

Weekly Overview of Learning

Year Group: 4 **Week beginning: 2nd October 2023**

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 – Cold Write	Wednesday	Thursday	Friday
	LI: To identify and classify nouns	LI: To write a narrative	LI: To make connections to a text	Grammar, Punctuation and Spelling	LI: To scan a text to find information
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> <i>nouns, person/s, place, things, common, proper, collective, abstract</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is a noun? • What are the different types of nouns? • How do we know if a noun is a proper noun and that we must use a capital letter? • What is an abstract noun? • When might collective nouns be used? 	<p><u>Key Vocabulary:</u> <i>purpose, genre, structure, vocabulary, ideas, plot, characters, setting, paragraphs, punctuation, sentences</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is a narrative? • What narratives have we read? • What ‘portal stories’ do we know? • How could our class novel give us ideas? • What tense should a narrative be written in? 	<p><u>Key Vocabulary:</u> <i>vocabulary, compare, experiences, clues, connections, existing knowledge, predict</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • 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>Children will have an short activity so that we can see what the children know and can do well, and what they need to learn/practise over the coming term.</p>	<p><u>Key Vocabulary:</u> <i>skim, scan, importance, isolate, retrieve, copy, match, circle, underline</i></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • 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?
Activities	<p>Today, we will recap what nouns are (person, place and thing). We will discuss the different types of nouns that tell the reader different things (common, proper, collective and abstract). We will identify some nouns and classify them together.</p> <p><u>Main Task:</u> Children complete their worksheet activity on nouns, using the correct nouns as specified and classifying them.</p> <p><u>Extension:</u> In the book you are reading, what nouns can you find? Complete the classification table with examples that you find.</p>	<p>Today, children will write a story set in an imaginary world, on blue paper. Teachers will use these as a baseline assessment and to set writing targets for the unit.</p>	<p>Today, we will introduce our new class text ‘Imelda and the Goblin King’. What do you think the book may be about based on the front cover? What does ‘Goblin’ mean? Are goblins deemed good or bad (class vote)? What type of books are goblins usually found in? (book to book). What does a goblin look like? (book to self- short drawing activity). What does this make us imagine the book will be about? How do we know? Together, we will use reading strategy 1 and prior knowledge to make connections to self, other texts previously read and the world around us.</p>		<p>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.</p>

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Reading strategy: 4 – VIP words.

Are there any ideas that don't fit together (because of contradictions, ambiguous references, misleading topic shifts)?
 Is there any information missing or not clearly explained?
 What questions can I ask?
 Why is it important to ask and answer questions about a text?
 What strategies will I use to help me understand?

	L.I. To identify when a text doesn't make sense	L.I. To recognise inconsistencies within a text	L.I. To evaluate the impact of the inconsistencies in reading text	L.I. To form questions about a text	L.I. To answer questions about a text
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To round to the nearest 100	L.I: To round to the nearest 1,000	L.I: To solve problems involving rounding to the nearest 10, 100 and 1,000	Children will go through some questions related to our learning so far on number and place value. We will go through the answers together, aiming to clarify any misconceptions that children may still have.	L.I: To practise our multiplication facts Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
Key vocabulary and key questions	<p>Key Vocabulary: round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p>Key Questions: Which multiples of 10 are either side of...? 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>Key Vocabulary: round, look at the tens, round the hundreds, in between, multiples of 100, either side, nearest 100</p> <p>Key Questions: 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>	<p>Key Vocabulary: reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p>Key Questions: What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>		
Introduction and activities	<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>	<p>Today, we will practise rounding to the nearest 10, 100 and 1,000. We will use number lines and then look at word problems based on real-life situations. We will discuss what is the same and what is different when rounding numbers to the nearest 10, 100 or 1,000. We will aim to ensure that children understand that when asked to round to a given amount, they need to look at the place value column to the right of that of the required accuracy to decide whether to round to the previous or next multiple. We will also discuss when each degree of accuracy is more appropriate.</p>		

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

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Music	PE
<p>L.I. To create musical rhythms using body percussion</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>PE – continuation for further development from last week’s skills</u></p> <p>L.I. To develop technique and control when jumping, hopping and landing. 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>Warm up and Intro Children to talk to a partner and decide on an example from another activity or an example from day to day life where they would use a jumping and landing skill? E.g. In netball when jumping for an interception. In gymnastics, when performing a star jump. In athletics when performing a long jump. In football when jumping to head a ball. Jumping from play equipment or off a wall. Share some ideas with the group. 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. Repeat the game until a few children are left. Bend your knees to spring off from two feet. Bend your knees on landing. Repeat the game, this time with hopping, one foot to the same foot. Use your non-hopping leg to help to propel you forward</p> <p>Task 1: 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>Skills development 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. Share ideas with the class. Bending knee or knees before take-off to allow your body to spring forwards. Swinging your arms to provide momentum. Pushing your hips forwards as you take off. In hopping, using your non-hopping foot to propel you forwards. Each group needs three cones, one cone for each child. Explain to the children that first of all, 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. This means that they cannot take any extra steps, they must jump from two feet and land with two feet. Allow the children a moment to explore this before repeating the task and ask them to share how they were successful or unsuccessful at sticking their landing. Were they able to stick their landings? For a successful landing, sink low on your landing by bending your knees and pushing your bottom backwards. Keep your chest upright and swing your arms in a downwards direction past your bottom. Put your heels down to give you a bigger surface area to land on. Repeat b and c but with hopping. Practise on both feet. The landing for a hop without taking extra steps or placing their other foot down is tricky. Encourage the pupils to sink low and squeeze their muscles to help them to balance.</p> <p>Cool down 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>Swimming will be delivered on Friday, by qualified instructors. This week will be looking at the routines and expectations of each swimming group.</p> <p style="text-align: center;"><u>Swimming</u></p> <p>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors. This week we will be looking at the routines and expectations of each swimming group.</p>
<p style="text-align: center;">Art</p> <p>LI: To apply inspiration from other artists and use appropriate techniques in a piece of work</p> <p>Starter: As we discussed in the last lesson, Inuit art often is used on Souvenirs from the Polar regions.</p> <p>KQ: What inspiration could we take from these Inuit Art calendars, to produce our own souvenirs, featuring our art work, in the style of Kananginak Pootoogook?</p> <p>Watch me/ help me/ show me: Today, we are going to produce the final versions of our Inuit art, inspired by Kananginak Pootoogook. We will produce these on cartridge paper and then transpose them onto a calendar template to produce our own Inuit art Calendar for 2022.</p> <p>Main task: Children produce their final and improved image of an arctic scene in the style of Kananginak Pootoogook and then, using the template provided, create their 2022 calendar.</p>	

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RE	PSHE/Spanish	PSHE
<p>L.I. <u>To learn about the life of Buddha</u> In this lesson, the children will be re-introduced to the religion Buddhism. The children will recap what they know, and say what they would like to know. They will recap briefly the story of Siddartha Gotama who was not a God but became known as Buddha.</p>	<p style="text-align: center;">Unit: Me presento</p> <p><u>Unit Objective:</u> To say your name, age, how you are feeling and where you live in Spanish</p> <p>By the end of this unit, we will be able to: · Count to 20 in Spanish · Ask somebody how they are feeling, their age, name and where they live in Spanish · Say how we are feeling, how old we are, what our name is and where we live in Spanish · Apply rules of adjectival agreement when saying our nationality in Spanish</p> <p><u>Lesson 4</u> <u>L.I: To ask and answer the question ‘How old are you?’ in Spanish</u></p>	<p>L.I. <u>To understand that my actions affect myself and others</u> L.I. <u>To understand how rewards and consequences motivate people’s behaviour</u></p> <p>Starter: 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. Main: 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. Plenary: We will link back to the class charter and decide on appropriate rewards and consequences.</p>
Reading – Daily for 20 minutes	Science	Topic
<p>- Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p>	<p>L.I. <u>To ask questions about the local habitats and to carefully observe and record the living things in the local area.</u></p> <p><u>Starter:</u> In this lesson, the children will be classifying living organisms to make careful & accurate observations and to use appropriate language when describing the features observed. Can you name any habitats in the vicinity of the school grounds and including micro-habitats? Write a list on the flipchart.</p>	<p>L.I. <u>To describe the human geography of a place</u> This week, we will be exploring the day-to-day life and culture of the Inuit people. They are sometimes referred to as ‘eskimos’ but that is an old-fashioned term and that the groups of people who are often referred to as ‘eskimos’ prefer the term, ‘Inuit’. We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.</p>

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Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website.
Where applicable, it should be returned by the following Monday.

Reading- 20 minutes daily

- Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.
 - Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.
- Record what you have read in your Pupil Planner reading log.

Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.

Times Tables Rockstars- Complete a 'sound check' and/or www.timestables.co.uk
Speed of recall practice.

Spelling:

This week, we will look at homophones and near homophones (words spelled differently but that sound the same or similar):

medal	meddle
missed	mist
scene	seen
board	bored
which	witch