

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.

English	Tuesday	Wednesday	Thursday	Friday
	LI: To develop a plot	LI: To use descriptive language	LI: To organise ideas into paragraphs.	LI: To use a variety of openers.
Key vocabulary and key questions	<p>Key Vocabulary: Events, substitution, structure, purpose, audience, sequence, suspense, engage</p> <p>Key Questions: What makes a good plot? Think back to when we identified the features of a 'portal story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? How important is causation in a plot or is it ok for things to happen 'suddenly'?</p>	<p>Key Vocabulary: figurative, description, evoke, simile, noun phrases, metaphor, personification</p> <p>Key Questions: How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? In what way is it more complex than basic descriptive language? What function does it play in narrative? How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do?</p>	<p>Key Vocabulary: paragraph, topic, theme, subject, setting, character, event, time, rules, chunking, cohesion, cause and effect, link</p> <p>Key Questions: How do authors make sure the story is in the correct order? Verses are to poems, what ____ are to narrative and non-fiction texts. What is a paragraph? What are the rules a writer must follow regarding when to start a new paragraph? How long should a paragraph be?</p>	<p>Key Vocabulary: fronted adverbial, comma, speech, onomatopoeia simile, abstract noun</p> <p>Key Questions: Why is it important that writers start their sentences in a variety of ways? What purpose do fronted adverbials serve? How could onomatopoeia be used as an opener? What is a rhetorical question and why is it effective in gaining audience engagement, if used as an opener?</p>
Activities	<p>With their partner, children look at their boxing-up grid from last week. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (names of people, portal, landscapes/ settings, magical objects and the nature of the quest).</p> <p>Children complete the substitution process for the remaining sections of the story, using the strategies developed in today's lesson.</p>	<p>Look at the extract of 'Imelda and the Goblin King' and identify examples of figurative language.</p> <p>Children use the word banks provided to write descriptive sentences/ phrases about the images they have been given <i>of our shared imaginary world</i>.</p> <p>How can we create suspense at this point in the story? Together, using the skills developed in today's lesson, children and teacher to share-write the introduction/ setting of our story.</p>	<p>Today, we will review the rules of paragraphing and when to start a new paragraph in a story. We will look at extracts of model texts to demonstrate where each rule has been followed. Children use the skills developed in today's lesson to write the build-up and problem parts of their story.</p>	<p>Read the extract from 'Imelda and the Goblin King' 'identify how a variety of openers have been used and the effect this has had on the reader.</p> <p>Children use the skills developed in today's lesson to write the resolution and ending of their story. Children to consider the following question: What makes a good ending to a story? Teacher and students to explore some examples together.</p>

This week's reading focus: **Reading Strategy**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To summarise information from a text	LI: To synthesise information from more than one text	LI: To select and combine information from various sources	LI: To select and combine information from various sources	LI: To identify the language used by the author to signify the casual link
<p>This week, we will focus on reading strategy 8 which encourages readers to spot important parts and connect them together to build meaning. We will summarise information from a text and develop our retrieval skills in the process. We will begin to synthesise information from more than one text by combining what we already know (schema) with the text information to form a new understanding. This will challenge the children to spot clues and identify language that the author has put in place to signify links and make connections.</p>					

Weekly Overview of Learning

Year Group: 4 **Week beginning: 4.11.2024**

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: To practise our multiplication facts</u>	<u>LI: To practise formal written subtraction with more than one exchange</u>	<u>LI: To choose the most efficient method of subtraction</u>	<u>LI: To estimate answers by rounding to the nearest 10, 100 and 1,000</u>	<u>LI: To use inverse operations to check answers to a calculation</u>
Key vocabulary and key questions	<p>Key Vocabulary: multiple, product, factors, inverse, fact families, arrays</p> <p>Key Questions: 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>Key Vocabulary: columnar subtraction, formal method, place value, exchange, operation</p> <p>Key Questions: Does it matter which column you subtract first? Do you need to make an exchange? How can you subtract two numbers if one of them has fewer digits than the other? If you cannot exchange from the tens/hundreds, what do you need to do? Which column can you exchange from?</p>	<p>Key Vocabulary: efficient, mental methods, jotting, formal method, difference</p> <p>Key Questions: Which method do you find easiest? Why? Which method is most efficient? Can you work this out mentally? What does “difference” mean? What does the arrow represent? What do you notice about all the arrows? Why does adding/subtracting to/from each number make the calculation easier?</p>	<p>Key Vocabulary: multiple, estimate, rounding</p> <p>Key Questions: What multiple of 10/100/1,000 comes before and after ___? Where would ___ be on this number line? Which multiple is __ closer to? Which calculation is easier /quicker to perform? Why? Why do we use estimates? Is the estimate less than or greater than the actual answer? Why?</p>	<p>Key Vocabulary: inverse, operation, addition, subtraction, commutative</p> <p>Key Questions: What are the parts? What is the whole? Given one fact, what other facts can you write? What does ‘inverse’ mean? What is the inverse of addition? What is the inverse of subtraction? Is addition/subtraction commutative?</p>
Activities	<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>In this small step, children subtract up to 4-digit numbers with more than one exchange, using the written method of column subtraction. Children perform subtractions involving two separate exchanges (for example, from the thousands and from the tens) as well as those with two-part exchanges (for example, from the thousands down to the tens if there are no hundreds in the first number).</p>	<p>Today, we highlight where mental strategies or less formal jottings can be more efficient. Children explore the concept of constant difference, where adding or subtracting the same amount to/from both numbers in a subtraction means that the difference remains the same, for example $2,832 - 1,999 = 2,833 - 2,000$. This can help make potentially tricky subtractions with multiple exchanges much simpler.</p>	<p>Today, we will use rounding to estimate the answer. We will round to the nearest 10, 100 and 1,000. Some children will use number lines to support their understanding. We will review the word ‘multiple’ and what it means. We will discuss why estimates are important and where they might be used in real-life situations (e.g. population statistics). We will use the language, ‘X is closer to a than b.’ ‘So, x rounded to the nearest y is z.’</p>	<p>Today, we will explore the inverse relationship between addition and subtraction. We will review the meaning of the word ‘commutative’ and recap that addition is commutative but subtraction is not.</p> <p>We will use part-whole models to represent families of facts that can be found from one calculation.</p> <p>We will use inverse operations to check the accuracy of our calculations rather than simply redoing the same calculation. We will also use estimations as well as inverse operations as an alternative checking strategy.</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>Rock and Roll</u></p> <p><u>L1: To explore the history of rock and roll</u> During this week's lesson, the children will learn what rock and roll music is and where it originates from. The children will listen to a piece of music and identify the key musical features such as, instrumentation, tempo, and dynamics. The children will learn a dance which will encourage them to move in time to the music. They will be challenged to start slowly and then pick up the pace which will be key to them understanding how to stay in time.</p>	<p><u>L1: To recognise how religious ideas can be communicated without written words</u></p> <p>Children will look at a variety of different religious texts and decide how some of them are sacred and why that is. They will discuss the meanings of the words sacred and holy. They will think about how people express different worldviews and how this might be different depending on the worldview and on the text.</p>	<p style="text-align: center;"><u>Dodgeball</u></p> <p><u>L1. To apply rules to a game situation</u> The children will work in collaboration with others to learn the basic rules to Dodgeball. They will show honesty and teamwork when practising the main skills (gathering the ball from the 'Dead zone'; dodging a 'hit' and catching an attempted 'hit'). The safety rules will be built up in this session.</p> <p style="text-align: center;"><u>Swimming</u></p> <p style="text-align: center;"><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>L1: To develop independent movement and submersion</u> <u>L1: 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>
DT	Spanish	PSHE
<p><u>L1: To identify, explore and evaluate the design features of existing products</u></p> <p><u>L1: To use research to develop design criterion for a product</u></p> <p>Complete assessment based on fastenings.</p> <p>Look at a variety of fastenings as a class and discuss the advantages and disadvantages. Come up with design criteria for this term's project.</p>	<p><u>L1: To name a variety of family members in Spanish</u></p> <p>Stick in as a knowledge organiser.</p> <p>Go through language angels slides then complete a listening task and writing sheet to recall family names learnt this lesson.</p>	<p><u>L1. To understand that we are all different and can face different challenges in our lives</u></p> <p>This week, the children will discuss the attributes that distinguish us from each other. We will explore social and emotional challenges that the children might experience and consider how these can be different from person to person.</p> <p>Children will reflect on their own lives and the lives of others and think about the difficulties that other people in other parts of the world face. They will think about what is the same and what is different about them and their partner.</p>
Science	Topic (Geography)	Computing
<p><u>L1: To review prior knowledge</u></p> <p>We will revisit learning relating to our new topic 'Humans Including Animals. We will revisit human muscles, skeletons and teeth. Children will complete the KWL grid with information on what they already know and what they would like to find out.</p>	<p><u>L1: To review and apply our Geographical knowledge</u></p> <p>Children will receive a VR Workshop allowing them to 'place themselves' in polar environments. They will review their learning for the half term on their KWL and complete their 'Middle Page Spread' as follow-up from their learning.</p>	<p><u>L1: To identify that sound can be digitally recorded</u></p> <p>In this lesson, learners will familiarise themselves with digital devices capable of playing audio, recording sound, or doing both. Learners will identify the devices' inputs (microphone) and outputs (headphones or speakers). They will consider ownership and copyright issues related to the recording of audio.</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

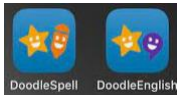
Who will be top of the leader board next week?!



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 their account, the amount, and achieved the most Stars



accessed correct in Effort.

Log on to Writer's Tool Box and complete some of your learning journey.

Don't forget to let us know how well you did



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.



expansion	extension
comprehension	conclusion
fusion	corrosion
supervision	suspension
persuasion	tension

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 for free. Test yourself and maybe compete with a family member.

Topic/Foundation subjects

This week we would like you to:

Create a piece of work, demonstrating what you learnt about Polar Regions and Life from the VR Workshop on Monday.



It could be:

- 1) a poster;
- 2) a report;
- 3) a recount e.g. diary;
- 4) or an information leaflet.

