Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 4 **Week beginning: 7th September 2026**

*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 Poetry	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To make connections.	**LI: To identify the themes and conventions of a text.**	**LI: To explore how structure and presentation contribute to meaning.**	**LI: To compose a poem using a given structure.**	**LI: To perform a poem.**
	Key vocabulary: Environment, connections, ideal, text to self, mind map, noun phrases **Key questions:** What connections can you make? What ideas come to mind when you think about the environment? How could you improve the environment?	**Key vocabulary:** Dreamer, theme, convention, interaction, response, imagery **Key questions:** What does the poem symbolise? How does it contribute to meaning? What themes can you spot?	**Key vocabulary:** Structure, presentation, verse, lay out, organisation, highlight **Key questions:** What features can you spot? What is a stanza? How does the poem compare to other things you have read?	**Key Vocabulary:** imitation, substitution, structure, synonyms. **Key Questions:** What does imitation mean? How can we adapt existing poems and their structure to create their own? Synonyms are words that have a similar meaning, but can they always be used in the same context?	**Key Vocabulary:** performance, audience, effect, intonation, gesture, actions, props. **Key Questions:** What makes a good poetry performance? How can intonation be used to convey the mood of the poem? How can additional media e.g., music, props be used in a poetry performance?
		Children listen to the poem titled 'dreamer' by Brian Moses.	Today, we will further explore the poem 'Dreamer', paying particular attention to how the poem is organized. We will work together to find examples of repetition and then other features. We will use these features to create some 'Success Criteria'/a 'toolkit' for our own version of this poem. Together, we will create the frame. **e.g. I _____ I was a _____** **and nobody _____ me.** Using the frame we created together, children retell the poem, substituting the key words for appropriate images 	Children use thesaurus to find synonyms for the word 'dream' (e.g., wish). Children will share these with the teacher and as a class, choose the best ones which have the same 'shade of meaning'. Today, we are going to have a go at writing our own poem, by *imitating* the structure and presentation of Brian Moses'. Using the ideas that children 'brainstormed in the starter, we will use 'I imagined' instead of 'I dreamt'. If you had a dream, or a series of dreams for our planet, what would they be? Children will give feedback and explain their ideas. Using the images and word banks provided, as well as the frame created yesterday, children write their own poem called 'Imagination' (an imitation of 'Dreamer').	Today, children prepare a recital of the poem they wrote yesterday, including appropriate actions and gestures. They need to refer to the Success Criteria to ensure their performance has the elements of a good performance. Children perform their poem to the class and receive peer feedback.

This week's reading focus: Reading Strategy 1 : Making Connections					
Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**LI: To generate initial associations**	**LI: To identify themes and conventions in a text**	**LI: To identify purpose of a text**	**LI: To identify the context of a text**	**LI: To compare and evaluate texts**
	Children use their prior knowledge of making connections (text to text, text to self, text to world) to connect with a picture. The class then reads a poem together and the teacher models the initial associations with themselves and the text. Children then use their whiteboards to make their own connections to this poem.	Teacher guides students through how to identify the themes and genres of a text. Children practice this skill by trying to use their connections with stories they know well and identify the big message or theme.	Children recap the purpose of a text if the author wants to inform, persuade or entertain. As a class, students will read a vary of texts and they will determine if the authors purpose is to persuade, inform or entertain.	Teacher guides students through how to identify the context of a text through context clues. Students use their connections to understand unknown words or texts. Students practice reading texts that contain unknown words and using context clues to determine meaning.	Students read two texts and identify similarities and differences based on theme, connections, conventions and purpose.

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To identify and to represent numbers to 1,000	**L.I: To partition 2 and 3-digit numbers**	**L.I: To label, identify and find values on a number line**	**L.I: To explore numbers beyond 1,000**	**L.I: To practise and apply times tables and mental maths strategies**
Key questions	**Key Questions:** How can I represent 167 using Base 10 or counters? Can you use diagrams to represent these numbers? What do I have to use if there are no tens or no ones? How do I write these numbers in words? Which spellings are tricky? Why?	**Key Questions:** How many hundreds are there? How many tens are there? Are there any ones? What do we do if there is not a value in one of our Place Value Columns?	**Key Questions:** What are the values at the start and end points of the number line? What is the difference in value between the start and end points? How many intervals are there? How can you work out what each interval is worth? How can you work out the halfway point of an interval? What other numbers can you mark on the number line? Why are the start and end values of a number line important?	**Key Questions:** Counting in 1,000s from 3,000, what is the next number? Counting back in 1,000s from 7,000, tell me a number you would say. How do you know? How many thousands are there in 6,000? How many hundreds are there in 1,000? How many hundreds are there in 6,000?	**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?
Introduction	**Starter:** Children recap their reading of number s from Year 3. Flash Back 4 - 4 questions about various maths areas, to keep the knowledge 'simmering'.	**Starter:** Children recap their partitioning knowledge from Year 3. They discuss Place Value and Place Holders. They spot the mistake in number spellings.	**Starter:** Flash Back 4 Mental Maths In this step, children revisit the number line to 1,000, which they were first introduced to in Year 3. Children label, identify and find missing values on blank or partially completed number lines. When looking at partially completed number lines, it is important that children become confident in finding the difference between the start and end points and dividing to find the value of each interval. We will use examples that have a varying number of intervals and unmarked values in different positions. Children will also learn how to work out the value at the midpoint of an interval.	**Starter:** Flash Back 4 Mental Maths Building on previous steps where children explored numbers up to 1,000, they now explore numbers beyond 1,000. The initial focus of this small step is counting in 1,000s forwards and backwards from any given multiple of 1,000. Children then look at the composition of multiples of 1,000 by exploring how many hundreds they are made of. They will practise ***unitizing*** the hundred (stating the number of hundreds that make up any 4-digit multiple of 100 or 1,000 such as "20 hundreds are equal to 2,000").	**Starter:** Times Tables aerobics/Super movers. Recap existing knowledge and highlight the new facts. Identify any patterns and tips/tricks to speed up recall or working out of the multiples.
Activities	Children are to use words, images and digits to represent given numbers. They then apply this knowledge into solving problems.	Children to complete a board game where they have to partition from numbers and illustrations on each space they land on. Challenge: problem solving and reasoning.	Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.	Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.	Complete the application of times tables sheet, which include knowing the multiples and matching them to representations. Apply the inverse facts and then use to solve worded problems. Challenge: Open-ended problems or investigations.

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RE

LI: To listen and respond respectfully to others' thoughts, opinions and ideas

Children will consider and discuss what is meant by a worldview and what the difference is between a personal one and an organised one. They will then complete a drawing task of different religious items that are important parts of different religions. They will then come up with a set of class guidelines to go on display for how they are respectful towards each other in RE lessons. They will use these in their discussion activity next and then review how well they applied the rules they came up with.

PE

Fundamental Skills

L1: To develop balancing and understand the importance of this skill.

Explain to the pupils that we use balance all the time, not just in PE but in everyday life, when we sit down or stand up, when we walk around. In PE we use balance when throwing and catching, running, jumping, skipping and doing a headstand to name a few! Can the pupils think of any other everyday activities that requires them to balance?

Balance war: Pupils work in pairs. The aim of the game is to get your partner off balance. Pupils begin by standing facing each other and lock hands together (like an arm wrestle). Without moving feet, try to pull your partner off balance. Repeat the game a few times and then change partners. Question the pupils 'what helps you to balance?' Wide stance with your feet, one forwards, one backwards. Tense your muscles.

Children complete a series of challenges to practice balancing skills.

Art

Lesson 1

LI: To experiment with different sketching techniques

Children review all the different techniques of shading and sketching. Children identify these. Children practice these techniques creating an image of an animal.

Science

L.I. To review prior knowledge

This week, the children demonstrate existing knowledge and raise questions about the forthcoming unit.

Task: Children complete a KWL Grid depicting: what they KNOW already; what they WANT to know about this topic; and leaving what they have LEARNT until they assess their knowledge at the end of the unit.

Spanish

Unit: Me presento

Lesson 1

LI: To revise basic greetings in Spanish

LI: To ask and answer the question 'How are you?' in Spanish

In this first lesson, the children will revise different basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.

In a written activity, the children will write the correct phrase underneath each face, showing how each person feels.

To finish up, the children will role-play in pairs using the new vocabulary from today's lesson. How much can they remember themselves without looking at their worksheets/ unit vocabulary list?

PSHE

L.I: I can tell you a range of feelings.

I can explain when I have felt these feelings.

Establish ground rules. Look at front cover. Establish who the guests are and discuss in relation to feelings.

Activity A: Feelings A-Z

Children work with a partner to make a list of all the feelings they can think of. For each feeling, they will describe a time when one of them has felt like this. After the children have discussed the task, ask each pair for a feeling from their list and an example of when they have felt like that.

Use the children's suggestions to make a bank of feelings to display.

OR

Activity B: Emotions Drawing

Give children the opportunity to draw the different emotions in the book.

Ask them to write underneath a time when they have felt that way or some examples of when someone might feel that way.

Children can also write and draw other feeling words that aren't in the story.

Topic (Geography)

L.I. To form geographical questions.

Children reflect on their knowledge of Frozen Kingdoms. They can use their homework knowledge to help with this. Come up with a range of example questions using a variety of question words. Children then use their KWL grid to generate a variety of questions about the topic. Add some to the working wall too. Discuss the difference between open and closed questions and which work better.

Computing

LI: To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.

Children recall the safe behaviours that they have learned about the internet. The teacher guides students through how accurate the information is online and how to navigate search engines and the use of advertisements in search engines. In pairs, the students are provided with an scenario that they will answer online safety questions about.

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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 Tuesday.

Reading/Spelling and Grammar

Please read for at least 20 minutes every day and record this in your pupil planner. 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.

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.**

caught
naughty
taught
daughter
autumn
clause
cause
astronaut
applaud
author

Maths

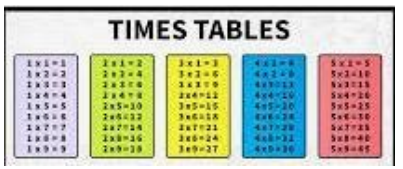
Times Tables Rockstars:

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:
1) practise your TIMES TABLES and DIVISION FACTS.
Use your Pupil Planners to help.
BBC Supermovers have the fun videos to help too.



2) create a dictionary of 10 words from the Year 3 / 4 spelling words (found in your Pupil Planners). These 10 words should be ones that you find trickiest to spell or understand.