

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11<sup>th</sup> December 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
	<b>L.I: To identify the features of a biography.</b>	<b>L.I: To identify and use personal pronouns correctly</b>	<b>L.I: To understand and use comparative and superlative adjectives.</b>	<b>LI: To plan a biography.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> biography, features, paragraphs, third person, personal pronouns, facts.</p> <p><b>Key Questions:</b> What is a biography? What features can you spot? What is the purpose for each feature?</p>	<p><b>Key Vocabulary:</b> he, she it, them, they, us, we, biography.</p> <p><b>Key Questions:</b> What personal pronouns would be appropriate to use in a biography? Why are pronouns necessary to use in a biography?</p>	<p><b>Key Vocabulary:</b> superlative, comparative, adjective, suffixes.</p> <p><b>Key Questions:</b> Why are superlatives needed? How do we use the root word to make a superlative or comparative adjective?</p>	<p><b>Key Vocabulary:</b> plan, biography, third person, factual, person, life, key events.</p> <p><b>Key Questions:</b> Who is Ernest Shackleton? Why was his life significant? How could we use our research to plan a biography, thinking of structure and language?</p>
<b>Activities</b>	<p>STARTER- Grammar activity on verb inflections.</p> <p>Explain what a biography is and how it centres around someone's life. Go through the purpose for writing a biography. Look at the features together and language features.</p> <p>Read biography model based on Sir David Attenborough's life. What features can the children help you identify (do this as a class).</p> <p>Main task- outlined above.</p>	<p>STARTER- Which of the following features are used in a biography?</p> <p>Go through what personal pronouns are and various examples. What pronouns can be used for 'things'. Children look at a series of sentences and see why pronouns are needed.</p> <p>MAIN TASK- worksheet to practise using and identifying pronouns.</p>	<p>STARTER- Children to replace nouns with pronouns.</p> <p>Show children how an adjective is modified to become a comparative adjective and explain how this is used to compare two things. Show examples and demonstrate how the spelling changes.</p> <p>Explain how when comparing more than two things, superlative adjectives are used. Show how to add the -est suffix. Go through spelling rules.</p> <p>MAIN TASK- worksheet to practise use of comparative and superlative adjectives.</p>	<p>STARTER - Children to think about famous people they like and imagine what their biography would be like.</p> <p>Children to recap the features of a biography and look at the structure in greater detail. As a class, we will then identify some key questions we want to research.</p> <p>MAIN TASK: Children to complete independent research on Ernest Shackleton, using this information to plan their biography.</p>

**This week's reading focus: Reading Strategy 6 - Fix-up strategies**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>LI: To link new word meanings to those I already know</b>	<b>LI: To give meaning to new language using the context in which it appears</b>	<b>LI: To use the context of a sentence to help read unfamiliar words</b>	<b>LI: To deduce the meaning of words from context</b>	<b>LI: To use the context of a sentence to help read unfamiliar words</b>
	<p>Sometimes, when exploring a new text, we read a word or phrase that we don't understand. It is important that we <b>don't just read over or ignore these words or phrases</b> as we may miss out on important information. We need to have strategies to work out the meaning of unknown words in the context they are written. This week, we will explore some of the strategies we can use to help us to figure out the meaning of an unfamiliar word or phrase in a text. We will use reading around, root words and dictionary and thesaurus skills to work out the meaning of unknown words. We will explore the importance of understanding the context of a text to help identify the meaning of an unknown word or phrase.</p>				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 45
	<b>L1: To apply my knowledge of 12 times-table and division facts</b>	<b>L1: To multiply by 1 and 0</b>	<b>L1: To divide a number by 1 and itself</b>	<b>L.I: To multiply 3 numbers</b>	<b>L.I: To practise our multiplication facts</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> commutative, multiple, factor, product</p> <p><b>Key Questions:</b> How many equal groups are there? How many lots of 12 do you have? How many groups of 12 are there in x? What can you partition 12 into to help you? How can you use base 10 to work out <math>\times 12</math>? How can you use place value counters to work out <math>\div 12</math>?</p>	<p><b>Key Vocabulary:</b> commutative, multiple, factor, product</p> <p><b>Key Questions:</b> What does “zero” mean? How can you multiply by zero? What do you notice about the results of multiplying numbers by zero? What does “multiplying by 1” mean? What do you notice about the results of multiplying numbers by 1? What is the same and what is different about multiplying by 1 and multiplying by zero?</p>	<p><b>Key Vocabulary:</b> commutative, multiple, factor, product</p> <p><b>Key Questions:</b> How many equal groups of x can you make? What is shared equally into 1 group? What is grouped into groups of 1? What is the same and what is different about multiplying by 1 and dividing by 1? What is the same and what is different about dividing a number by 1 and dividing a number by itself?</p>	<p><b>Key Vocabulary:</b> commutative, multiple, factor, product</p> <p><b>Key Questions:</b> Do you have to multiply the numbers from left to right? Which pair(s) of numbers do you know the product of? How will you decide which order to do the multiplication in? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</p>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
<b>Activities</b>	In this small step, children build on their knowledge of the 2 and 10 times-tables to explore the 12 times-table. They recognise that they can partition 12 into 10 and 2 and use known facts to support their understanding, for example $7 \times 12 = 7 \times 10 + 7 \times 2 = 84$ . They also build on their knowledge of the 6 times-table, recognising that multiplying by 12 is the same as multiplying by 6 and then doubling. Children use a range of concrete and pictorial representations to deepen their understanding of multiplying by 12 and to make links between multiplying and dividing by 12.	In this small step, children explore the effect of multiplying by 1. They notice that when they multiply a number by 1, the result will always be the number itself. This small step also focuses on multiplying by zero. Children learn that when multiplying any number by zero the result is always zero. A common misconception with this small step is that children confuse the result of multiplying by zero with multiplying by 1. Ensure pictorial representations are used to address this misconception, so that children can see that $4 \times 0$ is the same as 4 lots of zero, which is equal to zero.	In this small step, children apply their knowledge of division and explore what happens to a number when they divide it by 1 or itself. Children can sometimes confuse the result of dividing a number by 1 with dividing a number by itself. Ensure concrete and pictorial representations are used to address this misconception, including examples that involve both structures of division. Following on from the previous small step, children may try to divide a number by zero and it should be highlighted that this is not possible.	In this small step, children apply their knowledge of multiplication to multiply three numbers together. They are introduced to the idea of the associative law (but do not need to know it by name), which focuses on the fact that it does not matter how they group the numbers when they multiply. For example, $4 \times 5 \times 2 = (4 \times 5) \times 2 = 20 \times 2 = 40$ . Children will be encouraged to link this idea to commutativity and change the order of the numbers to group them more efficiently.	

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

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Music	RE	PE	
<p><b><u>L.I. To reflect on the features of rock and roll music</u></b> This week, the children will revisit their performances of ‘rock around the clock’. They will perform to each other and then discuss the different elements of the track. We will discuss the walking bass line and how this carries the music. We will identify the tempo of the track and how this affects the feel, and finally we will consider why it is important to stay in time with a piece of music. The children will perform again having considered the features of the music. To finish the lesson, we will recognise any progression in comparison to their first performance.</p>	<p><b><u>L.I: To understand the symbolism in the Christmas Nativity song</u></b> The children will explore the history and meaning of the Christmas Carol ‘Silent Night’. We will discuss the significance of the music to Christians and consider any music that is important to our own religions or identities. We will also research into who the song was written by and discover how the song became so well known. We will listen to the lyrics and try to identify the different scenes being portrayed. The main task will challenge the children to visualise one of the scenes and to draw an image to represent what they are imagining.</p>	<p><b><u>Unit: Dodgeball</u></b> As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances.</p> <p><b><u>Lesson 7: L.I: To understand the rules of dodgeball and to use them to play in a tournament</u></b></p>	
DT	Spanish	PSHE	
<p><b><u>L.I: To measure, cut and shape materials with accuracy</u></b> <b><u>L.I: To join components and textiles with an appropriate sewing technique</u></b> This week, the class will be able to continue to practise the three different kinds of stitches - running, back and whip stitch. They will continue to make their book cover sleeve, using all the skills and techniques they have learnt over the last few weeks.</p>	<p><b><u>Unit: La Familia</u></b> By the end of this unit, we will be able to: - Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. - Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p> <p><b><u>Lesson 6</u></b> <b><u>L.I: To revise all language covered so far</u></b> <b><u>L.I: To complete an assessment of the unit</u></b></p>	<p><b><u>L.I. To be able to explain why it is good to accept people for who they are (review)</u></b> The key component of this lesson is to question assumption making and to ask if first impressions are always fair. Pupils will explore the word judgement and discuss if they have ever been influenced by the way someone looks. We will look at individuals using different coloured lenses to encourage discussion around seeing people for who they are rather than what they look like. Key Questions: Do the opinions of ourselves matter if others judge us anyway? Have you ever made an assumption about someone?</p>	
Science	Topic (History)		Computing
<p><b><u>L.I: To identify and classify carnivores, herbivores and omnivores</u></b> In this lesson, we will be looking at the key words: herbivore, omnivore and carnivore. We will recap classification skills, and discuss how we can sort animals depending on their diet.  Main task: To use a venn diagram to classify animals according to diet.</p>	<p><b><u>To describe the significance of historical events</u></b> <b><u>(Write news report set at the time)</u></b> _This lesson we will be looking at the events that took place on Scott’s expedition and ordering them in chronological order. We will then use these to compose a newspaper report, whilst discussing the significance of the event.</p>		<p><b><u>L.I. To evaluate editing choices made</u></b> In this lesson, the children will edit and export their digital recordings so that they can be listened to on a range of digital devices. The children will give feedback on their own podcasts and those of their peers, including areas for improvement.</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

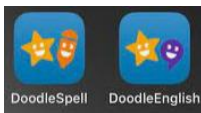
Who will be top of the leaderboard next week?!



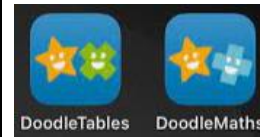
Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into your diaries.

**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.



### 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:**



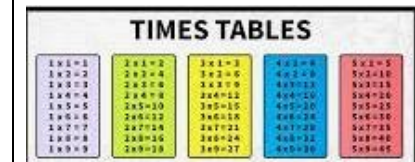
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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.

