

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 6.5.2024**

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English	Monday	Tuesday	Wednesday	Thursday
<p><b>Key vocabulary and key questions</b></p>	<p><b>MAY DAY</b></p>	<p><b>LI: To compose a historical narrative (Cold Write</b></p> <p><b>Key Vocabulary:</b> structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>- What are the main parts of a story?</li> <li>- What information do we expect to find in each section of a story?</li> <li>- What is the story pattern for 'Escape from Pompeii'?</li> </ul>	<p><b>LI: To summarise a text (Story Map)</b></p> <p><b>Key Vocabulary:</b> events, skim, retrieve, orders, connections, importance, summarise.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-What does summarise mean?</li> <li>-What skills do we use when we summarise?</li> <li>-When summarising a story, why is chronological order important?</li> <li>-When we summarise, do we need to include superfluous information?</li> </ul>	<p><b>LI: To explain the meaning of words, using context clues from the text</b></p> <p><b>Key Vocabulary:</b> vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-How do we deduce the meaning of words from a text?</li> <li>-How does our existing knowledge play a part in this activity?</li> <li>-What different ways might a vocabulary question be asked?</li> </ul>
		<p><b>Activities</b></p>		<p>Children will be shown images from Roman Britain. With a partner, they will list as many things as they can identify. After feeding back their ideas, they will be shown the correct names of the places and objects and what they were used for. By the end of the unit, we will have used the features of historical fiction (identified in 'Escape from Pompeii') to write our own Roman Story. Today, we will give this a go. <i>KQ: What makes a good story?</i> Recap previous learning about the structure of stories, the sort of language that is used to engage the reader and develop characters and plot. Children will be introduced to their characters (on screen) and will select names for their characters.</p> <p><b>Main Task:</b> Children use the information given, the pictures and the word banks to complete their task. This is a cold write and will be completed on blue paper. From this task, teachers will set the targets for the rest of the unit.</p> <p><i>Children write the setting for a story set in Roman Britain, 100 AD. Their characters are Roman Children whose parents make pottery and sell it.</i></p>

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This week's reading focus: <b>Reading Strategy</b>					
Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	May Day	<p><b>LI: To select a suitable strategy when inconsistency occurs</b></p> <p>Firstly, we will recap what is meant by 'comprehension breakdown'. Then we will identify as a class, strategies that we can use to fix this and present these ideas in a mind map.</p>	<p><b>LI: To select a suitable strategy when inconsistency occurs</b></p> <p>In this lesson, we will look at examples of sentences or paragraphs where we may encounter a word we haven't seen before. We will look at ways to work out what this word means.</p>	<p><b>LI: To reconstruct information in a concept map</b></p> <p>We will explore what a concept map is and look at different examples. We will then discuss how these could help us in different situations when our comprehension breaks down.</p>	<p><b>LI: To reconstruct information in a concept map</b></p> <p>Building on from last lesson, the children will be given a text with some unfamiliar words and terms. They will then use a concept map to help them comprehend this information and present it in a different way.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<b>May Day</b>	<p><b><u>LI: To add with money using calculation methods.</u></b></p>	<p><b><u>LI: To subtract with money using calculation methods.</u></b></p>	<p><b><u>L.I: To practise our multiplication facts</u></b></p>	<p><b><u>LI: To calculate change.</u></b></p>
		<p><b>Key Vocabulary</b> Add, partition, estimation, pence, pounds.</p> <p><b>Key questions</b> How many pounds are there altogether? How many pence are there altogether? How can you use partitioning to help with the calculation? How can a number line help you to add/subtract the amounts? Are you going to count on or count back on the number line? Does it matter which method you use? Do you need to exchange any pounds for pence? How can you use estimation to check your calculation?</p>	<p><b>Key Vocabulary</b> Subtraction, partition, estimation, pence, pounds.</p> <p><b>Key questions</b> How many pounds are there altogether? How many pence are there altogether? How can you use partitioning to help with the calculation? How can a number line help you to add/subtract the amounts? Are you going to count on or count back on the number line? Does it matter which method you use? Do you need to exchange any pounds for pence? How can you use estimation to check your calculation?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p><b>Key Vocabulary</b> pounds, pence, pennies, penny, convert, 100, difference, change given/received</p> <p><b><u>Key Questions</u></b> How many pennies are in a pound? What is the most efficient way to work out the change? Can you estimate how much you should receive?</p>
Activities		<p>Children extend their learning from last year's adding of money to include multiplying with money, which is developed further in the next step. Although children are not expected to formally add decimals in Year 4, informal methods such as partitioning and number lines can be used to support them when calculating with money. A part-whole model allows them to partition an amount into pounds and pence and then add the pounds and pence separately.</p>	<p>Children will extend their learning to include dividing with money, which is developed further in the next step. Although children are not expected to formally subtract decimals in Year 4, informal methods such as partitioning and number lines can be used to support them when calculating with money. A part-whole model allows them to partition an amount into pounds and pence and then subtract the pounds and pence</p>		<p>Children convert between pounds and pence using the knowledge that £1 is 100 pence. They group 100 pennies into pounds when counting money. They apply their place value knowledge and use their number bonds to 100. Children solve a problem involving converting pounds to pence and vice versa - 'Who is offering the best deal?' Children will solve problems working</p>

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			<p>separately. A number line is a useful representation for children to count on, or to count back, in order to calculate the difference between two amounts.</p>		<p>out the change they should receive from various problems. <b><i>If you could add your own part to this problem, what would it be?</i></b></p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music	RE	PE
<p><b><u>LI: To develop and transpose a musical motif.</u></b>  <b>Warm up</b> - Remind the children that a motif can change and develop throughout a piece of music. Play 'Beethoven's fifth symphony' Challenge the pupils to find the motif in the music. Explain to the children that they are going to develop the motifs.  <b>What is a motif?</b>  <b>What other words describe a repeating pattern?</b>  <b>Is it always the same, or can it change?</b>  <b>Transposing the motif</b>            Explain to the children that 'transposing the motif' means starting on a different note. This means that the notes that follow the first note will also need to be changed accordingly.  <b>Changing the motif</b>            Referring to 'Beethoven's fifth symphony' remind children how motifs can be played around with in different ways:            Change the rhythm of their motif.            Reverse the pitch of their motif.            Children will make their own change to their motif – which might be changing one rhythm, or one note, or both.  <b>Plenary</b> - Ask a selection of pupils to perform their motif developments to the class and ask the rest of the class to give feedback to each other by answering the question:  <b>Which of the developments were the most successful, and why?</b></p>	<p><b><u>L.I. To be able to name and explain the meanings of Jewish symbols</u></b>             In this lesson, we will explore the different symbols within Judaism. We will look at what they are, how they are used and why they are important to Jews.             The children will then complete a matching activity, where they match each symbol to its definition and representation. They will then get the opportunity to design their own Hamsa, choosing patterns they feel are appropriate and important to themselves.</p>	<p><b>Dance every Tuesday</b>            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.  <b><u>LI: To remember and repeat actions, using dynamics to clearly show different phrases.</u></b>   <b>Every Friday - Swimming</b>            The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>

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Art	Spanish	PSHE
<p><u>L1: To plan an art piece</u> <u>L1: To make design choices</u></p> <p>This week, the children will be planning their mosaic picture with labels and then starting to make it.</p> <p>The children then follow these steps today:</p> <ol style="list-style-type: none"> <li>1. Spread a thin layer of glue on the board.</li> <li>2. Glue the mosaic tiles according to the template or create your own design.</li> <li>3. The stones can be cut with scissors and tile nippers (an adult MUST help you with this)</li> <li>4. Leave to dry</li> </ol>	<p><u>L.I: To learn about some famous Roman inventions.</u></p> <p>Go through Language Angels PPT.</p> <p>TASK 1- Go through language angels slides and complete True and false activity as a class.</p> <p>TASK 2- Complete the word search</p>	<p><b><u>L.I. To know how to stand up for myself and how to negotiate and compromise</u></b></p> <p>This week, the children will focus on how to stand up for themselves and how to negotiate and compromise. The children will firstly complete the task of rearranging themselves into order of their birthdays, alphabetical order using sign language. The children will complete the sentence ‘A friend is someone who can...’ using a positive or negative statement. The teacher will show the children the ‘Make friends, break friends’ scenarios and they will talk through the situation in role as the characters. The main discussion for this section of the lesson is trying to solve and mend friendship.</p> <p><b>Key Questions</b></p> <p>What are the positive things about having friends? Are there any negative things about friendships?</p>

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Science	Topic (History)	Computing
<p><b><u>LI: To explore how sounds change over distance.</u></b>  <b><u>Warm Up</u></b> – Guess the sound, children will listen to an assortment of different sounds and record what they think it is.            Children will learn that sound gets quieter as the distance between the sound source and your ear increases. Sound travels as vibrations and the further they must travel the more the particles vibrate.            Main Task            How does a telephone work?            Children will be asked to make a talking telephone using paper cups and string with their partner and test it out. They will be asked to test their telephones out at various distances and discuss what they have discovered.  <b><u>Plenary</u></b> – True or False            If you tie a knot in the middle of your piece of string it would stop the vibration travelling along the string.</p>	<p><b><u>L.I. To describe key aspects of an ancient civilisation.</u></b>            Children learn about who the Celts were and why this is important in the context of Roman Britain.            Go through teaching slides and look at different aspects of Celtic life.  <b><u>Task:</u></b> create a fact file about the Celts who lived in Britannia, Caledonia and Hibernia (the Britons, The Picts and the Gaels) before the Romans invaded.            Include information about:  <ul style="list-style-type: none"> <li>•Where each group lived</li> <li>•How society was structured.</li> <li>•Religious Beliefs</li> <li>•Culture and traditions</li> </ul> <b><u>Challenge:</u></b> Compare and contrast the Celtic way of life with that of the Romans. What aspects of Celtic life might the Romans have found shocking?</p>	<p><b><u>LI: To modify an infinite loop in a given program</u></b>            In today’s lesson, the children will be modifying (changing) the code for the black shark sprite. They will use the Scratch project ‘Catch the shark’ and they will be asked to predict and test the following changes to the black shark sprite.  <b><i>What will happen when they change the wait time at A or B?</i></b> Children will be asked to test their predictions by changing the values in the <b>wait</b> blocks.            We will discuss how changing the <b>wait</b> block will affect the game. Too fast might make the game too hard, and too slow might be too easy. You may want to vary the wait time so that the sprites do not all appear together.  <b><i>What will happen if they replace the forever loop at C with a count-controlled loop?</i></b> Children will test their predictions by swapping the loops.  <b><i>How many times does the loop have to repeat to make sure that the game still works?</i></b>            Discuss which type of loop is more effective here. Explain that using a <b>forever</b> loop is more effective because a count-controlled loop may mean that the shark stops appearing while the game is still running.</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.



exit            expel  
extend    external  
explode    exterior  
excursion    exclaim  
exchange    export

### 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

Science:

We have been learning about sound. We would love for you to put together a piece of work (poster, model, diagram etc) that demonstrates the difference between volume and pitch.

Top Tip:

Think about our sound waves from the lessons.

