

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 30<sup>th</sup> September**

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English	Tuesday	Wednesday	Thursday	Friday
	<b>L1: To scan a text to find information</b>	<b><u>L1: To write verbs in the past tense.</u></b>	<b><u>L1: To sequence events from a story.</u></b>	<b><u>L1: To write and punctuate speech.</u></b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> <i>skim, scan, importance, isolate, retrieve, copy, match, circle, underline</i></p> <p><b><u>Key Questions:</u></b> <i>What does retrieve mean? What strategies do we use when we retrieve information from a text? How can we isolate the important information from that which is not? How do skimming and scanning help us to do that?</i></p>	<p><b><u>Key Vocabulary:</u></b> verb, regular, irregular, past, tense</p> <p><b><u>Key Questions:</u></b> What's the difference between regular and irregular past tense verbs? Can you list some irregular verbs? What patterns can you notice?</p>	<p><b><u>Key vocabulary:</u></b> sequence, order, middle, end, resolution. problem</p> <p><b><u>Key Questions:</u></b> What part of the story has most action? Can you summarise what happens next? What happened before this event? Why is chronological order important?</p>	<p><b><u>Key Vocabulary:</u></b> speech, dialogue, synonyms, punctuation, inverted commas, comma, speech marks</p> <p><b><u>Key Questions:</u></b> What is the difference between direct speech and reported speech? How should dialogue be punctuated? What do writers need to do, when there is a new speaker? What synonyms for 'said' can we use instead, to give our writing more accuracy?</p>
<b>Activities</b>	Children look at the picture to decide if the statement is true or not. Children will feedback their answers and explain how they know. This is an example of 'scanning'. You read the question and identified the important information (eleven faeries), you then looked at the picture and scanned only for faeries and counted them. This is exactly what we do when we read a text and answer 'retrieval' style questions. Together, we will explore different types of retrieval questions (tick, circle, underline, find and copy). Children will then have a go.	Look into the different rules for past tense. The children then complete a series of activities to apply this knowledge.	Go over what happens in Imelda and the Goblin king. Children create a story map using a template of their choice to summarise the story. Encourage use of cohesive devices to remind children of the chronological order.	Today, we will focus on punctuating direct speech using inverted commas. All the words spoken by a character must be inside these inverted commas. All punctuation for a piece of dialogue must be inside the inverted commas e.g. if the dialogue is a question, a ? must be inside the inverted commas. Just like any new sentence, speech must start with a capital letter. Using the success criteria for direct speech, children will: 1. identify which sentence uses the conventions of speech most accurately. 2. Correct the sentence so the reported speech is properly punctuated.

## This week's reading focus: **Reading Strategy : VIP WORDS**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>L1: To define vocabulary using context information.</u></b>	<b><u>L1: To explore how the writer uses language as a cohesive device.</u></b>	<b><u>L1: To explore how the author uses figurative language.</u></b>	<b><u>To activate concept knowledge to comprehend historical/cultural language.</u></b>	<b><u>L1: To explore how vocabulary contributes to meaning</u></b>
	Read a text based on a theme familiar to the children- Stone Age. What key vocabulary can they identify and how can context information be used?	Explore a range of cohesive devices and identify within a text.	Discuss what similes and metaphors are. Children then identify different examples of these.	Read a historical text. Children should look at context clues to help comprehend the historical and cultural language.	Look at a short extract as a class and look at author's choice of words and language and how this contributes to meaning.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To practise our multiplication facts</b>	<b>L.I: To order numbers</b>	<b>LI: To round to the nearest 10</b>	<b>L.I: To round to the nearest 100</b>	<b>L.I: To round to the nearest 1,000</b>
<b>Key vocabulary and key questions</b>	<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> order, place value, digit, column, greater than, less than, equal to, equivalent, more/less</p> <p><b>Key Questions:</b> Which digit in each number has the greatest value? What are the values of these digits? When comparing two numbers with the same number of digits, if the first digits are equal in value, what do you look at next? What is the difference between ascending and descending order?</p>	<p><b>Key Vocabulary:</b> rounding, multiple, place value, digit, column</p> <p><b>Key Questions:</b> What is the multiple of 10 after ___? What is the multiple of 10 before ___? Which multiple of 10 is closer to ___? How do you know? Which numbers rounded to the nearest 10 result in zero? Which place value column do you need to look at to decide which multiple to round to?</p>	<p><b>Key Vocabulary:</b> round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b>Key Questions:</b> Which multiples of 10 are either side...? Which multiple of 10 is ...closer to? Will it round up or not? What column do we look at when rounding to the nearest 10? What digit do we round? What happens if the number ends in a 5?</p>	<p><b>Key Vocabulary:</b> round, look at the tens, round the hundreds, in between, multiples of 100, either side, nearest 100</p> <p><b>Key Questions:</b> Which multiples of 100 are either side of...? Which multiple of 100 is ...closer to? Will it round up or not? What column do we look at when rounding to the nearest 100? What digit do we round? What happens if the tens digit is a 5? How does rounding to 10 and 100 compare to rounding to 1000?</p>
<b>Introduction and activities</b>	<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, we will order a set of numbers up to 10,000. We will practice ordering numbers from the smallest to the greatest and the greatest to the smallest. We will also use language such as “ascending” and “descending” when putting the numbers in order. Children will be given examples where the same digit is used in the thousands or the hundreds column so that they need to look at the other digits to determine the value. They also include zero in different places to check understanding of placeholders.</p> <p>Some children may find Base 10 and place value counters useful to make comparisons.</p> <p>We will make links with numbers in real-life situations, such as prices and measurements, to help understanding. Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>Today, children will practise rounding, starting with rounding to the nearest 10. Children begin by focusing on rounding 2-digit numbers, as it is clearer what the previous and next multiples of 10 are. When building on this and starting to round 3-digit numbers, we will include lots of examples that have zero as a placeholder in the tens column, for example 304, as children can often think that 300 is not a multiple of 10 because it is a multiple of 100. We will use number lines to identify the previous and next multiple of 10, and also to identify which multiple of 10 a number is closer to. Children will go through lots of examples of numbers ending with ‘5’ (which we will round to the next multiple of 10).</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>Today, we will revise rounding to 10 and then build on this to round numbers to the nearest 100. We will focus first on 3-digit numbers as it is clearer what the previous and next multiples of 100 are. We will discuss what is the same and what is different when rounding numbers to 10 and 100. By doing this we can begin to understand that when asked to a given amount, we need to look at the next place value column to the right. We will use lots of examples that are less than 50, so children see that these round to the previous multiple of 100, which is zero. Sentence stem: The two multiples of 100 the number lies between are ____ and ____.</p>	<p>Today, we will practise rounding to the nearest 1,000 Children begin by discussing which multiple of 1,000 a number is closest to. They can then identify that if the digit in the hundreds column is between zero and 4, they round to the previous multiple of 1,000, but if the digit in the hundreds column is 5 or above, they round to the next multiple of 1,000. We will use examples that are less than 500, so children see that these round to the previous multiple of 1,000, which is zero. Sentence Stems: The two multiples of 1,000 the number lies between are: ____ is closer to ____ than ____</p>

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

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Music	RE	PE
<p style="text-align: center;"><u><b>Music</b></u></p> <p><b>L.I. To create musical rhythms using body percussion</b></p> <p>For this lesson, the children are going to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. This will be the first component of their main composition and eventual performance which will take place over the next couple of lessons.</p>	<p style="text-align: center;"><u><b>Are all religions equal?</b></u></p> <p><b>L1: To identify how some Sikh beliefs and practices reflect ideas about religious equality</b></p> <p>Children discuss how the image and the quote from the Guru Granth Sahib represent what some Sikhs believe about God. Watch the story of Guru Nanak’s early life and enlightenment: How did Guru Nanak spend his time as a boy? Why did he do this? Ask the children to talk with a partner about the story and identify actions and events that show Guru Nanak was special. Children to use the Resource: Sikh beliefs and practices to choose two scripture quotes and two of the following Sikh practices:</p> <ul style="list-style-type: none"> <li>● Amritsar.</li> <li>● Defence.</li> <li>● Guru Granth Sahib.</li> <li>● Ik Oankar.</li> <li>● Langar.</li> </ul> <p>The children should record how each links with the Gurus’ messages and teachings about religious equality.</p>	<p style="text-align: center;"><u><b>Fundamental Skills</b></u></p> <p><b>L.I. To develop technique and control when jumping, hopping and landing.</b></p> <p>In this lesson the children will learn and develop their skills on how to use their arms to provide momentum and bend their knees on take-off and landing to help you to balance</p> <p><b>Warm up and Intro</b></p> <p>All children begin behind a start line at one side of the teaching area. One child begins in the middle of the area. On the command ‘go’, children have to jump two feet to two feet from one side of the area to a line on the other side. If tagged by the child in the middle (who also has to jump), they join them as an additional tagger.</p> <p><b>Task 1:</b></p> <p>Select three pupils as taggers, they carry a cone. If tagged, pupils must hold a balance until another pupil comes to them, mirroring their balance for 5 seconds before being allowed to rejoin the game.</p> <p><b>Skills development</b></p> <p>Children work in groups of three and all begin behind a designated start line. Begin by allowing the pupils to explore and come up with three things for both jumping and hopping that they think will help them to jump and hop far.</p> <p>They are going to jump and mark their jump using their cone. children will need to help each other to mark their jump. Each child has three attempts to beat their score. The distance is marked from the back of the landing foot. Explain to the children that they are going to repeat this activity but this time, their jump only counts if they stick their landing.</p> <p><b>Cool down</b></p> <p>Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the children which type of jump got you the furthest distance? Which of your jumps was most controlled? Jumping or hopping? If you were going to teach someone to stick their landing, what three things would you tell them?</p> <p style="text-align: center;"><u><b>Swimming</b></u></p> <p style="text-align: center;"><b>To develop independent movement and submersion</b></p> <p><b>Swimming will be delivered on Monday, by qualified instructors.</b> This week will be looking at the routines and expectations of each swimming group.</p>

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Art	Spanish	PSHE
<p><b><u>LI: To apply inspiration from other artists and use appropriate techniques in a piece of work.</u></b> Think about the animal you used for your artwork last week. I now want you to try and use that animal and make a clay model version. If this is too tricky, you could also try and make an owl as seen in the video.</p>	<p><b><u>LI: To ask and answer the question 'How old are you?' in Spanish.</u></b> Class teacher note: Go through lesson slides for me presento-Lesson 5 go through slides 1-35 complete listening and writing task to reinforce learning this lesson.</p>	<p><b><u>L.I. To understand that my actions affect myself and others</u></b> <b><u>L.I. To understand how rewards and consequences motivate people's behaviour</u></b></p> <p><b>Starter:</b> The children will start in a circle and try to pass a toy around without using their hands. The children will discuss if their choices had consequences on successfully completing the task. <b>Main:</b> The children will be given a scenario and then they will be asked to discuss the possible outcomes. The key message behind this section of the lesson is to understand that when we do the right thing, the reward can be the feeling in itself. Then the children will work on their own scenarios in groups and create freeze frames. The children will perform to the class and unfreeze to answer questions on their choices. <b>Plenary:</b> We will link back to the class charter and decide on appropriate rewards and consequences.</p>

Science	Topic (Geography)	Computing
<p><b><u>LI: To create a fact file about a minibeast and its habitat</u></b></p> <p>Children will see how many minibeasts they can name using their knowledge from the previous lesson. They will then watch a video all about minibeasts to build their knowledge further. The class will then discuss the different types of minibeasts and how this makes them invertebrates. They will then work in 2s and 3s to research a chosen minibeast to then create a fact file about it. They will use various websites to conduct their research.</p>	<p><b><u>L.I. To describe the human geography of a place</u></b></p> <p>This week, we will be exploring the day-to-day life and culture of the Inuit people.</p> <p>We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.</p> <p>The children will be creating a fact file.</p>	<p><b><u>LI: To describe how content can be added and accessed on the World Wide Web</u></b></p> <p>Children will analyse a website by looking at the key features of it. They will then create and add content to a website of their choosing, explaining what they would add and why</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.



illegal  
illegible  
illogical  
illiterate  
illicit  
irregular  
irrelevant  
irresponsible  
irrational  
irresistible

### 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:**

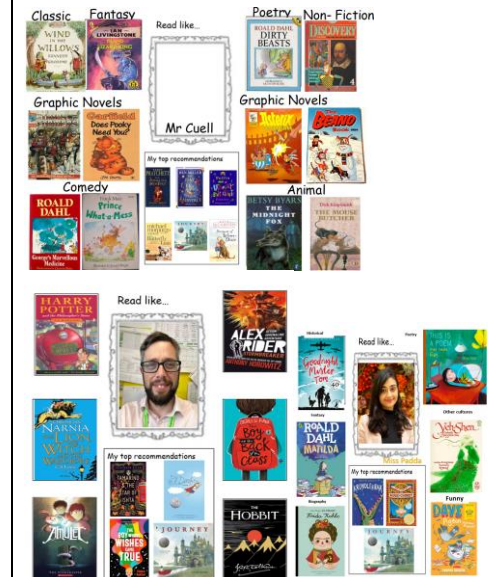


Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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 complete a 'Read like... (your name)' Book Poster. You will receive a template for you to write or copy and paste onto. It will provide a list of books that you enjoy or have enjoyed as a child, that you would recommend to others.



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