

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	Monday	Tuesday	Wednesday	Thursday
	LI: To draft and compose a text	LI: To draft and compose a text (continued)	LI: To edit and make suitable corrections to a piece of work	LI: To write and punctuate direct speech
Key vocabulary and key questions	<p>Key Vocabulary: organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p>Key Questions: -What makes a good news report? How do journalists decide what information to include? -How does the language that's used help engage the reader and grab their attention?</p>	<p>Key Vocabulary: organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p>Key Questions: -What makes a good news report? How do journalists decide what information to include? -How does the language that's used help engage the reader and grab their attention?</p>	<p>Key Vocabulary: organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p>Key Questions: -What makes a good news report? How do journalists decide what information to include? -How does the language that's used help engage the reader and grab their attention?</p>	<p>Key Vocabulary: direct speech, quotes, inverted commas, eyewitness, viewpoint, empathy</p> <p>Key Questions: - What is direct speech? - What is a quote? -How are quotes presented by the journalist?</p>
Activities	<p>Steal a starter: On screen, show several headline options for the Great fire of Rome. Children choose their favourite one. Teacher to recap the rules for paragraphs (specifically in regard to newspapers- orientation, p1, p2, p3, re-orientation) Identify adverbials of time and reason, to link the ideas.</p> <p>What sort of things should be included in the 'reorientation'? Children show on their whiteboards. Children write up their newspaper report about 'The Great Fire of Rome', using the template provided.</p> <p>Peer Assessment: Using the success criteria, children give their partner 2 stars and a wish.</p>	<p>Steal a starter: On screen, show several headline options for the Great fire of Rome. Children choose their favourite one. Teacher to recap the rules for paragraphs (specifically in regard to newspapers- orientation, p1, p2, p3, re-orientation) Identify adverbials of time and reason, to link the ideas.</p> <p>What sort of things should be included in the 'reorientation'? Children show on their whiteboards. Children write up their newspaper report about 'The Great Fire of Rome', using the template provided.</p> <p>Peer Assessment: Using the success criteria, children give their partner 2 stars and a wish.</p>	<p>For this lesson, we will be carefully reading our newspaper reports. Then, using a checklist we will ensure we have used all of the relevant information and features.</p> <ul style="list-style-type: none"> -Headline -Caption -Paragraphs -Picture -Subheading <p>We will also check our spelling, punctuation and grammar, recognising what has gone well and what we could improve on next time.</p>	<p>In this lesson, we will be mainly recapping inverted commas and how to use them. We will be thinking about:</p> <ul style="list-style-type: none"> -The reporting clause -The correct punctuation (" " ,) -Capital letters - New speaker new line <p>We will also be including other language devices such as causal conjunctions, fronted adverbials and subordinate clauses.</p>

This week's reading focus: Reading Strategy

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>L.I: To scan a text for key words and phrases.</u>	<u>L.I: To define vocabulary using context information.</u>	<u>L.I: To explore how the writer uses language as a cohesive device</u>	<u>L.I: To evaluate how vocabulary contributes to meaning (superlatives & modal verbs).</u>	<u>L.I: To explore how the author uses persuasive language.</u>
Task	Look at a series of sentences and identify the key words and identify the significance of the words to the sentence.	What does context mean? Identify the word that is being described in each sentence.	Explore a range of cohesive devices then highlight words/phrases and adverbials that create cohesion.	Revise what comparative and superlative adjectives are. What are modal verbs? Identify both in the text.	Revise persuasive devices. Read a persuasive text and explore how the author uses persuasive language.

Weekly Overview of Learning

Year Group: 4 **Week beginning: 24th June 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.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I. To present continuous data</u>	<u>L.I. To interpret continuous data</u>	<u>Songstars Performance at Hampton Court Palace</u>	<u>L.I. To recognise right angles</u>	<u>L.I. To apply our knowledge of time tables to 12 x 12</u>
Key vocabulary and key questions	<p>Key Vocabulary Axes, data, y axis, x axis, vertical, horizontal</p> <p>Key questions What do the two axes represent? What is the best way to show this data? What data is going to be shown on the horizontal/vertical axis? What scale will you use for the axes? How can you accurately plot this point? How are you going to join your points together? What questions can you ask about your graph?</p>	<p>Key Vocabulary Line graphs, chart, axes, x axis, horizontal, y axis, vertical, continuous</p> <p>Key questions How is a line graph different from a bar chart? What do the horizontal and vertical axes represent? What is the best way to represent the data? Why are line graphs used to represent continuous data? What is the difference between discrete and continuous data? What times do you know exact values for? What do you know? What can you find out?</p>	<p>Children not attending the Songstars performance will consolidate work from yesterday's maths lesson on line graphs, interpreting and using graphs to answer questions.</p>	<p>Key Vocabulary Angle, right angle, degrees, perpendicular Acute, obtuse.</p> <p>Key questions What is a turn? What is an angle? What is a right angle? How many degrees does a right angle have? How many right angles make a straight line? How many right angles are they in a square? How do we measure a turn? Or part of a turn? How does the right angle help us? How can we tell if an angle is a right angle or not?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>
Activities	<p>Children draw their own line graphs to represent continuous data. Children use their knowledge of scales to accurately draw line graphs, ensuring that they label the axes correctly. Some children will use pre-drawn axes rather than constructing their own, as this will save time as well as enable them to focus on accurately plotting data and choosing appropriate scales.</p>	<p>We look at line graphs for the first time. Most of the line graphs look at changes of a variable, such as temperature, over time. Children apply their knowledge of scales on a graph to read a line graph accurately. They learn about continuous data - temperature can change all the time rather than be counted, and so representing it as a bar chart or pictogram is not appropriate.</p>		<p>Children will go outside and revise their learning of angles from year 3. Children will be shown a range of angles and discuss what is the same and difference with each angle. As a class we will go through a couple of angle examples. Children will be asked to demonstrate their knowledge of angles, right angles and turns to answer and explain the questions. Using the corner of their books or a ruler, children will record 3 right angles around the classroom. Children will then have the opportunity to sort shapes depending on the number of right angles. Children will complete a range of problems that will ask children to identify right angles.</p>	

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

Weekly Overview of Learning

Year Group: 4 **Week beginning: 24th June 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.

Music	RE	PE
<p style="text-align: center;">Samba and carnival music and instruments</p> <p><u>L.I. To compose a basic rhythmic break</u> During this week’s lesson, the children will be working with the same piece of music they were performing in the last lesson, but they will be adding in their own rhythmic ideas today.</p> <p><u>Warm Up</u> – Children will be shown a video and will be asked to answer the following questions. <i>How is the music directed?</i> <i>Why do they need a whistle?</i> <i>What happens doing the music?</i> Discussion will begin around what they think a rhythmic break is in relation to samba drumming. The children will learn some of these rhythms as a class.</p> <p><u>Main Task</u> - Then the children will be split into groups and the class teacher will use hand gestures to control them. Then the children will select a leader in their groups and they will look at certain aspects of the music that they can change, e.g. repeating a rhythm, splitting the group, call and response, using canon etc.</p> <p><u>Key Questions</u> <i>How is the music directed?</i> <i>What happens during the music?</i></p>	<p><u>L.I: To explore the importance of Classical Arabic in Muslim beliefs and practices</u></p> <p>To be successful the children will:</p> <ul style="list-style-type: none"> - Describe how the Adhan sounds. - Identify the religious and cultural uses of Arabic. - Describe reasons why Arabic was chosen as the language for the Qur’an <p>They will then move around the classroom, using information on the tables to complete their Venn diagrams, comparing the community aspect of the religion to their relationship with their God.</p>	<p><u>Gymnastics every Thursday</u> 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 gymnastics with the children.</p> <p><u>L.I: To develop rotation jumps and sequence building using apparatus.</u> This week the children will be using the jumps they learnt and performed last week in short sequences involving rolls and balances as well as low level apparatus. Children will demonstrate the use of the arms and legs to create elevation from the floor to gain flight and show core strength and control to create a shape (straight, tucked, star, straddle) whilst in the air.</p> <p style="text-align: center;">Every Friday - <u>Swimming</u></p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
DT	Spanish	PSHE
<p><u>L.I: To produce a step by step plan to make my design.</u></p> <p>Help me: Generate a list of equipment and tools that have been used. Show me: Children and the teacher will generate a list of safety rules that we will need to follow, when making the chariots. Activity 1: Children look over their labelled diagram from the previous lesson and act out making it to their partner, whilst the partner scribes sentences for each sentence on the whiteboard. Activity 2: Using the flowchart template, children write up the method for making their chariot, including, fronted adverbials, conjunctions and safety instructions. Extension: Edit the methods to include parenthesis e.g. definition of technical vocabulary.</p>	<p><u>L.I: To write their own Goldilocks story in Spanish.</u></p> <p>Revisit Goldilocks story and children work in pairs to retell the story.</p>	<p><u>PSHE - L.I. To be able to identify changes we have no control over</u></p> <p>Discussion lesson: In small groups, we will list all the changes we think we go through during our lifetime.</p> <p>In small groups, we will be thinking about: Which strengths are the most important when managing change?</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 24th June 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.

Science	Topic (Geography)	Computing
<p style="text-align: center;">Electricity</p> <p><u>LI: To investigate which electrical materials are electrical conductors or insulators.</u></p> <p><u>Introduction</u> - In pairs, children use the 'Parts of a Circuit' cards to match pictures of the different parts of a circuit to their description.</p> <p><u>Activity</u> - Children are given a variety of objects to examine and decide what material they are made from. Using the presentation visuals, teacher explains the difference in how electrons move in materials that are conductors and insulators. Children then construct a simple circuit as shown on the presentation before testing a range of materials. They identify the link between the material and whether it conducts or insulates electrical currents and record their findings. Finally, they feedback their findings to construct a whole class table of their results. They discuss any conflicting results and consider why checking results is important.</p>	<p><u>LI: To explore land formations and their impact on settlements</u></p> <p>Starter: Here is another map focusing on specific mountains that are found in Italy...</p> <p>KQ: What do you think they might be?</p> <p>Watch me: The teacher will explain that today we will be learning about volcanoes, types of volcanoes and the impact that they have on settlements near them. Together, explore the terminology: extinct, dormant and active.</p> <p>Talk to your partner: Using what we have learned from our text 'Escape from Pompeii', why might people not want to live near an active volcano?</p> <p>Help me: Using the map, how many active volcanoes are there in Italy? What are they called?</p> <p>Show me: If people are worried about living near an active volcano, what effect could that have on the economy and settlements near active volcanoes?</p> <p>Main task: You have been tasked with creating a persuasive poster, encouraging people to build settlements and live near active volcanoes.</p> <p>Task 1: Use the template and the factsheets provided to collate your research</p> <p>Task 2: Use the word banks and images provided to design and compose the persuasive poster.</p>	<p style="text-align: center;">Data and Information – Data Logging</p> <p><u>LI: To explain that a data logger collects 'data points' from sensors over time. (Identify data needed to answer questions)</u></p> <p><u>Warm Up - Who collects data and why that data is collected?</u></p> <p><u>Main Tasks – Asking Questions</u> -Today, the children will think of their own questions, and then later, they will use a data logger to help find answers. Take feedback on question suggestions.</p> <p><u>Data collection plan</u> - Children are to plan their data logging activity, they need to select a question from the class list.</p> <p><u>Testing time</u> – Children are to collect data for a minute or two, and to check that the data that they collect aligns with their expectations.</p> <p><u>Plenary - Which sensor?</u> <i>Which response do they think is correct for the statement?</i></p> <p>"I want to know at what time the classroom is at its brightest." "I want to know where I should place the school bell." "I want to know when I should turn the heating on."</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 24th June 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.

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

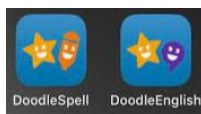
Who will be top of the leader board next week?!



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, 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.

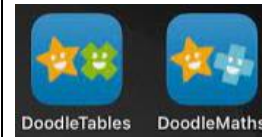
Please go through them and:

- 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.



famous	nervous
ridiculous	outrageous
herbivorous	carnivorous
courageous	adventurous
porous	advantageous

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:



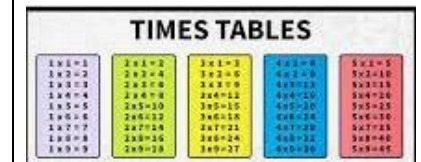
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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.

