

Weekly Overview of Learning

Year Group: 4 **Week beginning: 27.1.2025**

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
	READING PAPER QUIZ	C8 WRITING COMPETITION	SPAG QUIZ	LI: To identify context clues
Key vocabulary and key questions	Children will use the 8 reading strategies to help them understand a text and answer a range of comprehension questions.	<p>Key Vocabulary: broken, telephone, adventurous, resilient, stillness, quiet, dusk, dawn, mysterious</p> <p>Key Questions: What will happen at the start of your story? What happens in the build-up and problem? How will your story end? What descriptions will you use?</p>	Children will apply their knowledge of grammar, punctuation and spelling to a range of questions. This will help us to see what the children know and can do well and what they need to learn/practice over the coming term.	<p>Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p>Key Questions: -What does 'culture' mean? -What clues might tell us that aspects of a text are 'cultural'? -How can we use our prior knowledge to identify where something might have happened?</p>
Activities		<p>Main Task: Children use the picture prompts to write in any genre they wish e.g. a story, instructions, a poem and key vocabulary to write this genre in this lesson. The writing must have an interesting plot and engage the reader.</p> <p>Go through expectations for the competition.</p>		<p>This week, we begin our new unit, which is 'Stories from other cultures'. The teacher and children explore the images on the screen and use their prior knowledge and context clues to identify cultural aspects of a text.</p> <p>Together, we will use the evidence we have gleaned from the pictures and text extracts to complete the grid with bullet points, and the culture we infer the source to depict.</p> <p>Main task: Children work in groups of 3 to explore the images and extracts of text in their pack. They need to annotate any context clues they observe (clothes, buildings, food, transport, hobbies etc.).</p>

This week's reading focus: **Reading Strategy 2 - Making predictions**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To make predictions	LI: To form questions about a text	To justify predictions using key information in a text	LI: To justify predictions using key information in a text (continued)	To compare predictions from before, after and during reading.
	<p>In this lesson, we will introduce how we can use prior knowledge to help us predict what will happen in a book.</p> <p>We will be looking at a front cover, and making connections that will help us to predict what the book is about.</p>	<p>For the rest of the week, we will be looking at the book titled "My name is not Refugee".</p> <p>Firstly, we will be analysing the front cover and using the information in the title and imagery to compose questions.</p> <p>The children will stick in their grid and complete the 'wonderings' section.</p>	<p>This lesson, we will be reading the blurb of our book, and using this to inform our predictions.</p> <p>The children will then complete the 'predicting' section, by writing a short paragraph predicting the book's plot.</p>	<p>In this discussion lesson, we will read the picture book as a class, and evaluate the accuracy of our predictions.</p> <p>We will reflect on how our prior connections aided us in predicting accurately.</p>	<p>For our final lesson this week, the children will be using the evaluation skills we developed in the previous lesson.</p> <p>They will complete the final section of the chart ('Now I know'), by summarising what happens in the book and how accurate their individual prediction was.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To practise our multiplication facts	L.I: To divide a 2-digit number by a 1-digit number (with remainders)	Arithmetic Quiz	Reasoning and Problem Quiz 1	Reasoning and Problem Quiz 2
Key vocabulary and key questions	<p>Key Vocabulary: multiple, product, factors, inverse, fact families, arrays</p> <p>Key Questions: 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>Key Vocabulary: remainder, division,</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Can the counters be shared equally? If not, how many are left over? • What does “remainder” mean? • What is the greatest remainder you can have when you are dividing by ? • If you cannot share all the tens equally, what do you need to do? • If you cannot share all the ones equally, what happens? • How do you know that $43 \div 2$ will have a remainder? 	Children demonstrate their skills and learning in a range of written and mental ways, to answer a variety of calculation questions.	Children demonstrate their skills and learning in a range of written and mental ways, to answer a variety of scenarios and questions. These will demonstrate the children’s problem solving, reasoning, explanation and demonstration skills.	Children demonstrate their skills and learning in a range of written and mental ways, to answer a variety of scenarios and questions. These will demonstrate the children’s problem solving, reasoning, explanation and demonstration skills.
Activities	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	Today, children will continue to explore dividing a 2-digit number by a 1-digit number, but in this step the focus is on calculations with remainders. We encountered remainders in Year 3, so this concept is not new.			

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

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Music	RE	PE
<p align="center"><u>Unit: Changes in pitch, tempo and dynamics</u></p> <p><u>L.I. To create and perform an ostinato</u></p> <p>This week, the children will continue to develop their understanding of ostinato (repeating pattern). To begin, the children will work through a word matching activity and then feedback answers to the class. The children will then use percussion instruments to represent different sections of a river. They will apply their understanding of musical notation to first clap out their sections followed by a performance to the class. The whole class will then perform their ostinato in canon ending on a discussion of what went well and an even better if.</p>	<p><u>LI: To investigate how commitment to beliefs can be demonstrated through diet by some people</u></p> <p>Children will see a cartoon of a Muslim girl wearing a Brownies uniform and when it is clicked, it changes to a football kit. They will think about whether this means she is no longer committed to the Brownies or if she can be committed to more than one thing. Children will discuss the meaning of the word “fast” and why this has led to the name of the meal break-fast as most people fast when they sleep and they break their fast in the morning. They will look at a variety of examples from different religions and worldviews of fasting such as Ramadan, Lent, Yom Kippur and Hindu vegetarianism and identify similarities and differences between them. Children will then be given the words beliefs, important, promise, sacrifice and commitment and asked to write sentences about them linked to fasting and diet choices based on what they have learnt.</p>	<p align="center"><u>Unit: Dance</u></p> <p><u>LI: To remember and repeat actions, using dynamics to clearly show different phrases.</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 align="center"><u>Swimming</u></p> <p align="center"><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>LI: To develop independent movement and submersion</u> <u>LI: 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>LI: To recreate a painting, in the style of a famous art piece</u></p> <p>Today the children are going to draw the final version of their own design to re-tell the story of the ‘Two Doves’ in a willow pattern style!</p> <p>Last session they completed a draft version, in their art books. They will now use the plate given, to draw around to give a plate template. Then they will create your retold story, using the mediums shown below.</p>	<p align="center"><u>Unit: La Clase</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>Lesson 4</u></p> <p><u>LI: To replace the indefinite article with ‘mi’ or ‘mis’</u></p>	<p><u>L.I. To know how to make a new plan and set new goals even if I have been disappointed</u></p> <p>During this week’s lesson, the children will discuss strategies that they can implement to encourage negative thoughts and feelings to pass. We will use an example that demonstrates someone being disappointed and we will assess how we can move on from this. The main task of this lesson will focus on creating a new verse for the Jigsaw song, which is based on achieving your dreams.</p> <p><u>Key questions</u></p> <p>Where does self-belief come from? Can you think of any strategies you could use to let negative feelings go?</p>

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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 precipitates.</u></p> <p>This week, we will be learning about another part of the water cycle, called precipitation.</p> <p><i>What do you think this means?</i></p> <p><i>Where does it come from?</i></p> <p>Children will look at the definition of precipitation first. Today, they will be carrying out an investigation to see how precipitation occurs, children will record their predictions, record the results and draw conclusions.</p>	<p><u>Unit: The Shang Dynasty</u></p> <p><u>L1: To make observations</u></p> <p>This week, the children will be looking at Chinese artefacts from the Shang Dynasty. They will start the lesson by discussing with their partner the answer to the following question</p> <p><i>Q. What is an 'artefact'? How do we use them to learn about the past?</i></p> <p>The children will be archaeologists and will explore some Shang artefacts and infer what Shang life was like by investigating the following questions:</p> <p><i>Q What do you think it is made from?</i></p> <p><i>Q. What do you think it was used for?</i></p> <p><i>Q. Who was it used by?</i></p> <p><i>Does it look like anything we use today?</i></p> <p>Extension: What other questions would you like to ask about the artefact?</p>	<p><u>L.I. To modify a count-controlled loop to produce a given outcome</u></p> <p>In this lesson, children will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.</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

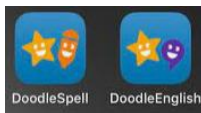
Who will be top of the leader board next week?!



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.

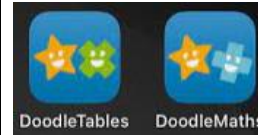
Please go through them and:

- 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.



creation
radiation
indication
ventilation
relegation
dedication
demonstration
abbreviation
translation
vibration

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

Create a small project about **friendship**.



It could be:
a recipe for what makes a good friend;
a collage or poster;
a rap, song or poem;
a comic strip;
or a story

