

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11<sup>th</sup> October 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](mailto:year4@alexandra.hounslow.sch.uk).

English	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Key vocabulary and key questions</b></p>	<p><b>READING ASSESSMENT</b></p> <p>Children will use the 8 reading strategies to help them understand a text and answer a range of comprehension questions.</p>	<p><b>GRAMMAR, PUNCTUATION AND SPELLING</b></p> <p>Children will apply their knowledge of Grammar, Punctuation and Spelling to a range of questions. This will allow us to see what the children know and can do well, and what they need to learn/practise over the coming term.</p>	<p><b>L.I: To write and punctuate direct speech.</b></p> <p><u><b>Key Vocabulary:</b></u> speech, dialogue, synonyms, punctuation, inverted commas, comma, speech marks</p> <p><u><b>Key Questions:</b></u> What is the difference between direct speech and reported speech? How should dialogue be punctuated? What do writers need to do, when there is a new speaker? What synonyms for 'said' can we use instead, to give our writing more accuracy?</p>	<p><b>L.I: To identify features of a text</b></p> <p><u><b>Key Vocabulary:</b></u> structure, language, context clues, subject specific/ historical vocabulary</p> <p><u><b>Key Questions:</b></u> 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? What language and punctuation would be found in a story? How do sentence openers gain the attention of the reader and make them want to read on?</p>	<p>Use this time to address misconceptions or anything that needs reinforcing from English this week.</p>
<p><b>Activities</b></p>			<p>Today, we will focus on punctuating direct speech using inverted commas. All the words spoken by a character must be inside these inverted commas. All punctuation for a piece of dialogue must be inside the inverted commas e.g. if the dialogue is a question, a ? must be inside the inverted commas. Just like any new sentence, speech must start with a capital letter.</p> <p>Using the success criteria for direct speech, children will:</p> <ol style="list-style-type: none"> <li>1. identify which sentence uses the conventions of speech most accurately.</li> <li>2. Correct the sentence so the reported speech is properly punctuated.</li> </ol>	<p>What makes a good story? How do structure and language impact on how good a story is? Teacher to model identifying the features of a story with a short text.</p> <p>Today, children re-read 'Imelda and the Goblin King', this time as a writer. Then they will annotate the features grid to mark the features they find in the text, and record examples of each.</p> <p><u><b>Challenge:</b></u> Which features from the list did they not find? What do they think that might be?</p>	

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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>L.I: To use working memory to interpret textual inconsistencies.</b>	<b>L.I: To select a suitable strategy when inconsistencies occur.</b>	<b>L.I: To reconstruct information in a concept map.</b>	<b>LI: To use structure and organisation to clarify meaning.</b>	<b>LI: To use structure and organisation to clarify meaning.</b>
Reading Strategy 6 – Repair the breakdown!	This week, we will review some of the skills we already use to figure out the meaning of words in a text (or a larger section of text) if they the meaning is not clear to us immediately. We will explore how important context is when looking for meaning. We will also discuss how important it is to pay attention to the root words and the meaning of prefixes and suffixes when looking for meaning. Children will get the opportunity to practise using a dictionary and thesaurus to explore the meaning of words.				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To solve a variety of arithmetic questions</b>	<b>L.I: To solve problems regarding rounding</b>	<b>LI: To answer reasoning and problem-solving questions</b>	<b>LI: To answer reasoning and problem-solving questions</b>	<b>L.I: To practise our multiplication facts</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b>Key Vocabulary:</b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b>Key Vocabulary:</b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b>Key Vocabulary:</b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b>Key Questions:</b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts and mental strategies.
<b>Activities</b>	Children will be given a variety of arithmetic questions that focus on the skills covered/ taught in previous years as well as so far in Year 4. It will also provide an opportunity to demonstrate existing knowledge with regards to up and coming units and learning.	Children will have a range of questions linked to clues e.g. Ben has a number, it is: -an odd number; -its tens digit is half of the thousands; - all the digits add up to 10; -the number rounds to ...when rounded to the nearest 10.	Today, children will practise using the methods such as RUCSAC (Read, Understand, Choose, Solve, Answer, Check) to answer a wide variety of problem solving and reasoning questions based on their learning in KS1 and Lower KS2. It will also provide an opportunity to demonstrate existing knowledge with regards to up and coming units and learning.	Today, children will practise using the methods such as RUCSAC (Read, Understand, Choose, Solve, Answer, Check) to answer a wide variety of problem solving and reasoning questions based on their learning in KS1 and Lower KS2. It will also provide an opportunity to demonstrate existing knowledge with regards to up and coming units and learning.	

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Please continue logging into [Doodle Maths](#) and [Times-table Rockstars](#) regularly.

Music	RE	PE
<p><b>(Continued from last week)</b></p> <p><b>L.I. <u>To create musical rhythms using body percussion</u></b> The children will continue to work together in pairs or small groups to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. Children will record (write down) their rhythms and perform to the class. They will have to listen carefully and offer feedback (what went well and how the performance could have been even better).</p>	<p><b>L.I: How do Buddhist work out what is right and wrong?</b></p> <p><b>Starter:</b> The children will be jotting down what values they believe are right and wrong.</p> <p><b>Main:</b> We will be exploring the Buddhism religion and how Buddhists work out what is wrong and right. The children will complete a sorting activity where they sort values into what is right and what is wrong for a Buddhist.</p> <p><b>Plenary:</b> We will discuss as a class the key question ‘why is it okay to believe and practise a religion in your own way?’</p>	<p><b>L.I. <u>To develop technique and control when jumping, hopping and landing.</u></b> Children will work together to explore and come up with three things for both jumping and hopping that they think will help them to jump and hop far. Share ideas with the class. Bending knee/s before takeoff to allow your body to spring and explode forwards. Swinging your arms to provide momentum. Pushing your hips forwards as you take off. In hopping, using your non-hopping foot to propel you forwards.</p> <p><b>Cool down and Plenary</b> Which type of jump got you the furthest distance? Which of your jumps was most controlled? Jumping or hopping? If you were going to teach someone to stick their landing, what three things would you tell them?</p> <p><b>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</b> This week we will be looking at the routines and expectations of each swimming group.</p>
Art	PSHE	Spanish
<p><b>L.I: To apply inspiration from other artists and use appropriate techniques in a piece of work.</b></p> <p>Discuss with children how they will be looking at sculptures made by Pootoogook today and creating their own animal sculpture base don their design from last week.</p> <p>Show children a variety of techniques to make animal sculptors and give the option/ step by step guide to make an owl if they would like to ( easier option).</p>	<p><b>L.I. I understand how groups come together to make decisions.</b></p> <p><b>Starter:</b> The children will be working in small groups to create words together with a focus on collaboration.</p> <p><b>Main:</b> We will be discussing different scenarios and which decisions would need to be made in these situations. We will also look at what points are important when making team decisions and the children will make a poster to present their ideas.</p> <p><b>Plenary:</b> We will evaluate our performance as a class in terms of teamwork and collaboration.</p>	<p><b>Unit: Me presento</b></p> <p><b>Unit Objective:</b> To say your name, age, how you are feeling and where you live in Spanish</p> <p>By the end of this unit, we will be able to: · Count to 20 in Spanish · Ask somebody how they are feeling, their age, name and where they live in Spanish · Say how we are feeling, how old we are, what our name is and where we live in Spanish · Apply rules of adjectival agreement when saying our nationality in Spanish</p> <p><b><u>Lesson 4- Count to 20 in Spanish.</u></b></p>

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Science	Topic (Geography)
<p><b><u>L.I. To describe how organisms adapt to their habitat</u></b> We will explore how animals and insects adapt to their environment. E.g. A fish lives in water and has fins for motion, stability and direction. Children are to design their own imaginary hybrid. These are organisms that have been transported to completely different habitats. e.g. a fish in a forest - a polar bear in the desert - a beetle in a pond. You will explain what the new features do for the imaginary hybrid you have created.</p>	<p><b><u>L.I. To describe the human geography of a place</u></b> This week, we will be exploring the day-to-day life and culture of the Inuit people.  We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.  The children will be creating a fact file.</p>

## 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 Monday.

Reading/Spelling and Grammar	Maths	Topic/Other foundation subjects including writing
<p>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.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p><b>Doodle English and Doodle Spell</b> – log in to your account at least 3 times this week.</p>	<div style="text-align: center;">  </div> <p><b><u>Doodle Maths</u></b> – Log on to your account at least three times this week. <b>We will be checking to see who has accessed their account the most!!</b></p> <p>Work to reach your target – are you in the <b>green</b> yet?</p> <p>Times Tables Rockstars:</p> <p>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!</p>	<p>There is a Black History Month homework piece that is on the website and also will be added to Google Classroom.</p> <p>It is competition, set by the BBC, which is accessible by this link: <a href="https://www.promoteyourschool.co.uk/blog/bbc-500-words-competition-wall-art">https://www.promoteyourschool.co.uk/blog/bbc-500-words-competition-wall-art</a></p> <p>There is an accompanying PowerPoint, that the children will have seen in class to support this. Good luck!</p>

**Spelling and dictation** – Remember to try and use these words in sentences to show that you understand their meanings.

This week's spellings are a selection of Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

division	television
invasion	revision
confusion	erosion
decision	inclusion
collision	explosion