

Weekly Overview of Learning

Year Group: 4 **Week beginning: 11.11.2024**

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English	Tuesday	Wednesday	Thursday	Friday
	L.I: To use a variety of openers. (continued)	L.I: To plan a narrative.	L.I: To compose a narrative (text)	L.I: To compose a narrative (text) continued
Key vocabulary and key questions	<p>Key Vocabulary: fronted adverbial, comma, speech, onomatopoeia simile, abstract noun</p> <p>Key Questions: Why is it important that writers start their sentences in a variety of ways? What purpose do fronted adverbials serve? How could onomatopoeia be used as an opener? What is a rhetorical question and why is it effective in gaining audience engagement, if used as an opener?</p>	<p>Key Vocabulary: Events, substitution, structure, purpose, audience, sequence, suspense, engage</p> <p>Key Questions: What makes a good plot? Think back to when we identified the features of a 'portal story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? Is it ok for things to keep happening 'suddenly'?</p>	<p>Key Vocabulary: description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p>Key Questions: How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? In what way is it more complex than basic descriptive language? What function does it play in narrative? How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do?</p>	<p>Key Vocabulary: description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p>Key Questions: How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? In what way is it more complex than basic descriptive language? What function does it play in narrative? How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do?</p>
Activities	<p>Read the extract from 'Imelda and the Goblin King' 'identify how a variety of openers have been used and the effect this has had on the reader. Children use the skills developed in today's lesson to write the resolution and ending of their story.</p> <p>Children to consider the following question: What makes a good ending to a story? Teacher and students to explore some examples together.</p>	<p>Today, we will look at images from the picture book 'The Journey'. What do you think is happening in each?</p> <p>We will complete the 'plot ingredients' grid together, before children start their main task.</p> <p>Independently, children use the skills developed in last week's lessons to box-up their new story, substituting the relevant ideas from Imelda and the Goblin King to those generated from the pictures</p>	<p>We will look back at the toolkit we have created over the past few weeks. Plot, language and structural features of this genre. WE will use some of the children's boxing up plans from yesterday's lesson and annotate them with linking language (conjunctions and adverbials). Together, we will generate vocabulary and figurative language and annotate around the displayed images. Children can then refer to these when they are writing their story.</p> <p>Children use the images, vocabulary generated in today's lesson and their toolkits to write their new portal story.</p>	<p>We will look back at the toolkit we have created over the past few weeks. Plot, language and structural features of this genre. We will use one of the children's boxing up plans from yesterday's lesson and annotate it with linking language (conjunctions and adverbials). Together, we will generate vocabulary and figurative language and annotate around the displayed images. Children can then refer to these when they are writing their story.</p> <p>Children use the images, vocabulary generated in today's lesson and their toolkits to continue new portal story.</p>

This week's reading focus: Reading Strategy - MAKING CONNECTIONS

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>L.I: To make initial associations.</u>	<u>L.I: To identify themes and conventions of a text</u>	<u>L.I: To activate prior knowledge about a text.</u>	<u>L.I: To appraise/review a text.</u>	<u>L.I: To compare and evaluate texts</u>
	Children to read a passage and discuss what associations they can make.	Discuss the difference between what a theme and convention is. Can they identify these in the short passages?	Children to read a book with the teacher and then answer questions to make connections.	children discuss their current reads with their classmates and orally review their book.	Read 2 different passages based on a similar theme and make comparisons through a T chart.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.1: To practise our multiplication facts 12s</u>	<u>To explore the meaning of the word 'area' when measuring shapes</u>	<u>To find the area of rectilinear shapes by counting squares</u>	<u>To use squares to make rectilinear shapes</u>	<u>To compare the areas of rectilinear shapes</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> multiple, product, factors, inverse, fact families, arrays</p> <p><u>Key Questions:</u> 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?</p>	<p><u>Key Vocabulary:</u> right angle, 2D, rectilinear, area, space, measure, multiple, rectangle</p> <p><u>Key Questions:</u> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><u>Key Vocabulary:</u> right angle, 2D, rectilinear, area, space, measure, multiple, rectangle</p> <p><u>Key Questions:</u> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><u>Key Vocabulary:</u> right angle, 2D, rectilinear, area, space, measure, multiple</p> <p><u>Key Questions:</u> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><u>Key Vocabulary:</u> right angle, 2D, rectilinear, area, space, measure, multiple</p> <p><u>Key Questions:</u> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>
Activities	<p>Starter: Times Tables aerobics/Supermovers.</p> <p>Recap existing knowledge and highlight the new facts.</p> <p>Identify any patterns and tips/tricks to speed up recall or working out of the multiples and their inverse.</p>	<p>Today, children will be taught how to count squares to find the area of 2D shapes. They will be shown how to count both whole and half squares and how multiples can be used to find the area of rectangles. We will extend the children's understanding through reasoning and problem solving.</p>	<p>Today, children will be taught how to count squares to find the area of 2D shapes. They will be shown how to count both whole and half squares and how multiples can be used to find the area of rectangles. We will extend the children's understanding through reasoning and problem solving.</p>	<p>Today, children will practise making 2D shapes with a given area (number of squares). There will be lots of opportunities given for practical independent work as well as fluency, reasoning and problem solving questions.</p>	<p>Today, children will count squares, use multiples and look for rectangles within shapes to compare areas. There will be lots of opportunities given for children to deepen their understanding through comprehensive reasoning and problem solving questions.</p>

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

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Music	RE	PE
<p style="text-align: center;"><u>Rock and Roll</u></p> <p><u>L.I. To be able to perform with a sense of style</u></p> <p>The children will begin by reviewing the history of rock and roll music. They will also perform the jive from the previous week's lesson which will lead to discussion on the importance of staying in time, and what would happen if they fell out of time. We will then learn the song 'rock around the clock' by Bill Hayley. In groups, the children will be given two lines to learn and then the whole class will come together to perform. Once the children feel confident with the lyrics, we will encourage them to create actions to go with their lines. To conclude the lesson, the whole class will perform to a live audience.</p>	<p><u>L.I: To evaluate information about Buddhist, Hindu and Sikh scriptures.</u></p> <p>Children will play a communication game to think about how we use pictures and text to share information. They will then look at a range of images of different sacred texts from Hinduism, Sikhism and Buddhism and think about what they can see, and then think about the difference between "recognised or evidenced information" and "beliefs and opinions". They will evaluate each of a set of statements and decide which category it goes into.</p>	<p style="text-align: center;"><u>Dodgeball</u></p> <p><u>L.I. To develop throwing at a moving target.</u></p> <p>During this lesson, the children will build upon their communication skills as a team. They will learn to be aware of others when moving around space and to apply their honesty and rule knowledge in partner and small group activities, whilst enhancing their targeting and safe throwing techniques.</p> <p style="text-align: center;"><u>Swimming</u></p> <p><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>L.I: To develop independent movement and submersion</u> <u>L.I: To develop positioning and breathing techniques when using a variety of strokes</u></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
DT	Spanish	PSHE
<p><u>Part1- L.I: To select from a range of materials and components.</u></p> <p><u>Part 2- L.I: To produce annotated sketches and cross-sectional drawings to develop and communicate ideas.</u></p> <p>This week, the children will be thinking about which materials are best suited for their book cover sleeves and complete the template planning sheet.</p> <p>The children will then produce an detailed, annotated sketch of their proposed book cover sleeve.</p>	<p><u>L.I: To use the possessive adjective 'my' in Spanish.</u></p> <p>Teacher to explore teaching slides for Lesson 2</p> <p>Children complete vocabulary activity to identify different family relations.</p>	<p><u>L.I. To understand what influences me to make assumptions based on how people look</u></p> <p>To begin this week's lesson, the children will share physical features that they like about themselves. We will show them optical illusions which will challenge them to think about assumption making. The children will then describe an image of a dog and consider why they each have different answers and what influenced their ideas. The children will then take part in the main task which involves them completing a response sheet. They will write three words to describe their thoughts about a person/thing. Then, they will identify what has influenced them to make that response, e.g. family, TV, media, personal experience.</p>

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Science	Topic (History)	Computing
<p><u>L.I: To identify different types of teeth and their functions</u> This week, we will explore the four main types of teeth we have: canines, incisors, molars and wisdom teeth.</p> <p>We will be drawing diagrams and labelling these types of teeth with their functions. For a challenge, we will be thinking about whether or not animals have the same teeth as us and why this is.</p>	<p><u>L.I. To form historical questions</u> This half term, the children will be looking at some of the many historical facts related to the polar region. In this unit the children will be learning about a group of explorers that made an expedition to the South Pole. This expedition took place more than 100 years ago. <i>What might have made their trip more difficult than that of explorers making the same trip today?</i> <i>What makes a good question?</i> The class teacher will model to the children that good questions should be open ended and be formed using the 5Ws as their root and remind them that all questions need to start with a capital letter and end with a question mark. The children will be given a selection of photographs of Scott and his men on the South Pole expedition. In pairs, around each photo, the children are to annotate with any questions that they have.</p> <p><u>L.I. To research significant people who have contributed to national achievement</u></p> <p>This week, the children will continue to explore the life of Robert Falcon Scott by creating a fact file about him. We will recap what makes a good fact file and then discuss our research from last week. The children will have the opportunity to create a fact file independently.</p>	<p><u>L.I: To use a digital device to record sound</u></p> <p>In this lesson, learners will record their own sounds and play back the recorded audio. They will also listen to a range of podcasts and identify the features of a podcast</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

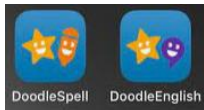
Who will be top of the leader board next week?!



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.



expression
discussion
confession
permission
admission
transmission
possession
profession
depression
impression

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:



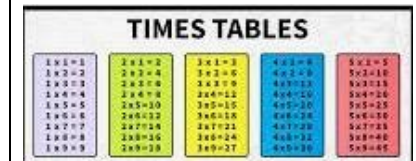
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

You can also practise using www.timestables.co.uk 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.

