

Weekly Overview of Learning

Year Group: 4 **Week beginning: 4th December 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	Wednesday	Thursday
	L.I: To identify and use expert quotes.	LI: To combine information from various sources	LI: To compose a non-chronological report	LI: To practise editing skills
Key vocabulary and key questions	<p>Key Vocabulary: expert, quote, statistic, facts.</p> <p>Key Questions: What is an expert quote? What is a statistic and how can we identify it? Why are statistics important in a non-chronological report?</p>	<p>Key Vocabulary: questions, facts, opinions, summarise, synthesis, research, systematic, purpose, audience</p> <p>Key Questions: Why must we consider purpose and audience carefully? What reading strategies do we use when researching? How can we decide what information to record, when researching, and which to discard?</p>	<p>Key Vocabulary: paragraph, topic, focus, subject, summary, main idea, point</p> <p>Key Questions: How is a non-chronological report laid out? What purpose does the first paragraph serve? How is each paragraph introduced? What makes a good topic sentence?</p>	<p>Key Vocabulary: edit, subheading, topic, paragraph, non-chronological, cohesion.</p> <p>Key Question: What makes an effective paragraph? What features have you not used? How can you build cohesion?</p>
Activities	<p>Starter: Children need to identify the subordinate conjunction in each sentence. Discuss who the experts could be when reading a non-chronological report about animals. What are expert quotes? Focus on statistics and true information/facts. Introduce children to sentence openers that can be used to introduce a statistic. Task: Each table will be given an animal and you need to try and find 10 statistics related to that animal on the iPad. Children will present 2 facts to the rest of the class.</p>	<p>This week, children will be writing their own information text about a polar animal (or polar region - this will be the introductory text in each booklet). Let's think about the purpose and audience. When we research, we scan for relevant information, isolating it from other information. Help me scan the text to record some facts. Sometimes, we don't get all the information from one source, and we have to summarise and 'put together' information from various sources. This is called <i>synthesis</i>. Main task: Children work independently or in pairs to complete the graphic organiser, noting appropriate facts (as bullet points) for their hot write tomorrow.</p>	<p>Children are given a persuasive letter in an envelope (chopped into paragraphs and muddled up). They need to reconstruct into what they think is correct order and feedback to class, explaining their choices. We will discuss the important of linking paragraphs together and having them in the most effective order. Using the graphic organiser from yesterday's lesson, children complete their non-chronological report about the polar animal (or region) they researched yesterday.</p>	<p>STARTER: true or false statements related to last week's learning of different types of conjunctions and features of a non-chronological text. Model how to edit the same paragraph three times- each time the children have to help the teacher identify what subordinate conjunctions have been used incorrectly and also to punctuate the text correctly. MAIN TASK- children read over their pink paper and make corrections and further improvements to their learning based on the feedback given via next steps the day before.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To identify when a text doesn't make sense	LI: To recognise inconsistencies within a text	LI: To evaluate the impact of the inconsistency on the purpose for reading?	LI: To form questions about a text	LI: To answer questions about a text
Reading Strategy 5 - Notice breakdown	This week, we will be learning how to identify if there is information that doesn't agree with what we already know, if there are any ideas that don't fit together because of contradictions, ambiguous references or misleading topics and if there is any information missing or not clearly explained.				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To make links between the 3, 6 and 9 times-table	LI: To multiply and divide by 7	LI: To apply my knowledge of 7 times-table and division facts	LI: To apply my knowledge of 11 times-table and division facts	L.I: To practise our multiplication facts
Key vocabulary and key questions	<p>Key Vocabulary: digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p>Key Questions: What links can you see between the 3 and 6 times-tables? What links can you see between the 3 and 9 times-tables? What other times-tables can you use to help find the multiplication facts? If you know one multiplication fact, what other multiplication fact do you know? What division facts do you know? How do you know if a number is a multiple of 3/6/9?</p>	<p>Key Vocabulary: digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p>Key Questions: How many equal groups are there? How many lots of 7 do you have? How many groups of 7 are there in ? What can you partition into to help you multiply by 7? If you know this, what else do you know? How can you use the 5/6/8 times-table to find a fact in the 7 times-table?</p>	<p>Key Vocabulary: digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p>Key Questions: How many lots of 7 do you have? What is the same and what is different about the number facts? How does the 7 times-table help you work out the answers? What strategies can you use to work out a 7 times-table fact that you do not yet know? What other times-tables can you use?</p>	<p>Key Vocabulary: commutative, multiple, factor, product</p> <p>Key Questions How many equal groups are there? How many lots of 11 do you have? How many groups of 11 are there in x? What can you partition 11 into to help you? How can you use base 10 to work out $\times 11$? How can you use place value counters to work out $\div 11$? How can you show this using an array?</p>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
Activities	<p>Today, children will be making links between the 3-, 6- and 9-times tables to deepen their understanding and embed fluency with these times tables.</p> <p>Children will explore the structure of the times tables via a task that requires them to reason and explore number facts and look for structural patterns.</p>	<p>Today, children use their knowledge of multiples and count in 7s to make the link between repeated addition and multiplication.</p> <p>They will apply their knowledge of equal groups to deepen their knowledge of multiplying by 7.</p> <p>They will explore flexible partitioning (e.g. $8 \times 7 = 5 \times 7 + 3 \times 7$) to help them with their mental strategies.</p>	<p>Today, children bring together their knowledge of multiplying and dividing by 7 in order to become more fluent in the 7 times table.</p> <p>They will construct fact families and will be encouraged to derive unknown facts from known facts by exploring links between multiplication tables. They will investigate how making these connections can help with mental strategies for calculation (e.g. $9 \times 7 = 9 \times 8 - 9$ or $9 \times 7 = 9 \times 6 + 9$).</p>	In this small step, children build on their knowledge of the 1 and 10 times-tables to explore the 11 times-table. They recognise that they can partition 11 into 10 and 1 and use known facts to support their understanding, for example $7 \times 11 = 7 \times 10 + 7 \times 1 = 77$ They use a range of concrete and pictorial representations to deepen their understanding of multiplying by 11 and to make links between multiplying and dividing by 11. They explore dividing by 11 through sharing into 11 equal groups and grouping into 11s.	

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

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Music	RE	PE	
<p>L.I: To reflect on the features of rock and roll music This week, the children will revisit their performances of 'rock around the clock'. They will perform to each other and then discuss the different elements of the track. We will discuss the walking bass line and how this carries the music. We will identify the tempo of the track and how this affects the feel, and finally we will consider why it is important to stay in time with a piece of music. The children will perform again having considered the features of the music. To finish the lesson, we will recognise any progression in comparison to their first performance.</p>	<p>L.I: To understand the symbolism in the Christmas Nativity song The children will explore the history and meaning of the Christmas Carol 'Silent Night'. We will discuss the significance of the music to Christians and consider any music that is important to our own religions or identities. We will also research into who the song was written by and discover how the song became so well known. We will listen to the lyrics and try to identify the different scenes being portrayed. The main task will challenge the children to visualise one of the scenes and to draw an image to represent what they are imagining.</p>	<p style="text-align: center;">Unit: Dodgeball</p> <p>L.I: To understand the rules of dodgeball and to use them to play in a tournament As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</p>	
DT	Spanish	PSHE	
<p>LI: To measure, cut and shape materials with accuracy LI: To join components and textiles with an appropriate sewing technique This week, the class will be able to continue to practise the three different kinds of stitches - running, back and whip stitch. They will continue to make their book cover sleeve, using all the skills and techniques they have learnt over the last few weeks.</p>	<p style="text-align: center;">Unit: La Familia</p> <p>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> - Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. - Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives 'mi' and 'mis'. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). <p>Lesson 5 - LI: To recognise and to say the numbers 1-100 in Spanish</p>	<p>L.I: To be able to explain why it is good to accept people for who they are The key component of this lesson is to question assumption making and to ask if first impressions are always fair. Pupils will explore the word judgement and discuss if they have ever been influenced by the way someone looks. We will look at individuals using different coloured lenses to encourage discussion around seeing people for who they are rather than what they look like.</p> <p>Key Questions: Do the opinions of ourselves matter if others judge us anyway? Have you ever made an assumption about someone?</p>	
Science		Topic (History)	Computing
<p>L.I. To construct and interpret a variety of food chains. To explore what producers, predators and prey are. Before moving on to our new learning, we will review the 7 life processes (using the acronym MRS GREN to help us). Today, we will focus on the life process of nutrition. What does the word nutrition mean? What does diet mean? In Year 3, we learned what makes a healthy diet and what are the main food groups. We will recap them in brief. What food group do potatoes belong to? What colour segment of the pie chart are protein foods? What types of foods do herbivores, carnivores and omnivores eat? Children to name two other animals that would fit into each group. Discuss as a class. Thinking time- ask the children to think about the types of different teeth humans have. Using this information, ask the children to predict whether humans are herbivores, omnivores or carnivores. Remember, although humans evolved as omnivores (this is reflected in the design of our teeth) some people choose to only eat plants or plant-based products (vegetarians and vegans). Living things that make their own food are called producers. All plants and trees are producers. The organisms that live directly off the primary producers such as rabbits are herbivores, or first order consumers. These herbivores are often eaten by higher order consumers or carnivores, such as foxes. Carnivores that hunt living food are known as predators and their victims are prey.</p>		<p>LI: To use a variety of sources to deduce information about historical events For this lesson, the children will become history detectives and use their historical detective skills to work out where and when the images shown to them were taken and write down any questions or thoughts they have about the photos. The class teacher will then explain to the children that the letter they have been reading is an extract from the last ever letter Captain Scott wrote to his wife. Tragically, he and his four companions all died during their mission to explore the Antarctic. The children will then use evidence from the text, to answer the questions on their sheet.</p>	<p>L.I. To show that different types of audio can be combined and played together In this lesson, the children will record additional content for their podcast, such as sound effects or background music. The audio will be combined, or mixed, with their existing digital recordings and exported as an audio file.</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 a selection of words from the Year 3 and 4 statutory spellings list.

interest
experiment
potatoes
favourite
imagine
material
promise
opposite
minute
increase

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 continue creating a Book Review about a book, of your choice, that you are reading or have read.

These will be used to highlight our Reading River Display.



My Book Review

Title: _____

Author: _____

Did you like the book?
Rate the book by colouring in the stars.

★ ★ ★ ★ ★

What was your favourite part?

A Book Review	
Title: _____	Characters: Who are the main characters? Who was your favourite character? Why?
Author: _____	
Plot: What happens? Did you find the plot interesting? Are there any plot twists?	
Your opinion: Did you like the book? What was your favourite part? Why?	Recommend: Would you recommend this book to a friend? Why or why not?