

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 8<sup>th</sup> January 2024**

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](mailto:year4@alexandra.hounslow.sch.uk).

English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To use details from a text to visualise</b>	<b>LI: To compose a poem (cold write)</b>	<b>LI: To interpret figurative language</b>	<b>L.I: To identify features of a text.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> visualisation, image, description, adjective, noun, noun phrase, adverb, simile, metaphor</p> <p><b>Key Questions:</b> -Why is descriptive language important in writing? -How does description help the reader build a mental image of the person/object/place? -Will all people visualise in the same way? Why?</p>	<p><b>Key Vocabulary:</b> landscape, adjectives, location, describe, senses, nouns, poetry</p> <p><b>Key Questions:</b> -What is the poet trying to achieve? -How many different types of poems can you recall? -What do writers focus on when describing? -What language do writers use when describing? -How can we use our previous learning to help us with today's task?</p>	<p><b>Key Vocabulary:</b> figurative, literal, metaphor, idiom, simile, likeness, abstract, compare, personification</p> <p><b>Key Questions:</b> -What is figurative language? -What different types of figurative language can you name? -What is the difference between a simile and a metaphor? -What is the purpose of a metaphor?</p>	<p><b>Key Vocabulary:</b> feature, stanza, verse, purpose, personification</p> <p><b>Key Questions:</b> -What features can you identify? -How would you define the poetry features? -What theme can you identify?</p>
<b>Activities</b>	<p><b>Main task 1-</b> Children read the poem (City Jungle- Pie Corbett) and identify any examples of descriptive language (all in the same colour as the focus is on language for visualisation as opposed to word class)</p> <p><b>Main Task 2-</b> Children use evidence from the poem and their prior knowledge to visualise the image being described and draw it.</p> <p><b>Plenary:</b> Class gallery- children walk around the room to view the images their peers visualised.</p> <p><i>Q. Is there anything they would like to add or alter about their own image?</i></p>	<p>Children will use the template on the word bank sheet to record things they might see, hear, smell and feel in Hounslow. They can choose 5 aspects of Hounslow (from the board or personal experience) that they will focus on in today's lesson.</p> <p>Main task: Using the word banks and ideas, generated in today's lesson, as well as the images provided, children will write a poem about Hounslow. This is a cold-write so no further support will be given but children will be reminded to apply skills and knowledge about poetry, previously acquired. They will be prompted to think carefully about structure and organisation, using previously read poems as a model.</p>	<p>We will explore metaphors and how they are used as a figurative/ stylistic feature of writing. <a href="https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr">https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr</a></p> <p>We will discuss how idioms and personification are also metaphors.</p> <p>Task 1: Match the metaphor to the correct 'non-literal' meaning. <b>Match the metaphor with the picture.</b></p> <p><b>Main task 2-</b> Highlight all of the metaphors in 'City Jungle'</p> <p><b>Main task 3-</b> Using the scaffold provided (for some), write an interpretation of the metaphors that the poet has used.</p> <p><b>Extension:</b> When poets use metaphors, what is the intended impact on the audience?</p>	<p>Discuss whether a good poem needs rhyme or not. Read a variety of poems with the children.</p> <p><b>Mini Activity-</b> children match the feature definitions to the features. <b>Help me:</b> children mark the features of the poem titled 'from the balcony I can see.' A key is used for this which outlines a variety of poetic features.</p> <p><b>Show me:</b> Children show and discuss what they think the purpose and audience of the poem is. Why has the poet used the features he has?</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<p><b>To identify key points in a text.</b></p> <p>In this lesson, we will be introducing the text for the week: Kai and the Monkey King, which links to our Shang Dynasty Topic.</p> <p>We will then discuss how a blurb uses key points from a text to give the reader the overall idea of what the book is about.</p>	<p><b>To summarise information from a text</b></p> <p>We will look at an extract from our class text and familiarise ourselves with the key points.</p> <p>Then, the children will shorten each paragraph into one sentence, using their skills to summarise the extract.</p>	<p><b>To summarise information from a text</b></p> <p>Again, the children will be developing their skills of summarising. However, this time the children will be summarising each paragraph into one image.</p> <p>This will allow them to link their visualisation skills, when choosing which points are most important to depict in one image.</p>	<p><b>To select and combine information from various sources.</b></p> <p>Through discussion, the children will identify what they believe the characteristics of the fictional 'Monkey King' are, based on Kai and the Monkey King.</p> <p>They will then watch another representation of a fictional 'Monkey King' and compare the two.</p>	<p><b>To select and combine information from various sources.</b></p> <p>The children will be looking at a different short text, focusing on Chinese mythical creatures.</p> <p>As a class, we will discuss how this text links to the information we have gained from Kai and the Monkey King.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To develop our understanding of factor pairs</b>	<b>LI: To multiply by 10</b>	<b>Pedestrian Training</b>	<b>LI: To multiply by 10</b>	<b>LI: To practise our multiplication facts</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> product, factors, factor pairs, multiples, times tables</p> <p><b>Key Questions</b> How can you use arrays to help you find all the factors of a number?</p> <ul style="list-style-type: none"> <li>• How do you know that you have found all the factors of ?</li> <li>• How do arrays help you to see when a number is not a factor of another number?</li> <li>• Which number is a factor of every whole number?</li> <li>• Do factors always come in pairs?</li> <li>• Do whole numbers always have an even number of factors?</li> </ul>	<p><b>Key Vocabulary:</b> multiple, decimal, ten times greater than</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you notice when multiplying by 10?</li> <li>• What is a placeholder? When do you use placeholders?</li> <li>• What happens to the digits in a number when you multiply by 10?</li> <li>• How can you use a place value chart to show multiplying by 10?</li> <li>• What is multiplied by 10?</li> <li>• What is 10 lots of ?</li> </ul>		<p><b>Key Vocabulary:</b> multiple, decimal, ten times greater than</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you notice when multiplying by 10?</li> <li>• What is a placeholder? When do you use placeholders?</li> <li>• What happens to the digits in a number when you multiply by 10?</li> <li>• How can you use a place value chart to show multiplying by 10?</li> <li>• What is multiplied by 10?</li> <li>• What is 10 lots of ?</li> </ul>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
<b>Activities</b>	In this small step, children explore factor pairs. They learn that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are factors of that product e.g. $3 \times 5 = 15$ , so 3 and 5 are referred to as a 'factor pair' of 15. They then generalise this further to conclude that a factor of a number is a whole number that divides into it exactly	Today, children explore multiplying by 10. They should understand that '10 times the size' is the same as 'multiply by 10'. Children use their understanding that 1 ten is 10 times the size of 1 one and 1 hundred is 10 times the size of 1 ten to support them. They recognise that when multiplying by 10 the digits move one place value column to the left as they get '10 times bigger' and a zero is needed as a placeholder.		Today, children explore multiplying by 10. They recognise that when multiplying by 10 the digits move one place value column to the left and zero is needed as a placeholder.	

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Music	RE	PE
<b>Unit: Changes in pitch, tempo and dynamics</b>  <b><u>L.I. To sing in two parts using expression and dynamics</u></b>  During this lesson, pupils will be taught the track 'The River is flowing'. The class will be split into groups and they will try singing in the round. The children will discuss why it is important to sing using expression and practise applying dynamics to their performance. To end the lesson, the children will discuss the following key questions: <i><b>What can you remember about singing?</b></i> <i><b>What do we need to think about when performing?</b></i> <i><b>How can we improve our performance?</b></i>	<b>Unit: The 8-fold path (Buddhism)</b>  <b><u>L.I. To become familiar with the story of Buddha and to know the main beliefs held by a Buddhist</u></b>  The pupils will firstly recap their understanding of Buddhism by exploring the story of Buddha.  They will then be introduced to the morals and beliefs held by Buddhists, including the Noble Eight-Fold Path. We will discuss which we believe to be the most important and why. After this, the children will be presented with a series of actions, and will determine which actions would be acceptable for a Buddhist.	<b>Unit: Orienteering</b>  This term, the children will learn how to develop problem solving skills through a range of challenges.  <b><u>L.I: To develop cooperation and teamwork skills</u></b> The children will work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. The children will develop their knowledge of map reading, identifying key symbols and following routes.  <b>Swimming: Weekly Sessions will resume on Friday and will continue to be delivered by qualified instructors.</b>
Art	Spanish	PSHE
<b><u>L.I: To explore and appraise the work of a historical artist</u></b> In this lesson, the children will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.  They will begin by doing a short quiz based on the unit which will be repeated at the end of the unit too.	<b>Unit: La Clase</b>  By the end of this unit, children will be able to: <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> <b><u>Lesson 1</u></b> <b><u>L.I: To recall the nouns and articles/determiners for six common classroom objects</u></b>	<b>Unit: Dreams and Goals</b>  <b><u>L.I. To discuss how it feels to have hopes and dreams</u></b>  For the first lesson of the term, our key discussion point will focus on how it feels to have hopes and dreams for the future. We will consider what makes a dream realistic and attainable, and what it means to be resilient. We will explore the text 'Salt in His Shoes' by Delores Jordan and identify what lesson the book aims to teach. The pupils will draw a dream of their own and write a paragraph to describe how they can persevere to reach it one day.

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Science	Topic (History)	Computing
<p><b><u>Unit: States of Matter</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><b><u>L1: To review the key aspects of the water cycle</u></b> <b><u>L1: To know the key aspects of the water cycle</u></b> Before we explore the world of the Water Cycle, during this term, let's take a moment to think about what we may already know about the water cycle. <b><i>What would you like to find out about the water cycle?</i></b> They will record their response on KWL chart and add to them throughout the unit.</p> <p>This week, the children will explore what we mean by 'cycle' (there is no beginning and no end) and begin to learn about the different parts of the water cycle. They will create their own water cycle diagram, using the correct headings. Some children will be given descriptions to go with each heading; those who need a challenge will be asked to add their own descriptions.</p>	<p>This term, the children will explore the period of The Shang Dynasty.</p> <p><b><u>L.I. To review Prior Knowledge</u></b> Children to complete a KWL grid to reflect on what they know about this time period and what more they would like to find out.</p>	<p>This term, the children will be learning how to create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p><b><u>L.I. I can use a template to draw what I want my program to do</u></b> In this lesson, pupils will create algorithms (a set of instructions in the correct order) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot</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.



**Spelling words:** homophones and near homophones

accept  
except  
effect  
affect  
aloud  
allowed  
weather  
whether  
whose  
who'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:**



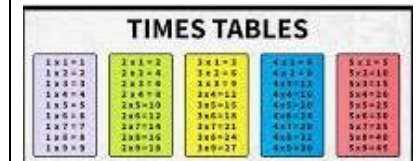
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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:  
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.

