Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 4 **Week beginning: 14th September 2026**

*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.*

English	**Monday/Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: To use personification	**LI: To use apostrophes for possession**	**LI: To use adverbial phrases.**	**LI: To discuss and record ideas**
Key vocabulary and key questions	**Key Vocabulary:** Personification, verb, noun, inanimate, impact, stylistic, purpose. **Key Questions:** What is personification? Why do poets use this technique in their writing? What impact can personification have on the reader? Must all poems have personification? Can you name any famous poems that use personification?	**Key vocabulary:** Apostrophes, punctuation, purpose, plural **Key questions:** Where should the apostrophe go in a plural noun to show that something belongs to more than one person or thing? What are the different uses for apostrophes? Why do we sometimes use apostrophes after the word and not between letters?	**Key vocabulary:** Adverbial, time, place, manner, frequency, fronted adverbial **Key questions:** What types of adverbials are there? When are they used? What effect can they have on the sentence? How can you differentiate between the different adverbials?	**Key vocabulary:** Discuss, record, winter, vocabulary, senses, sense imagery, nouns, adjectives, description **Key questions:** How can we substitute the nouns? What vocabulary can you generate based on a wintery land? What adjectives can you include? How might a thesaurus help you? Discuss shades of meaning in relation to adjectives.
Activities	In the poem, 'Dreamer', the narrator dreams he was various aspects of the earth that were ***not*** living things e.g., a stream. What do you think the reason is for the poet doing this? What impact might it have on the reader? We will explore what personification is and together read the Pie Corbett poem: 'In the land of possibility.' In what way is this poem like 'Dreamer'? Children to look back at their 'Cold Write' poem and identify any non-living things they had mentioned e.g. cars, factories, clouds. What verbs could be ascribed to these objects to create personification? E.g. the tall factory chimneys *puffed* billows of grey smoke into the already murky sky. **Task:** Children work in pairs to explore the images of inanimate objects one might observe in our local environment and then, annotate each image with as many personification phrases as they can	Starter task: Read a text and identify how and why an apostrophe has been used. Talk about how sometimes it can be confused for a comma but highlight the difference. Recap use of apostrophes, emphasise use of possessive apostrophe and how this differs from contractions or singular use to show possessions. Children to have a go at a variety of activities on the slides to practise this. Main task- activities to practice plural possession apostrophe use. Discuss misconceptions and children self assess.	Grammar and punctuation starter activity on determiners and using correct syntax within a sentence. What are adverbs? Talk about how they describe a verb. Go through flipchart showing examples of the most common types of adverbials. Series of multiple choice questions to go through as a class to identify the correct adverb to fill the gaps. Mini Task: Children sort the adverbs into categories e.g. Time, manner, place, frequency, reason, Discuss what these words mean prior to the activity. What is a fronted adverbial? Main Task: Grammar activity on fronted adverbials. Children then create their own sentences using adverbials.	Starter activity on verbs. Explain how these are doing words. Work as a class to generate vocabulary on Narnia based images. Play link on flipchart to show a scene from the film for a better understanding. Create a working wall to show all the vocabulary generated. Children list the nouns found in the poem ' A land of possibility.' Explain how we will be replacing these to make the poem centred around Narnia and we will be writing a poem on ' In the land of Narnia.' Shared write poem based on In the land of Narnia, referring To the vocabulary generated within the earlier part of the lesson.

This week's reading focus: Reading Strategy 2- Prediction

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**L.I: To form questions about a text**	**L.I: To identify key information about a text**	**LI: To identify casual links between texts**	**L.I: To use details from the text to from prediction/speculations**	**L.I: To select appropriate evidence from a text to justify predictions**
	Students are presented with some images. Students spend some time forming questions about the image and then answer some questions based on their predictions.	Students practice their prediction skills during reading to predict what will happen next. Teacher will guide students to identify key information to make these predictions	Teacher will guide students through using clues within the text to predict what will happen next and answer questions using this evidence.	Children will identify the key details in the text to answer predictions and use the details as evidence	Students will individually complete a prediction comprehension sheet using their knowledge from the past week. Students will need to justify their prediction with evidence from the text

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To practise and apply times tables and mental maths strategies	**L.I: To represent numbers to 10,000**	**LI: L.I: To estimate and label numbers on number lines up to 10,000**	**L.I: To partition numbers to 10,000**	**LI: To partition numbers in a variety of ways**
Key vocabulary and key questions	**Key Questions:** 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?	**Key questions** • What number is represented? • What is the value of each digit? • Represent 4,672 using base 10/place value counters. How many thousands, hundreds, tens and ones are in the number? • How would you represent 6,000 + 0 + 60 + 9 in the place value chart? • How do you know the counter in the thousand's column has a greater value than the counter in the one's column?	**Key Vocabulary:** interval, estimate, midpoint, represent **Key Questions:** • What is the midpoint of the number line? • How does knowing the midpoint help you to place the number on the number line? • What other numbers could you mark accurately? • Which division is the arrow close to? Is the number greater than or less than this value?	**Key Vocabulary:** partition place value, digit, column, hundreds, tens, ones **Key Questions:** • What number is represented? • How many thousands/hundreds/tens/ones are there in the number? • What is the value of each digit in 4,715? • Does the order in which you partition the number matter? • What number is equal to 7,000 + 0 + 30 + 4? • What does a zero in a place value column tell you?	**Key Vocabulary:** partition place value, digit, column, hundreds, tens, ones **Key Questions:** What number is represented? • How many thousands/hundreds/tens/ones are there in the number? • What is the value of each digit in 4,715? • Does the order in which you partition the number matter? • What number is equal to 7,000 + 0 + 30 + 4? • What does a zero in a place value column tell you?
Activities	**Starter:** Times Tables aerobics/Super movers. Recap existing knowledge and highlight the new facts. Identify any patterns and tips/tricks to speed up recall or working out of the multiples.	Today's lesson builds on earlier work, where children looked at numbers to 1,000, children will focus on representing numbers to 10,000. Children can use different representations such as place value charts and Gattegno charts, which highlight the place value of the digits in the numbers. It is important that children explore the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000 writing larger numbers.	Today, we will continue our work on number lines. Last week, we identified values on number lines using the key questions as success criteria to help us. After practising a few more examples together, we will move on to estimating the value of numbers on a number line. We will discuss suitable estimates from the information given on the number line and the value of each interval, justifying our choices as we go. We will practice identifying the midpoint and other additional points that might help us to position the numbers. We will use sentence stems to help us: The difference in value between the start and end of the number line is _____. The midpoint of the number line is _____. ____ is closer to ____ than ___. Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions	Today children will be partitioning numbers up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example, 5,346 = 5 thousands, 3 hundreds, 4 tens and 6 ones or 5,000 + 300 + 40 + 6. The familiar representations used earlier in the block can help children to understand the value of each digit. A part-whole model can also support children in partitioning numbers. Children should experience questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that 5,006 = 56	Today children will be partitioning a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example 5,346 = 5 thousands, 3 hundreds, 4 tens and 6 ones or 5,000 + 300 + 40 + 6. The familiar representations they have previously used will help children to understand the value of each digit. A part-whole model can also support children in partitioning numbers. Children should experience questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that 5,006 = 56

Please continue logging into Times-table Rockstars regularly!

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Music

L.I. To use body percussion

Starter

I can describe a piece of music, referring to
- Tempo (speed)
- Dynamics (volume)
- Texture (different layers)
- Structure (organisation of the piece)

I can use body percussion to perform a boom clap click sequence and play in time with a partner

I can create one line of my own sequence using a 'stamp'

I can record my rhythm using symbols or words

Who can remember what we mean by the word 'texture'? (Different layers of the music)

Did you like the clapping music? Why/why not?

When might it be useful to use our bodies to make sounds? (When we have no instruments/ when we can't play instruments/ to communicate)

Today, you are going to be composing and performing some basic body percussion rhythms, starting with something called 'Boom, Snap, Clap'.

Computing

LI: To explore how variables and if statements are used in scratch by identifying their purpose in a game

Students will explore 'catch the doughnut' game in Scratch and look inside and the variables and statements within the game. Students will answer a number questions acting as code detectives.

Geography

L.I. To describe the key features of a place

Starter- T;T;Y;P:
What is it like at the North and South Poles?
How do you know?
Watch me/ help me:
Using the maps show children where the poles are (on the globe).
Explain that due to their location, they get the least amount of sunshine, every day. Explain that this impacts the temperature found at the poles as the sun is the earth's heat source.
Use the maps to look at other countries that are found near the poles, within the polar region: Iceland, Finland, Russia, Greenland, Alaska.
Explain that these places are still very cold but are warm enough for some plants to grow and thus can host a wider variety of animals and people, as part of the ecosystem.
Mini-task: Watch the video to find out about the physical and ecological features of the polar regions.
Show me:
Children answer the questions/ cloze procedure to explain why the poles are so cold.
Task: Children adopt the role of 'polar explorers' who need to find out facts about the Arctic and Antarctica before setting off on an expedition!
They may use any prior knowledge and study the information provided to complete their research logs for the Arctic and Antarctica.
They will need to use the following headings to organise their findings:
- Location
- Seasons
- Climate
- Wildlife

PSHE

LI: I can tell you why it is important to take notice of my emotions

Students re-read the story 'The Grand Hotel Of Feelings' focusing on the page of anger and why this character is in a bigger room compared to the rest of the characters. Students explore what is a manager and why the hotel manager decoded to give anger the biggest room. They then compare this to gratitude and this characters room. Student's are asked, 'why does the manger always go check in on the feelings (guests) of the hotel.

Activity A –
Students can complete a role play scenario with the emotion frustration. Students can act as the frustrated person who gets angry at a friend for asking if they're ok, or a frustrated person who can notice their emotion and speak calmy t their friend.

Activity B-
Emotion tracking. Students document the emotions they felt throughout the day.

Spanish

Lesson 2

L.I: To say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.

Recap feelings from lesson before. Children then create different faces on their sheet to identify the different feelings. Input- Follow language Angels PPT.

PE

Fundamental Skills

L.I. To demonstrate a change of speed and direction to outwit others.

Warm up and Intro:
In today's lesson, they will be using a change of direction and speed to try to outwit an opponent. They will learn and develop skills such as; transferring their weight from one side to the other and how to turn their head, shoulders and hips to face the new direction they want to travel in.

Task: All children begin at one end of the teaching area with one child in the middle, they are the tagger. The teacher says 'run if…. you had toast for breakfast or you have a sister or PE is your favourite subject' etc. If the statement applies to the children, they must attempt to run to the opposite end of the teaching area without having their tag belt taken by the tagger. If tagged, children must place the tag back on their belt and join the child in the middle as an additional tagger. Transfer your weight from one side to another to lose the tagger. Turn your head, hips and shoulders to run in the new direction. Approach with a slower speed and then accelerate past the tagger or decelerate suddenly.

Skills development 1v1: Children work in pairs and place two cones approx. 10m apart and a third cone in the middle of them. One child is the leader and begins five big steps away from their middle cone. Their partner begins at the middle cone. The leader must use a change of speed and/or direction as they reach the middle cone, choosing which outer cone to run to. Their partner can attempt to take the leader's tag as soon as they reach the middle cone. If the leader makes it to an outer cone they win the point. If their partner tags them before they reach an outer cone, they get the point. Repeat three times then swap roles. Accelerate suddenly to lose your partner. You may wish to change direction more than once to lose your partner.

Cool down and Plenary
Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the pupils to identify which challenges they found the most difficult? Ask the pupils to identify someone from the team that they played against who was able to consistently make it to the safe zone. How did they do this? Ask the pupils to identify someone from the opposition who showed fair play and honesty in the game. What did they do?

Swimming

Swimming will be delivered on Monday/Tuesday by qualified instructors.
This week will be looking at the routines, new skills and expectations of swimming.

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Art

L.I. To examine and analyse an artist's work.

Explore the work of Pootoogook and discuss his style of painting with the children.
Look through varied sentence structures and appropriate vocabulary to describe and analyse an artist's work. Go through an example together.
What aspects of Kananginak Pootoogook's work do you think you will adopt and adapt to use in your own work, this project?

RE

LI: To recognise that there are many connections between religious worldviews

Display the Presentation: 3, 2, 1 and ask the children to write on their whiteboards three things they discussed in the previous lesson, two guidelines for respectful discussion and one question they have related to the unit enquiry question: 'Are all religions equal?'.

Children will listen to the story "The Blind Men and the Elephant" and think about how it talks about having questions about religions and worldviews. They will then work as a group to find connections between different religions and worldviews. They will finally look at a map and see where the main religions all started around the world such as Islam, Christianity, Hinduism and Judaism.

Science

LI: To ask questions about our local habitat and to observe and record findings

Students recap the classification of animals. As a class, students will closely look at vertebrates and invertebrates. Teacher will guide students to look at our local habitat of the school and what group of animals will live there. Students form questions about the local habitat then will go outside to investigate.

Task – Students will record their findings and observations through taking photos, taking notes and drawing diagrams

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.

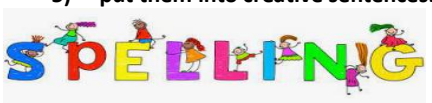
Log onto Bug club and read one book from there this week.

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.**



inactive	incomplete
incorrect	infinite
inaccurate	inedible
insecure	inability
indefinite	indecisive

Maths

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.

English

Can you use all the letters of the alphabet to create an ADVERBS poster? Even better if:

1. You can explain the meanings and make the poster colourful for display!