

Weekly Overview of Learning

Year Group: 4 **Week beginning: 6.1.2025**

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	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To use details from a text to visualise	LI: To compose a poem (cold write)	LI: To interpret figurative language	LI: To identify features of a text.	LI: To compare and evaluate poems
Key vocabulary and key questions	<p>Key Vocabulary: visualisation, image, description, adjective, noun, noun phrase, adverb, simile, metaphor</p> <p>Key Questions: -Why is descriptive language important in writing? -How does description help the reader build a mental image of the person/object/place? -Will all people visualise in the same way? Why?</p>	<p>Key Vocabulary: landscape, adjectives, location, describe, senses, nouns, poetry</p> <p>Key Questions: -What is the poet trying to achieve? -How many different types of poems can you recall? -What do writers focus on when describing? -What language do writers use when describing? -How can we use our previous learning to help us with today's task?</p>	<p>Key Vocabulary: figurative, literal, metaphor, idiom, simile, likeness, abstract, compare, personification</p> <p>Key Questions: -What is figurative language? -What different types of figurative language can you name? -What is the difference between a simile and a metaphor? -What is the purpose of a metaphor?</p>	<p>Key Vocabulary: feature, stanza, verse, purpose, personification</p> <p>Key Questions: -What features can you identify? -How would you define the poetry features? -What theme can you identify?</p>	<p>Key Vocabulary: compare, contrast, similar, difference, impact, purpose, audience, organisation, structure, features</p> <p>Key Questions: -What does 'compare' mean? -What does evaluation mean? -What language can we use to compare/ contrast? -What aspects of a poem should we consider when analysing?</p>
Activities	<p>Main task 1- Children read the poem (City Jungle- Pie Corbett) and identify any examples of descriptive language (all in the same colour as the focus is on language for visualisation as opposed to word class)</p> <p>Main Task 2- Children use evidence from the poem and their prior knowledge to visualise the image being described and draw it.</p> <p>Plenary: Class gallery- children walk around the room to view the images their peers visualised.</p> <p><i>Q. Is there anything they would like to add or alter about their own image?</i></p>	<p>Children will use the template on the word bank sheet to record things they might see, hear, smell and feel in Hounslow. They can choose 5 aspects of Hounslow (from the board or personal experience) that they will focus on in today's lesson.</p> <p>Main task: Using the word banks and ideas, generated in today's lesson, as well as the images provided, children will write a poem about Hounslow. This is a cold-write so no further support will be given but children will be reminded to apply skills and knowledge about poetry, previously acquired. They will be prompted to think carefully about structure and organisation, using previously read poems as a model.</p>	<p>We will explore metaphors and how they are used as a figurative/ stylistic feature of writing. https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr</p> <p>We will discuss how idioms and personification are also metaphors.</p> <p>Task 1: Match the metaphor to the correct 'non-literal' meaning. Match the metaphor with the picture.</p> <p>Main task 2- Highlight all of the metaphors in 'City Jungle'</p> <p>Main task 3- Using the scaffold provided (for some), write an interpretation of the metaphors that the poet has used.</p> <p>Extension: When poets use metaphors, what is the intended impact on the audience?</p>	<p>Discuss whether a good poem needs rhyme or not.</p> <p>Read a variety of poems with the children.</p> <p>Mini Activity- children match the feature definitions to the features.</p> <p>Help me: children mark the features of the poem titled 'from the balcony I can see..' A key is used for this which outlines a variety of poetic features.</p> <p>Show me: Children show and discuss what they think the purpose and audience of the poem is. Why has the poet used the features he has?</p>	<p>Children generate as many 'comparing and contrasting words' as they can.</p> <p>Many poems are written about the same topic. Pie Corbett's poem 'City Jungle', is a poem describing how he sees the landscape of the city.</p> <p>Today we will be reading another poem about the city landscape, by a different author (<i>The City by Charlie F. Kane</i>). We will be comparing them (noting the similarities and differences) and evaluating them (saying how good we think they each are and what we like/ dislike about them each).</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 6.1.2025**

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.

This week's reading focus: Reading Strategy 7 INFERENCE					
Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>To infer meaning through an image.</u>	<u>LI: To use background knowledge and text evidence to interpret events/actions.</u>	<u>LI: To use working memory and text clues to comprehend implied meaning</u>	<u>LI: To use text clues to identify characters' feelings/motives.</u>	<u>LI: To isolate textual details that are relevant to an inference.</u>
	Children look at a picture and answer a variety of questions based on this. Discuss how to give detailed explanations.	To think about familiar characters and how facial expressions and actions contribute to inferring feelings.	Children work through a series of 'cases' to solve as detectives by using the clues to use working memory to comprehend what the paragraph is talking about.	Children read through a variety of text and identify characters' feelings/motives.	Children read through a variety of texts, highlighting important parts that help with inference. Model how to do this beforehand.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: To practise our multiplication facts</u>	<u>LI: To develop our understanding of factor pairs</u>	<u>LI: To apply our knowledge of factor pairs</u>	<u>LI: To multiply by 10</u>	<u>LI: To multiply by 100</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> product, factors, factor pairs, multiples, times tables</p> <p><u>Key Questions:</u> How can you use arrays to help you find all the factors of a number? How do you know that you have found all the factors of ? How do arrays help you to see when a number is not a factor of another number? Which number is a factor of every whole number? Do factors always come in pairs? Do whole numbers always have an even number of factors?</p>	<p><u>Key Vocabulary:</u> product, factors, factor pairs, multiples, times tables</p> <p><u>Key Questions:</u> How does knowing the factor pairs of 8 help you to find an equivalent calculation to 7×8? For which number are you going to find the factor pairs? Which factor pair is the most helpful to solve the calculation? In what order are you going to multiply these numbers? Does it matter which factor pair you use?</p>	<p><u>Key Vocabulary:</u> multiple, decimal, ten times greater than</p> <p><u>Key Questions:</u> What do you notice when multiplying by 10? What is a placeholder? When do you use placeholders? What happens to the digits in a number when you multiply by 10? How can you use a place value chart to show multiplying by 10? What is multiplied by 10? What is 10 lots of ?</p>	<p><u>Key Vocabulary:</u> ten times, place value, place holder</p> <p><u>Key Questions:</u> What do you notice when multiplying by 100? How can you use multiplying by 10 to help you multiply by 100? What happens to the digits when you multiply by 100? How can you use a place value chart to show multiplying by 100? What is multiplied by 100? What is 100 lots of ?</p>
Activities	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	In this small step, children explore factor pairs. They learn that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are factors of the product. For example, $3 \times 5 = 15$, so 3 and 5 are factors of 15. 3 and 5 are also referred to as a "factor pair" of 15. They then generalise this	Today, children build on their knowledge of factor pairs from the previous step and use them to write equivalent calculations. For example, as 3 and 4 are a factor pair of 12, this means that 5×12 is equivalent to $5 \times 3 \times 4$ or $5 \times 4 \times 3$. Children explore equivalent calculations using different factors pairs, and then	Today, children explore multiplying by 10. They should understand that "10 times the size" is the same as "multiply by 10" Children use their understanding that 1 ten is 10 times the size of 1 one and 1 hundred is 10 times the size of 1 ten to support them. They recognise that	Today, children learn to multiply whole numbers by 100, understanding that this is the same as multiplying by 10 and then multiplying by 10 again.

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.

		further of a number is a whole number that divides into it exactly.	practise calculating with them to identify which factor pair produces the easiest calculation to complete mentally.	when multiplying by 10 the digits move one place value column to the left and zero is needed as a placeholder.	
--	--	---	---	--	--

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

Music	RE	PE
Music	RE	PE
<p style="text-align: center;"><u>Unit: Changes in pitch, tempo and dynamics</u></p> <p><u>L.I. To sing in two parts using expression and dynamics</u> During this lesson, pupils will be taught the track ‘The River is flowing’. The class will be split into groups and they will try singing in the round. The children will discuss why it is important to sing using expression and practise applying dynamics to their performance. To end the lesson, the children will discuss the following key questions: <i>What can you remember about singing?</i> <i>What do we need to think about when performing?</i> <i>How can we improve our performance?</i></p>	<p style="text-align: center;"><u>L.I: To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies</u> The children will complete a short quiz to see what they already know about this unit on beliefs and their importance to different people. Children will then match words with pictures linked to this unit of work and will think about what they might mean and which ones they have come across before. They will then see if they know any baby welcoming ceremonies from any religion that they have been to or they know about. They will then fill in a sheet about different baby welcoming ceremonies and then watch a video to help them complete the sheet. Finally, they will need to sort some cards with information on them into two groups based on whether they are about a specific ceremony or all ceremonies.</p>	<p style="text-align: center;"><u>Unit: Dance</u> <u>L.I: To create actions to move in contact with a partner or interact with a partner.</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 dance with the children. This half term the children will be learning, practising and performing a Chinese Dance.</p> <p style="text-align: center;"><u>Unit: Swimming</u> <i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>L.I: To develop independent movement and submersion</u> <u>L.I: To develop positioning and breathing techniques when using a variety of strokes</u> Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
Art	Spanish	PSHE
<p style="text-align: center;"><u>L.I: To explore and appraise the work of a historical artist</u> In this lesson, the children will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>They will begin by doing a short quiz based on the unit which will be repeated at the end of the unit too.</p>	<p style="text-align: center;"><u>Unit: La Clase</u> By the end of this unit, children will be able to: - 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> <p style="text-align: center;"><u>Lesson 1</u> <u>L.I: To recall the nouns and articles/determiners for six common classroom objects</u></p>	<p style="text-align: center;"><u>Unit: Dreams and Goals</u></p> <p><u>L.I. To discuss how it feels to have hopes and dreams</u> For the first lesson of the term, our key discussion point will focus on how it feels to have hopes and dreams for the future. We will consider what makes a dream realistic and attainable, and what it means to be resilient. We will explore the text ‘Salt in His Shoes’ by Delores Jordan and identify what lesson the book aims to teach. The pupils will draw a dream of their own and write a paragraph to describe how they can persevere to reach it one day.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 6.1.2025**

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.

Science	Topic (History)	Computing
<p><u>Unit: States of Matter</u> 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 review the key aspects of the water cycle</u> <u>L1: To know the key aspects of the water cycle</u> Before we explore the world of the Water Cycle, during this term, let's take a moment to think about what we may already know about the water cycle. <i>What would you like to find out about the water cycle?</i> They will record their response on KWL chart and add to them throughout the unit.</p> <p>This week, the children will explore what we mean by 'cycle' (there is no beginning and no end) and begin to learn about the different parts of the water cycle. They will create their own water cycle diagram, using the correct headings. Some children will be given descriptions to go with each heading; those who need a challenge will be asked to add their own descriptions.</p>	<p><u>Unit: The Shang Dynasty</u> <u>L.I. To ask questions and reflect on prior knowledge</u> <u>L.I. To compare two periods in history</u> For this lesson, the children will first review their prior knowledge of the Shang Dynasty era and then proceed to read through fact sheets and using a highlighter, they are to identify any facts about the following topics: food jobs family life school entertainment art</p> <p>The children will then present their research by either: Using the scaffold to help them organise their ideas Making a T Chart Using comparative words (although, even though, similarly, in comparison, in contrast to) to write a paragraph to compare 3 of the topics.</p>	<p>This term, the children will be learning how to create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p><u>L.I. I can use a template to draw what I want my program to do</u> In this lesson, pupils will create algorithms (a set of instructions in the correct order) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot</p>

Year Group: 4 **Week beginning: 6.1.2025**

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.

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
------------------------------	-------	---------------------------

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.



accept
except
effect
affect
aloud
allowed
weather
whether
whose
who's



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:



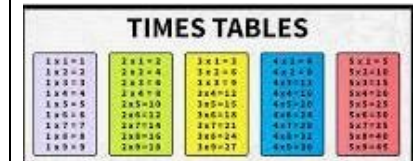
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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.

