

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 1<sup>st</sup> July 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To identify the themes and conventions of a text</b>	<b>LI: To identify how authors use language to convey meaning</b>	<b>LI: To infer meaning from a text to answer questions</b>	<b>LI: To write sentences in the present tense</b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> <i>vocabulary, compare, experiences, clues, connections, existing knowledge, predict</i></p> <p><b><u>Key Questions:</u></b> -What does 'connections' mean? -How do our observations help us make connections? -How does our prior knowledge about topics help us? -In what way do the connections we make help us pose questions about a text and make predictions?</p>	<p><b><u>Key Vocabulary:</u></b> <i>clause (subordinate, main, embedded, relative), fronted adverbial, parenthesis, noun phrase, simple, complex, compound.</i></p> <p><b><u>Key Questions:</u></b> -How many different types of sentences can you name? -How are commas used in a multi clause sentence? -What is the difference between a relative and subordinate clause?</p>	<p><b><u>Key Vocabulary:</u></b> <i>inference, prior knowledge, meaning, intent, opinion, thoughts</i></p> <p><b><u>Key Questions:</u></b> -What does inference mean? -What strategies do we use, when we infer? -How can we use words and phrases from a text to answer questions about our own opinions?</p>	<p><b><u>Key Vocabulary:</u></b> <i>events, tense, verbs, suffix, past, present, subject-verb-agreement.</i></p> <p><b><u>Key Questions:</u></b> <i>What tense do we use when events have already happened/ are happening/ will happen? What word class/es are affected by change of tense? How do we change verbs into their present tense form? Do all verbs follow the same rule?</i></p>
<b>Activities</b>	<p>On screen, Children see the image from the cover of their new class text, 'The Pebble in my Pocket' (without the title of the book being revealed. Once the book title has been revealed, class will discuss where the book might be set. How do we know? What do we imagine the book will be about? How do we know?</p> <p><b><u>Main task:</u></b> Class to take turns reading the book (led by the teacher). Children complete the 'making connections' worksheet, as they read through 'The Pebble in my Pocket', summarising the connections they make.</p> <p><b><u>Challenge:</u></b> What genre is the book? In what way is this story similar/ different to other books you have read?</p>	<p><b><u>Main task:</u></b> Children listen to the audio version of 'The Pebble in my pocket' and complete the table, collecting examples of the language (parts of speech) and phrases they hear.</p> <p><b><u>Extension:</u></b> Children can select 1 word or phrase from the text and create an illustration for it on the template given. These to be displayed in the working wall.</p>	<p>Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers.</p> <p>Teacher models doing this, using the success criteria and children have a go, before doing their main activity.</p> <p><b><u>Main task:</u></b> Children complete the worksheets their group has been allocated, regarding the vocabulary from 'The Pebble in my pocket'.</p> <p><b><u>Extension:</u></b> On cards, children write their own definitions of the vocabulary explored in today's lesson. These will be added to the working wall (and subsequently, teacher will use these to create the vocab book for this text).</p>	<p>Today, children will revise the present tense and complete various activities based on this.</p>

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**This week's reading focus: Reading Strategy 5 – Monitoring comprehension**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>To identify when a text doesn't make sense.</b>	<b>To explore word meaning (homophones/homonyms).</b>	<b>To explore idioms and their meanings.</b>	<b>To explore the context of a text (historical).</b>	<b>To explore formal language.</b>
	<p><u>Starter:</u> In today's lesson the children will start the lesson by identifying things that do not make sense within the picture they are given.</p> <p><u>Main Task:</u> Children will be given a text called 'The Oracle', they will be asked to monitor their comprehension by adding symbols to show what they understand, What confuses them, What section of the text they think is the most important, The new thing they learnt from the text.</p> <p><u>Plenary:</u> Children will discuss what they have written, we will discuss why we might have different answers.</p>	<p><u>Starter:</u> children will be given dictionaries and asked to find the definitions for the words Homonyms Homophones</p> <p><u>Main Task:</u> The main activity will be divided into 2.</p> <p><u>Activity 1</u> - Children are choose 2 out of the four homonyms and write 2 different sentences that highlight the different meanings of word they choose, underlining that chosen word.</p> <p><u>Activity 2</u> – children to identify the homophones within a paragraph and swap in the correct one.</p> <p><u>Plenary:</u> Children will recall some of the homonyms and homophones and record them in their toolkits to use at a later time.</p>	<p><u>Starter:</u> Children will be shown a picture of the IWB and they are to explain what is happening in the picture.</p> <p><u>Main Task:</u> We will look at what an idiom is and children will be given different idioms and they will be asked to explain the meaning of each one.</p> <p>For the main task the children will be asked to complete the idiom</p> <p><u>Ext</u> – children need to choose on and explain its meaning.</p> <p><u>Plenary:</u> As a class we will discuss the meaning of each idiom and try putting them into context.</p>	<p><u>Starter:</u> On the IWB, children be asked to read the test and share the questions that they would ask based on it.</p> <p><u>Main Task:</u> The children are going to listen to an extract from History Hackers: Roman Rescue read by their teacher. They will record any unfamiliar words they hear.</p> <p><i>What unusual words did you hear?</i> <i>What do you think they mean?</i></p> <p>They will have the text read to them again but this time they will have pictures to accompany the test. Children are to write down the modern definition for the words on their list.</p> <p><u>Plenary:</u> What historical clues did you use to help you?</p>	<p><u>Starter:</u> Children will be shown a picture and the children need to identify the movie title from the picture cues.</p> <p><u>Main Task:</u> Children will learn what formal language is. Together as a class, children will be asked to change the informal language on the IWB to its formal term. As a class, we will read a letter written informally and they will help me to write a formal letter of complaint to the company.</p> <p><u>Plenary:</u> <i>How many will you get right?</i> Children will test their knowledge by playing a game.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I. To identify angles (right angle, obtuse and acute)</b>	<b>L.I. To order and compare angles</b>	<b>L.I. To recognise the properties of a triangle</b>	<b>LI: (Online) To recognise horizontal and vertical lines L.I. To identify the properties of a quadrilateral</b>	
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary</b> Angle, obtuse, acute, right angle, turn</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is an angle?</li> <li>• What type of angle is created by a quarter turn?</li> <li>• What type of angle is created by a turn less than a quarter turn?</li> <li>• What type of angle is created by a turn that is greater than a quarter turn, but less than a half turn?</li> <li>• What type of angle is made by this turn?</li> <li>• Are all right/acute/obtuse angles the same amount of turn?</li> </ul>	<p><b>Key Vocabulary</b> Angle, acute, obtuse, right, greatest, smallest</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is the difference between an acute and an obtuse angle?</li> <li>• What type of angle is this? How do you know?</li> <li>• Which of these two angles is greater? How do you know?</li> <li>• Are all acute angles less than obtuse angles? Why/why not?</li> <li>• How can you work out which angle is the greatest/smallest?</li> <li>• Does the length of the arms of the angle make a difference to the amount of turn? Why/why not?</li> </ul>	<p><b>Key Vocabulary</b> Triangle, properties, equilateral, isosceles, scalene</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are the properties of a triangle?</li> <li>• How many equal sides/angles does this triangle have?</li> <li>• Why is this a triangle? Why is this not a triangle?</li> <li>• What type of triangle is this?</li> <li>• What is the difference between a(n) triangle and a(n) triangle?</li> <li>• If one side of an equilateral triangle is long, what is the perimeter of the triangle?</li> </ul>	<p><b>Key Vocabulary</b> straight, horizontal, vertical, slanted</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a horizon?</li> <li>• How can this help us remember a horizontal line? What does a vertical line look like? How do we recognise these lines within shapes?</li> </ul>	<p><b>Key Vocabulary</b> Quadrilateral, properties, right angle, parallel, perpendicular</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is a polygon?</li> <li>• What does "quad" mean? What is a quadrilateral?</li> <li>• What is the difference between these two quadrilaterals?</li> <li>• How many right angles are there?</li> <li>• Does the quadrilateral have any pairs of equal/parallel sides?</li> <li>• What are the properties of this quadrilateral?</li> <li>• What is the same/different about a rectangle and a square?</li> <li>• What is the difference between a rhombus and a parallelogram?</li> </ul>
<b>Activities</b>	<p>Children learnt about right angles being quarter turns in Year 3. In today's lesson, they also classify angles as acute and obtuse. This is the first time that children have encountered these words, so time should be spent exploring them fully. Show that when a turn is completed, an angle is created. For a quarter</p> <p>This angle is called a right angle. Explain that any angle that is less than a right angle is called an acute angle. Model different examples of acute angles, the greatest of which is only slightly less than a right angle. Then show that an angle greater than a right angle, but less than a half turn, is called an obtuse angle. A right-angle finder can be a useful support for children in identifying acute and obtuse angles accurately. At this stage, children do not need to explore reflex angles or use degrees as a measure of turn.</p>	<p>In this small step, children continue to explore angles as a measure of a turn by comparing and ordering angles. Begin by recapping acute, right and obtuse angles. Children should see that a right angle is a greater angle than any acute angle, and any obtuse angle is greater than a right angle. They identify different types of angles, and use this information to compare and order the angles. They then move on to comparing two angles of the same type. Model how to show which angle between two acute angles is greater. This can be done by inspection, by adding in extra lines or by comparing each angle to a right angle to see which is closer. Children order sets of angles from smallest to greatest; they may choose to group the angles by type before making further comparisons. They also draw angles that are greater or less than given angles.</p>	<p>In this small step, children explore different types of triangles. Children begin by looking at examples and non-examples of triangles to help them summarise the characteristics of a triangle: a closed, 2-D shape with three straight sides. Children then consider the properties of different types of triangles: if all three sides have different lengths, the triangle is scalene; if two sides are the same length, the triangle is isosceles; if all three sides are equal, the triangle is equilateral. This is the first time that children will have encountered these words, so it is important to revisit them regularly. They could also explore right-angled triangles as another type of triangle. Children also learn that the number of equal angles in a triangle is the same as the number of equal sides.</p>	<p>Children identify and find horizontal and vertical lines in a range of contexts. They identify horizontal and vertical lines of symmetry in shapes and symbols.</p> <p>We will discuss:</p> <p>What can you use to help you remember what a horizontal line looks like? (The horizon) Can you see horizontal and vertical lines around the classroom? What do we call a line that is not horizontal or vertical? Which shapes/symbols/letters have a horizontal/vertical line of symmetry? Which have both? Can you draw your own shape that has a horizontal and vertical line of symmetry?</p>	<p>In this small step, children explore different types of quadrilaterals. Children identify quadrilaterals from a selection of shapes. Initially, they may only see squares and rectangles as quadrilaterals, so explore a range of different quadrilaterals with different properties. Children may need to recap Year 3 learning about parallel and perpendicular lines. The names for the different quadrilaterals will need revisiting to become firmly embedded, so whenever possible use them in other areas of the curriculum or in other subjects.</p> <p>By the end of this step, children should be able to distinguish between a trapezium, a rhombus and a parallelogram as well as the familiar square and rectangle. Using geoboards or squared paper and drawing the shapes in different orientations will help children to identify what the shapes have in common and what is different about them.</p>

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Music	RE	PE
<p><b>Samba and carnival music and instruments</b>  <b><u>To perform rhythmic breaks within the samba piece</u></b>            In this week's lesson, the children will take part in a call and response clapping activity focusing on crotchets and quavers.  <b><u>Warm Up</u></b> - They will firstly clap the activity and then voice the rhythms.  <b><u>Main Task</u></b> - Next, the children will practise the breaks they composed from the previous lesson and ensure that they can play in unison. Then the groups will have a go at playing in the correct order, i.e. all the rhythms playing together when it says all and then the other rhythms playing their breaks. The shakers should continue to shake their instruments throughout the activity.  <b><u>Plenary</u></b> - The children will take part in a discussion following the group performance to evaluate their playing.</p>	<p><b><u>To consider why some Jewish and Muslim people learn the language of their scriptures.</u></b></p> <p>Still on our topic of scripture, the children will read anecdotes from other children, who share their experience of written scripture within their religion. We will then discuss:            Do any Muslim and Jewish people commonly speak, read or recite the language of religious scripture?            If it is not their first language, where might they go to learn the language of their religious scripture?            Who might be responsible for teaching the ancient language of their religious scriptures?</p>	<p><b><u>Gymnastics every Thursday</u></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 gymnastics with the children.  <b><u>L1: To develop the straight, barrel, forward and straddle roll.</u></b>            In gymnastics this week the children will be taught the different types of rolls that are performed, these include barrel rolls which will require children to change their shape from a dish to an arch using their core strength. They will also practise straddle rolls and forward rolls. Children will try to stand up with their feet together and without using their hands.</p> <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b></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><b><u>L1: To select appropriate materials and tools to make a product, safely</u></b>  <b><u>L1: To produce a step-by-step plan</u></b>            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><b><u>L1: To ask and answer the question ¿qué quieres desayunar?</u></b></p> <p>Children continue with storyboards from last lesson and learn how to answer the basic question of what would you like for breakfast.</p>	<p><b><u>PSHE - L.I. To identify achievements and goals</u></b></p> <p>We will discuss the word 'hope' and what it means to us. We will then think back and remember the hopes and dreams we had for this year and whether we have/have not achieved any of them.</p> <p>The children will be creating a postcard to 'send' to someone else, telling them all the positive things they hope for their future.</p>

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Science	Topic (Geography)	Computing
<p style="text-align: center;"><b>Electricity</b></p> <p><b><u>LI: To explain how a switch works in a circuit, build switches and report my findings.</u></b></p> <p><b><u>Introduction</u></b> - Children match pictures of different types of switches with their names. They investigate the switches in the classroom and consider why these types are used.</p> <p><b><u>Activity</u></b> - Teacher explains and models how to make four different types of switches. In groups, children predict which type of switch will allow a circuit to be broken and reconnected the fastest and the slowest. They make each type of switch in turn and time how long it takes to break and reconnect the circuit. They repeat and record both the times taken. Each group reports their findings back to the class. They discuss which type of switch was fastest and slowest to break and reconnect the circuit and why.</p>	<p>Online Learning</p> <p><b><u>L.I: To compare the Geographical features of 2 countries</u></b></p> <p>Project based task where children compare Italy to the UK. Prompts given to aid children’s learning as well as fact sheets. They can represent their work however they wish e.g. in a T chart, Poster or presentation.</p>	<p style="text-align: center;"><b>Data and Information – Data Logging</b></p> <p><b><u>LI: To use data collected over a long duration to find information (Analyse data)</u></b></p> <p><b><u>Warm Up - Finding things out</u></b> - Introduce the idea of data being saved so that it can be shared with other people.</p> <p><b><u>Main Tasks - Importing data</u></b> - Outline the experiment ‘The cup contained very hot water. A temperature probe (sensor) was connected to the data logger and placed in the water. The temperature of the water was recorded for five hours.’</p> <p><b><i>What happens to hot things if they are left to stand?</i></b></p> <p><b><i>What might the data logger graph look like?</i></b></p> <p>Children will be given time to look through the data collected from conducting the experiment.</p> <p><b><i>How has the data changed?</i></b></p> <p>Outline the questions, and allow them time to use the software to find answers to the questions.</p> <p><b>Plenary - Finding information</b> - Remind children that during this lesson, they have used graphed data and tabular data to find answers.</p> <p>What difference do you think using a computer makes to this process?</p> <p>This is linked to temperature in the classrooms and other locations in the school.</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?!

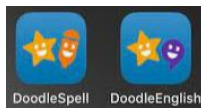


Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into

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.



regularly    probably

occasionally    possibly

frequently    certainly

usually    maybe

rarely    perhaps

### 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: **Design your own Sports Day.**

What events would you have? What are the rules? How would you lay out the field in Lampton? How can you make sure there are different events showing different skills so that each child can achieve? What are the rewards? What are the timings and bases? Who would staff each base?

Enjoy and Good Luck!

