

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 5<sup>th</sup> February 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To identify the features of a text</b>	<b>LI: To infer how characters feel</b>	<b>Enrichment Day</b>	<b>LI: To use and punctuate fronted adverbials</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> structure, language, context clues, subject specific/ historical vocabulary</p> <p><b>Key Questions:</b> -What makes a good story? -How should a story be organised? -What language helps the reader to sequence events? -What context information does the author need to give the reader so they can visualise?</p>	<p><b>Key Vocabulary:</b> inference, prior knowledge, actions, voice, verbs, adverbs, abstract nouns</p> <p><b>Key Questions:</b> - In real life, how do we identify the way a person is feeling? -How do authors 'show not tell'? -What examples of language help the reader identify how a character is feeling?</p>	<p><b>China Day Workshop</b></p> <p>To support their topic of The Orient Express, today Year 4 will spend the day learning more about China. They will spend time exploring Chinese culture through art, a dancing workshop, stories and they will even have a chance to learn some of the language.</p> <p>These experiences will help them to bring their learning to life in an engaging and exciting way.</p>	<p><b>Key Vocabulary:</b> adverb, verb, phrase, adverbial, comma, fronted, preposition, manner, degree, cause/ effect</p> <p><b>Key Questions:</b> -What are adverbs? -What do adverbs do? -How might adverbs be modified to become part of a phrase? -How are fronted adverbials punctuated?</p>
<b>Activities</b>	<p>To start, children rank the features of a narrative in order of importance (as per their opinion) and then feed back to the class, justifying their ideas.</p> <p>What makes a good story? How do structure and language impact on how good a story is? Teacher will model identifying the features of a story. Children re-read Gregory Cool, then, annotate the features grid to mark the features they find in the text, and record examples of each.</p> <p><b>Challenge:</b> Which features from the list did they not find? What do they think that might be?</p>	<p>Children match the feelings words of the board to the pictures. In real life, how do we identify the way a person is feeling? How is this different to recognising how a character in a text is feeling? Teacher will model how we use evidence from the text to infer how characters feel. Together, the teacher and children do this for the extract of text on the board. Children write down questions that they would like to ask Gregory and his cousin.</p> <p><b>Hot Seating:</b> Two children take on the role of the characters and the class asks them the questions. Using the evidence from the text, and the hot-seating activity, children write a thought bubble for Gregory, his cousin and his grandparents, describing their feelings at each stage of the story.</p>		<p>Children match the word class with its function. We will look at verbs and adverbs (from the starter activity) How are these connected? Verbs are 'doing/ being' words and adverbs describe the action or state of being. Adverbs can be used as sentence openers (both as a word and as part of a phrase). These are called 'fronted adverbials and must be followed by a comma. Children have a go at writing an adverb as part of a phrase. Then complete the sentence using this phrase at the front of the sentence, punctuated with a comma. Children complete the differentiated questions.</p> <p><b>Extension:</b> Using the picture as a stimulus, children write sentences with appropriate fronted adverbs/ adverbial phrases, punctuated correctly.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<p>To identify key details from a text.</p> <p>This week, we are going to read our new text, 'The Rhythm of the Rain'. We will be focusing on VIP (Very Important Words) this week. We will jot down key word whiteboards and compare with our partner.</p>	<p>LI: To explain the meaning of words, using context clues from the text</p> <p>For this lesson, we will be identifying the meaning of words and linking them to the context behind the book.</p>	<p>LI: To explore the author's use of language (adjectives, nouns and verbs)</p> <p>In this lesson, we will be identifying nouns, adjectives and verbs. We will then suggest why the author may have chosen these words.</p>	<p>LI: To retrieve key information from a text (comprehension)</p> <p>Firstly, we will be discussing what skimming and scanning means. Then we will apply these skills to answer comprehension questions.</p>	<p>LI: To retrieve key information from a text</p> <p>Finally, we will making connections from our text, to our Science lessons. The children will use details from the fiction book to complete a flow chart of the water cycle.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI To recognise and identify equivalent lengths (mm, cm, m)</b>	<b>LI; To recognise and identify equivalent lengths (km)</b>	<b>Enrichment Day</b>  <b>China Day Workshop</b>	<b>LI: to use 1-12 times tables multiplication and division facts</b>	<b>LI: To measure perimeter</b> <b>LI: To measure perimeter of different shapes</b>
<b>Key vocabulary and key questions</b>	<b>Key Vocabulary</b> convert, millimetres (mm), centimetres (cm), metres (m), equivalent  <b>Key Questions</b> How many mm in 2cm? How many cm in ½ metre? How many...are equivalent to...?	<b>Key Vocabulary</b> convert, kilometres (km), metres (m), equivalent  <b>Key Questions</b> How many m in 5km? How many m in ½ kilometre? How many...are equivalent to...?	To support their topic of The Orient Express, today Year 4 will spend the day learning more about China. They will spend time exploring Chinese culture through art, a dancing workshop, stories and they will even have a chance to learn some of the language.  These experiences will help them to bring their learning to life in an engaging and exciting way.	Children revise their knowledge of the times tables and associated facts up to 12x12.  They apply this into problems as well as improving their speed of recall.	<b>Key Vocabulary</b> Perimeter, length, distance, rectangle, rectilinear, cm, m, mm.  <b>Key Questions</b> How can we use the squares to help us measure the length? If we know 2 lengths of the rectangle, how can we find out the other sides? If we know the length of 1 side and another is made of 2 lengths, how can we find out the whole?
<b>Activities</b>	Children recap and expand their knowledge from Year 3 regarding cm and metres (100cm = 1 m) and use this to partition and convert between m and cm e.g. 150cm = 1m and 50cm. They apply the same principles to converting between cm and mm, using the knowledge that 10mm=1cm. They multiply and divide by 10 and 100 to convert in various problems.	Children recap and expand their knowledge from Year 3 regarding m and kilometres (1000m = 1 km) and use this to partition and convert between km and m e.g. 1500m = 1km and 500m. They multiply and divide by 1000 to convert in various problems.			Children recap their knowledge of adding and subtracting lengths to work out the perimeter of shapes on a grid. They then move onto rectangles without a grid but given measurements. This is followed by different rectilinear shapes and shapes with missing measurements of sides.

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

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Music	RE	PE
<p><b><u>L.I. To improve and perform a piece of music based around ostinatos</u></b></p> <p>The children refine and improve their ostinato so that it depicts the journey of a river from the start to finish. The children use all the same instruments and ideas from the previous lesson but with less input and support from the teacher. The children can add their vocal ostinatos from Lesson 3 to add texture to their piece.</p> <p>Using the <i>Performance planning sheet</i>, the children will be asked to think about and decide:</p> <ul style="list-style-type: none"> <li>● Which ostinatos they want to use in each section</li> <li>● How they will be played</li> <li>● How many ostinatos they will use in each section</li> <li>● If they want them to all start together or separately</li> </ul> <p>The children will then practise and refine their work.</p> <p><b>Plenary:</b> The children will then perform their final pieces, which will be recorded as evidence and to help with their peers and teacher to give feedback.</p>	<p><b><u>L.I. To recall what I know about Buddhism and the Eightfold Path</u></b></p> <p>In the last lesson of the unit, we will look to review our learning and complete the L section of our KWL grid. We will recall each lesson and try to answer any questions that we had at the beginning of the unit. We will also discuss if there are any new questions that come up. We will finish the lesson by creating a double page spread.</p>	<p><b><u>L.I: To recall map symbols and locations</u></b></p> <p>For PE this week, the children will be learning how to recognise symbols on a map and what they represent. The children will need to collaborate with their teammates to solve a problem.</p> <p><b>Q: What does working together successfully look like?</b></p> <p>Pull out key words e.g. being encouraging and supportive, using kind words, using clear instructions, keeping someone safe and clear roles.</p> <p><b>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</b></p>
Art	Spanish	PSHE
<p><b><u>L.I: To create a painting, in the style of a famous art piece</u></b></p> <p>This week, the children will be creating their own version of the Willow Tree Pattern plate, using the skills they have learnt and practised over the coming weeks. For this lesson, the children will draft their Willow Tree art piece in their sketchbooks and once they have evaluated and made changes. They are ready to complete their final draft on a real paper plate.</p>	<p><b><u>Unit: La Clase</u></b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>- Replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>- Use the negative in Spanish.</li> <li>- Describe what they have and do not have in their pencil case.</li> </ul> <p><b><u>Lesson 5</u></b></p> <p><b><u>L.I: To use the negative structure 'No tengo'</u></b></p>	<p><b><u>L.I. To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</u></b></p> <p>This lesson will challenge the children to work in different groups and to push themselves out of their comfort zones. We will discuss how it feels to work with a new group and the importance of listening to all group members. The main task for the lesson will be to design a potato person and create a winning personality. The children will need to assign themselves roles within their groups. To finish the lesson, we will reflect on the steps they took to work successfully as a group and complete their learning journal.</p> <p><b>Key question:</b> How can you ensure everyone in your team is heard?</p>

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Science	Topic (History)	Computing
<p><b><u>LI: To investigate how water collects (run off)</u></b> In this unit we are learning to:</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Children will be asked to recall what they remember from previous weeks on the different parts of the water cycle. <b>This week, we will be learning about the last process that make up the water cycle, called collection. <i>What do you think this means? Where does it come from?</i></b> We will first look at the definition of the word collection. Today, the children will be creating their own paper mountain to see how collection occurs.</p> <p><b><u>Think deeper</u></b> <b>Does the flow of water from one mountain effect the way water moves around the other mountains?</b> <b>As lakes and rivers form, do they behave the way you'd expect?</b> <b>Are they filled by one mountain or many?</b> <b>Where do you think would be the safest place to build your house in this mountain range? Why?</b></p> <p>Children will make predictions, record results and draw conclusions.</p>	<p><b>LI: To describe the significance of historical events and people</b> <b>Starter:</b> On screen, show children images of inspirational public figures. Children will match the image to the achievements that have made these people inspirational role-models. <b>KQ: What makes a good role-model?</b> <b>Watch me</b> - Introduce the children to Lady Fu Hao and her achievements. Explain how archaeologists have inferred her importance from the artefacts discovered in her tomb. <b>Activities</b> - Imagine that you are a news reporter alive during the Shang Dynasty. Lady Fu Hao has just died. Write a newspaper report celebrating her life and her achievements. Children use the templates and the resources to help structure their writing. <b>Challenge:</b> What impact do you think Lady Fu Hao's achievements had on the role of women, in this period of history?</p>	<p style="text-align: center;"><b><u>Internet Safety</u></b></p> <p><b><u>L.I. To make my own judgments about what I read and see online</u></b></p> <p style="text-align: center;"><b>'All fun and games? Exploring respect and relationships online'.</b></p> <p>This week, the children will be having an online safety lesson. They will be learning about why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. They will also learn the best way to make their own judgments about what they read and see online.</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.

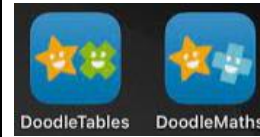
Please go through them and:

- 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.



girls'  
boys'  
babies'  
parents'  
teachers'  
women's  
men's  
children's  
people's  
mice's

### 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:**



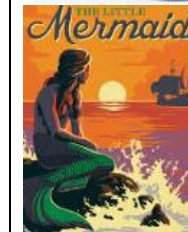
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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:

Create your own 'Willow Pattern Plate' based upon a famous Fairy Tale or Traditional Story that you know really well e.g. Hansel and Gretel, Little Red Riding Hood, The Little Mermaid etc.



Use paints, coloured pencils or pens (blue and white).