

# Weekly Overview of Learning

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English	Monday	Tuesday	Wednesday	Thursday
	<b>L.I: To edit a narrative.</b>	<b>L.I: To use comparative adjectives (superlatives)</b>	<b>L.I: To summarise information from a text</b>	<b>L.I: To identify features of a text</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> edit, plan, build up, cohesion, paragraphs, problem, climax, resolution, ending.</p> <p><b>Key Questions:</b> -What edits have you made? -How can you improve your writing? -What fronted adverbials could you include?</p>	<p><b>Key Vocabulary:</b> adjectives, compare, superlatives, noun</p> <p><b>Key Questions:</b> What are adjectives and what function do they perform? What are superlatives? How can we compare more than one noun? What suffix is added to an adjective to make a superlative? Is this the same for all comparative adjectives?</p>	<p><b>Key Vocabulary:</b> read, summarise, key-points, recognise, information, highlight</p> <p><b>Key Questions:</b> What does summarise mean? How do we identify the main points? How do we use skimming and scanning to summarise? Are there any organisational features that might help us with summarising?</p>	<p><b>Key Vocabulary:</b> sub-headings, passive voice, adverbials of reason, brackets, formal</p> <p><b>Key Questions:</b> What is an explanation text? What is the purpose of an explanation text? How is the information organised? What person is it written in? Why might a glossary be important in this type of text? What role do quotes play in an explanation text?</p>
<b>Activities</b>	<p>Children make edits to their writing based on feedback given by the teacher in their previous lesson. During the input, go through some examples of what the children could edit and any misconceptions noted during pink paper time.</p>	<p>We will start with the words: <i>great, greater, greatest to begin to explore what</i> superlatives and comparative adjectives are. We will explore how these words are used to compare nouns.</p> <p>KQ: What text types do you think might use superlatives and comparative adjectives? (information, persuasion).</p> <p>Children complete sentences with the appropriate comparative adjectives.</p> <p>Challenge: Children to write 5 sentences of their own using comparative adjectives</p>	<p>Together, we will watch the video clip of the Snoozatron. In a maximum of 5 sentences, children will try to describe what is happening.</p> <p>The class teacher will introduce the class to the 'model text' (teacher written WAGOLL based on the Snoozatron). The class will read through the text together and point out that it is a procedural text.</p> <p>The purpose of this text is to explain how/ why something happens.</p> <p>Children identify the main points of each section. How do the sub-headings help us? Together, we will come up with actions for each step of the procedure and act out the text.</p> <p><b>Main Task:</b> Children read the text and use the success criteria to answer the questions, in their own words.</p>	<p>Using a different explanation text (How does a telescope work?), the teacher will model text marking the title, subheadings and subject-specific vocabulary. Class will discuss why brackets have been used to define any subject-specific vocabulary that the reader might not know. We will explore how 'rhetorical questions' are often used as the title or subheadings to keep the text focused.</p> <p><b>Main Task:</b> Using the key, at the bottom of the sheet, children mark the text (our model text, The Snoozatron), demonstrating the features.</p> <p><b>Challenge:</b> Compare the features of a non-chronological report with those of explanation texts.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<p><b>L.I: To identify the key points in a text</b></p> <p>For this lesson we will be looking at the key points in a text. The children will then discuss the who, what, where and why of a short extract.</p>	<p><b>L.I: To identify the key points in a text</b></p> <p>Building on from last lesson, the children will get the chance to highlight the who, what, where and why of a short text. They will then convert this into a short, summarising sentence.</p>	<p><b>L.I. To summarise information from a text</b></p> <p>For this lesson, we will get the opportunity to analyse effective summary sentences. We will the try writing short sentences that summarise the theme of a text.</p>	<p><b>To synthesise information from a text</b></p> <p>We will be using model of the pebble dropped in water, to help us be able to synthesise the text of The Chinese Cinderella.</p>	<p><b>L.I: To synthesise information from a text</b></p> <p>Over the last two weeks, we have been looking at our skills of inference and synthesis. We are going to apply these skills to a short motion-clip.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To subtract fractions from whole amounts</b>	<b>L.I: To find unit fractions of a set of objects</b>	<b>L.I: To find non-unit fractions of a set of objects</b>	<b>L.I To practise our multiplication facts</b>	<b>L.I: To calculate fractions of quantities</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary</b> Subtract, whole, fraction, numerator, partition</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• How many are equal to 1 whole/2 wholes/5 wholes?</li> <li>• What is the connection between the numerator in the question and the numerator in the answer when you subtract a fraction from 1?</li> <li>• How can you show the problem using a bar model/ number line?</li> <li>• How many of the wholes are affected when you subtract a fraction?</li> <li>• How can you partition the whole number to help with the subtraction?</li> </ul>	<p><b>Key Vocabulary</b> Denominator, numerator, unit-fraction, whole, divide, multiple</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a unit fraction?</li> <li>• What calculation am I trying to solve?</li> <li>• What strategy can we use to find fractions of amounts?</li> <li>• What is the whole?</li> <li>• How many equal parts are there?</li> <li>• How many equal parts do we want?</li> </ul>	<p><b>Key Vocabulary</b> Denominator, numerator, non-unit fractions, whole, divide, multiple</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a non-unit fraction?</li> <li>• How many parts has the whole been split into?</li> <li>• What strategy can we use to find fractions of amounts?</li> <li>• How many equal parts are there?</li> <li>• How many equal parts do we want?</li> </ul>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p><b>Key Vocabulary</b> Denominator, numerator, unit-fraction, non-unit fractions. Non-unit fractions</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What calculation am I trying to solve?</li> <li>• What strategy can we use to find fractions of amounts?</li> <li>• What is the whole?</li> <li>• How many equal parts are there?</li> <li>• How many equal parts do we want?</li> </ul>
<b>Activities</b>	<p>This small step links the previous step and the next step together, helping children to make links between subtracting fractions and subtracting mixed numbers and fractions. Children need to know how many equal parts are equivalent to the whole and how this relates to whole numbers greater than 1. They use bar models and explore subtracting from the whole, initially when it is written as a fraction, for example <math>\frac{9}{9}</math> rather than 1. They subtract from whole numbers greater than 1, comparing subtracting the fraction from one of the wholes with using improper fractions. Number lines are also used in this step, and children explore the difference between taking away and finding the difference.</p>	<p>Children will be given a unit fraction problem to solve <math>\frac{1}{4}</math> of 12. As a class, we will solve the question, we will go record the number sentences and discuss the calculation we are trying to work out. We will look at how we can solve this problem using the bar model (4 equal segments with 3 dots in each section, so the answer is 3). Before children complete their independent work, they will demonstrate they knowledge of finding unit fractions of amounts by complete questions such as <math>\frac{1}{4}</math> of 16 and <math>\frac{1}{8}</math> of 64. Children will complete questions that will ask them to recall their multiplication facts, solve word problems and use bar models.</p>	<p>In this lesson, we will revisit what a non-unit fraction is. We will then use a 'bar modelling' strategy to help us calculate non-unit fractions of amounts. Finally, we will work backwards by applying this knowledge to use the value of the parts to help us calculate the total value of the quantity (whole). We will recap on identifying all the non-unit fractions on the board. Children will be asked to explain what a non-unit fraction is. As a quick recall, we will discuss how we find a unit fraction of amounts (yesterday's lesson) and then together as a class we will solve <math>\frac{1}{4}</math> of 12. We will look at how we can solve this problem using the bar model (4 equal segments and 3 dots in each section) 12 divided by 4 and then <math>3 \times 3</math> will give them the answer. Before children move on to independent work they will model how they solved problems such as <math>\frac{4}{7}</math> of 21 and <math>\frac{2}{5}</math> of 15.</p>		<p>Children will start the lesson by recapping and identifying fractions in different concrete problems. We will start to solve the problems by counting the total number of items within the problem, this will be recorded as the denominator (divide by) and then together we will count the number of shaded or items that meet the criteria and this will be the top number (the numerator). Children will solve a range of problems calculating fractions of quantities.</p>

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

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Music	RE	PE
<p><b>Unit: Music and Performance Chinese New Year (Dragon Dance)</b></p> <p><b><u>L.I. To work as a group to create a piece of music of a given theme.</u></b></p> <p>This week, each group will work out a melody for their haiku, by using an instrument like a glockenspiel to try out notes in different orders until they find a melody that they like. The groups then need to write down the notes to remember their melody. The children can then write this down, using the letter names, and practise singing and playing it together.</p> <p><b>How do you know when to begin playing?</b> <b>How does your group communicate without talking during the performance?</b></p> <p>When the groups are ready, and you have heard them sing/play it reliably, they can add some sound effects with tuned and untuned percussion, using the ideas they wrote in their composing journals in the earlier sessions.</p>	<p><b><u>L.I. To find out about the events and emotions surrounding the crucifixion of Jesus.</u></b></p> <p><i>This week, the children will be learning about what happened after Jesus was arrested. They will also find out how Jesus felt let down by the people of Jerusalem, the authorities and God.</i></p> <p><i>The children will then complete the task by ordering the events of Jesus' crucifixion. They will then discuss why Jesus was crucified.</i></p> <p><i>KQ: Can you talk about the feelings of the disciples, Jesus, his friends and family?</i></p>	<p><b>Netball</b></p> <p><b><u>LI: To be able to defender an opponent and try to win the ball.</u></b></p> <p><b>Warm Up</b> - What is a defender? <b>What is the role of a defender?</b> <b>Can you think of different defending skills you may have used in other games?</b></p> <p><b>Catch me if you can:</b> One way that we can defend in netball is to stay close to an opponent so that we can intercept the ball. Children work in pairs. One is the attacker, one the defender. Attacker runs around the space, defender</p> <p><b>Skills Development</b> - children will complete various activities: <b>Mirror me, Any direction, 3V3</b></p> <p><b>Plenary</b> <b>What two things must you be able to see when defending?</b> <b>How do you know if an attacker is going to change direction?</b> <b>Were you successful at intercepting a ball?</b> <b>What tactics did you use when defending? Did they work?</b></p> <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b></p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>

D.T	PSHE
<p><b>LI: To develop a clear method (recipe).</b> <b>LI: To produce annotated diagrams</b></p> <p>Starter: Look at the following pictures of different stages of food preparation. Work with your partner to label each with the imperative verb, the image depicts.</p> <p>Watch me: Just like we might write a method for a science experiment, we need to write instructions to make a food product too. However, we call this <i>a recipe</i>. Using the model text, we will identify the language and organisational features of a recipe. Help me: Generate a bank of imperative verbs for the Chinese dish we will make.</p> <p>Main task 1: Using the template (for those who require it) write the recipe for your product.</p> <p>Main task 2: add an appropriate labelled diagram for each stage of the method, to support their reader.</p>	<p><b><u>L.I. To understand some of the reasons some people drink alcohol</u></b></p> <p>This week, the children will discuss some of the reasons people drink alcohol. The children will be discussing a range of facts linked to alcohol, with the task of deciding if they are true or false.</p> <p>We will then discuss the effects of peer pressure and how this can link to unhealthy choices.</p> <p>KQ: Why do you think there is a link between the liver and alcohol?</p>

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Science	Topic (Geography)	Computing	Spanish
<p><b><u>Unit: State of Matter</u></b></p> <p><b><u>LI: To explore how water/materials changes state.</u></b> <b><u>LI: To research the melting and boiling point of different materials (and to record my findings).</u></b></p> <p>Today, children will discuss how the particles behave in a solid, liquid and gas, recalling their prior learning. Children will then research the melting and boiling point of different materials using a networking activity (and record their findings on a bar chart).</p>	<p><b><u>LI: To explore the human impact on China's physical geography.</u></b></p> <p>Children look at the physical geography aspects of China with particular focus on the Yangtze River, Gobi Desert and 3 Gorges Dam.</p> <p>Main Task- Children to write about how desertification has affected families.</p>	<p><b><u>Unit: Photo Editing</u></b></p> <p><b><u>LI: To make good choices when selecting different tools</u></b></p> <p>In this lesson, the children will learn how to use different tools to select areas of an image. The children will then use copy and paste within one image and between two images to produce a combined image. Finally, students will consider when it's appropriate to edit an image and discuss some of the ethics around retouching photos.</p>	<p><b><u>LI: To consolidate the previously learnt vocabulary and learn how to ask for the bill.</u></b></p> <p>Go through Language Angels PPT slides and focus on language teaching children how to have a simple conversation</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.



phone  
phonics  
microscope  
telephone  
homophone  
real  
reality  
realistic  
unreal  
realisation

### 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) Complete the Readathon - from World Book Day - as explained in assembly and class.

2) Music - Write out and draw images to match the lyrics for your class songs e.g. 4c and 4P = Eye of the Tiger etc. 4S your Chinese New Year songs from class.