further.</p>	<p>In this small step, children are introduced to converting digital times between 12 hour and 24-hour clock times for the first time. Children recap the concept of am and pm from Year 3 to support them when converting to the 24-hour clock. They recognise that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time. They also learn that 24-hour clock times are always shown with four digits, so if the hour only has one digit, then a zero is placed at the start, for example 09:45. Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Using clocks, watches, smartphones and computers can help with this.</p>			<p>In this small step, children are introduced to writing 24-hour clock times for the first time. Children recap the concept of am and pm from Year 3 to support them when converting to the 24-hour clock. They recognise that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time. They also learn that 24-hour clock times are always shown with four digits, so if the hour only has one digit, then a zero is placed at the start, for example 09:45 Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Using clocks, watches, smartphones and computers can help with this.</p>

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Music	RE	PE
<p><u>L1: To perform different versions of a musical motif.</u></p> <p>This week, we will use our music session to practise the skills that we have been working on throughout the term. We will be practise and perform the song ‘Just like a Roman’ as a year group. The children will be required to learn the song and dance moves to accompany the track.</p>	<p><u>L1: To understand the importance of the Mezuzah in Judaism</u></p> <p>This lesson, we will be looking at what the Mezuzah is and why it is important in the Jewish religion. The children will answer some questions about the Mezuzah and then start to make comparisons across religions.</p>	<p>Dance every Tuesday</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.</p> <p><u>L1: To use transitions and changes of timing to move into and out of shapes.</u></p> <p>Every Friday - Swimming</p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
Art	Spanish	PSHE
<p><u>L1: To evaluate a design</u></p> <p>Children reflect on the mosaics made and answer a few questions to evaluate their work.</p>	<p><u>L1: To consolidate all the language covered in the unit.</u></p> <p>Children complete a series of questions on reading, speaking, writing and listening to check children’s learning based on the Roman Empire.</p>	<p><u>L1. To know that I can love and be loved</u></p> <p>During this week’s lesson, the children will discuss how they show love and how they can be open and accepting to love. The children will think about someone, or a pet who is special to them and hold them in their mind without saying who. Still thinking of that person, the children will write down:</p> <ul style="list-style-type: none"> • A colour that reminds them of that person e.g. green • A word that reminds them of that person e.g. love, fun • A symbol that reminds them of that person/animal e.g. heart, or a car, a dog shape (this can relate to a feeling or an activity) <p>Key Questions</p> <p>How do you show love and appreciation to those you love? How do they show love and appreciation to you?</p>

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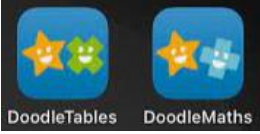


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Science	Topic (History)	Computing
<p><u>LI: I can make a musical instrument to play different sounds.</u></p> <p><u>Warm Up</u> - Children will use their knowledge and understanding of sound to answer these questions.</p> <p><u>Main Task</u> - Children will watch a clip to see a band called 'Weapons of Sound', who make all their instruments out of junk. Children will be asked to look carefully to see how they change the sounds their musical instruments make.</p> <p><i>Can you see anything that will help you make your own musical instrument?</i></p> <p>Today, the children are going to use their knowledge and understanding of sound, including pitch and loudness, to design and create your own musical instrument.</p> <ul style="list-style-type: none"> - Your musical instrument should be able to make high, low, loud and quiet sounds. - You may use junk modelling items to create your musical instrument. It could be a string, wind or percussion instrument. <p>Talk to your partner about your first thoughts about this challenge.</p> <p><u>Plenary – Test and Evaluate</u></p> <p>Children will have the opportunity to test it out. Children will their partner how they play it and how you use it to make different sounds.</p> <p><i>Did your musical instrument turn out the way you planned it?</i></p>	<p><u>LI: To describe a historical event.</u></p> <p>Children sort a set of cards to determine the pros and cons of invading Britain.</p> <p>Go through key historic events leading up to the Roman invasion of Britain.</p> <p>Main Task- To create a comic strip to demonstrate what the invasion of Britain was like.</p>	<p><u>L.I. To create a project that includes repetition</u></p> <p>In this lesson, the children will build their games, using the designs they created in Lesson 5.</p> <p>They will follow their algorithms, fix mistakes, and refine designs in their work as they build.</p> <p>The children will then complete the evaluation sheet by evaluating their work once it is completed, and showcasing their games, to their partners, at the end.</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	Maths	Topic/Foundation subjects										
<p>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.</p> <p>Your teacher will check and sign your planner once a week.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p><u>Log onto Reading Plus and complete at least 20 minutes this week</u></p> <p><u>Who will be top of the leader board next week?!</u></p>  <p>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.</p> <p><u>Doodle</u> – Log on to your account to reach your Green Target this week in: English and Spell.</p> <p>We will be checking to see who has accessed their account their account, the correct amount, and achieved the most Stars in Effort.</p> 	<p><u>Spelling and dictation</u> – Remember to try to use these words in sentences to show that you understand their meanings.</p> <p>This week’s spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.</p> <p>Please go through them and:</p> <ol style="list-style-type: none"> 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.  <table border="0"> <tr> <td>calendar</td> <td>grammar</td> </tr> <tr> <td>regular</td> <td>particular</td> </tr> <tr> <td>peculiar</td> <td>popular</td> </tr> <tr> <td>consider</td> <td>remember</td> </tr> <tr> <td>quarter</td> <td>integer</td> </tr> </table>	calendar	grammar	regular	particular	peculiar	popular	consider	remember	quarter	integer	 <p><u>Doodle</u> – Log on to your account to reach your Green Target this week in: Maths and Tables.</p> <p>We will be checking to see who has accessed their account, the correct amount, and achieved the most Stars in Effort.</p> <p>Are you in the green yet?</p> <p><u>Times Tables Rockstars:</u></p>  <p>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!</p> <p>You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.</p> <p>This week we would love for you to practise your reading of time on an analogue clock e.g. o’clock, 10 past, quarter to, 5 minutes to etc.</p> <p>Please record a diary of a day this week (or more if you like), listing the activities and events BUT making sure the times you carry out each event are written in words and analogue.</p> 
calendar	grammar											
regular	particular											
peculiar	popular											
consider	remember											
quarter	integer											

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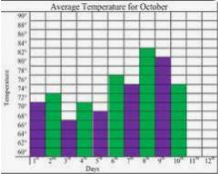

Half Term Homework

Dear Parents and Carers, please note many of the activities below require researching about the Roman Empire online. Please remind your child to practise online safety and work alongside your child to complete their homework when online where possible.

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 7th June 2024**.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Doodle (Maths, Times Tables, English, Spell): Work hard each day to turn your tracker green.

Geography	Design and Technology - Chariots	Mathematics - Statistics
<p>Draw a picture of the country of Italy showing which continent it is in and the location compared to the UK.</p> 	<p>Do a little research about Roman chariots. Find some examples of how and when they were used. Look at how they were structured.</p> 	<p>Who was the longest ruling Emperor in Roman History?</p> <p>Make a table and graph (bar chart or pie chart) of which Roman Emperors there were and the length of time they ruled for.</p>  
History	English	Art
<p>Can you create a timeline of the Roman Empire?</p> <p>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.</p> 	<p>Watch the BBC clip https://www.bbc.co.uk/bitesize/articles/z9j4kqt#zd877yc</p> <p>Write a report about the reasons that the Romans wanted to invade Britain and how they succeeded.</p> 	<p>What do Roman mosaics look like?</p> <p>Draw/paint/collage/make a model of one.</p> <p>Bring in your creation to add to our class display.</p> <p>Choose Roman Gods and Goddesses, Emperors etc to inspire you.</p> <p>Remember, use Safe Search with an adult.</p>  