

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 15<sup>th</sup> January 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To compare and evaluate poems</b>	<b>LI: To generate metaphors (including personification)</b>	<b>LI: To explore the structure and organisation of a text (shared write)</b>	<b>LI: To research and record ideas</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> compare, contrast, similar, difference, impact, purpose, audience, organisation, structure, features</p> <p><b>Key Questions:</b> -What does 'compare' mean? -What does evaluation mean? -What language can we use to compare/contrast? -What aspects of a poem should we consider when analysing?</p>	<p><b>Key Vocabulary:</b> metaphor, figurative, description, comparison, personification, superlatives, qualities, literal, non-literal</p> <p><b>Key Questions:</b> -What is personification? -Why do poets use this technique in their writing? -What impact can personification or metaphors have on the reader? -Must all poems have figurative language? -Can you name any famous poems that use personification?</p>	<p><b>Key Vocabulary:</b> stanza, verse, couplets, rhythm, rhyme, lines repetition, syllables</p> <p><b>Key Questions:</b> -What does substitution mean? -How can we adapt existing poems and their structure to create their own? -Synonyms are words that have a similar meaning, but can they always be used in the same context?</p>	<p><b>Key Vocabulary:</b> questions, skimming, scanning, research, identify, relevant, vocabulary, setting, senses</p> <p><b>Key Questions:</b> -What reading strategies do we use when researching? -How can we decide what information to record, when researching, and which to discard? -How can we record our research in the most efficient way?</p>
<b>Activities</b>	<p>Children generate as many 'comparing and contrasting words' as they can. <u>Many</u> poems are written about the same topic. Pie Corbett's poem 'City Jungle', is a poem describing how he sees the landscape of the city.</p> <p>Today we will be reading another poem about the city landscape, by a different author (<i>The City by Charlie F. Kane</i>). We will be comparing them (noting the similarities and differences) and evaluating them (saying how good we think they each are and what we like/ dislike about them each).</p>	<p>This week, we are going to be writing our own 'shared' landscape poem about 'China'. Just like Pie Corbett's poem, 'City Jungle', we will have metaphors in our poem.</p> <p>Recap the learning from last week (What is a metaphor?) <u>Children</u> work in mixed pairs to annotate pictures of Chinese landscape with appropriate metaphors and personification. <u>Challenge:</u> What other figurative language could you include? Annotate examples of these around each image.</p>	<p>Today, we will be using the ideas we recorded yesterday to help us compose our own poem, describing 'Chinese landscape' rather than 'city landscape' Look back in your books at what we have learned in this unit to create this. After the teacher models composing the first line of the new poem, children show the second line on their whiteboards.</p> <p><b>Main task:</b> Together, using whiteboards and the working wall, the class and teacher compose their new 'shared-write' poem, in the style of 'City Jungle'</p>	<p><b>Main Task:</b> Now we have written a shared landscape poem about China, the children will be writing their own independent landscape poem about a 'Chinese New Year' street festival.</p> <p>Today they will be researching Chinese New Year to get ideas about their poem.</p> <p>Children use the iPad and the fact sheet to complete the research matrix about 'Chinese New Year'.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<p><b>LI: To identify the themes and conventions of a text</b></p> <p>This lesson, we will begin our sequence of lessons on our first reading strategy (making connections.</p> <p>The children will be looking at making connections from various texts to their own lives (text- to-self).</p>	<p><b>LI: To identify similarities between texts</b></p> <p>In this lesson the children will begin by recapping our class poem of the week and comparing it to a new poem.</p> <p>The children will then independently annotate a poem with the objective of linking parts of the text to other texts they are familiar with.</p>	<p><b>LI: To identify the context of a text</b></p> <p>Furthering the skill of linking texts to existing knowledge, the children will be recapping how we can link a text to the world.</p> <p>They will then annotate a poem with their text-to-world connections.</p>	<p><b>LI: To identify the context of a text</b></p> <p>During this lesson, the children will be introduced to a new text that links to our current topic of the Shang Dynasty.</p> <p>As a class, we will be using all of our skills from this week to make as many connections as we can to this new text.</p>	<p><b>LI: To identify the context of a text</b></p> <p>Following on from our previous lesson, the children will be given the opportunity to record their own connections to our new text.</p> <p>(Text-to-self) (Text-to-text) (Text-to-world)</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L1: To multiply by 100</b>	<b>L1: To divide by 10</b>	<b>L1: To divide by 100</b>	<b>L1: To explore calculations related to known facts</b>	<b>L1: To practise our multiplication facts</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> ten times, place value, place holder</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you notice when multiplying by 100?</li> <li>• How can you use multiplying by 10 to help you multiply by 100?</li> <li>• What happens to the digits when you multiply by 100?</li> <li>• How can you use a place value chart to show multiplying by 100?</li> <li>• What is multiplied by 100?</li> <li>• What is 100 lots of ?</li> </ul>	<p><b>Key Vocabulary:</b> ten times, one hundred times, place value, place holder</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do you notice when dividing by 10?</li> <li>• Why does this happen?</li> <li>• What happens to the digits when you divide by 10?</li> <li>• How can you use a place value chart to show dividing by 10?</li> <li>• What is divided by 10?</li> <li>• What number is one-tenth the size of ?</li> </ul>	<p><b>Key Vocabulary:</b> ten times, hundred times, hundredth, place value, place holder</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What happens when you divide a number by 10 and then divide the answer by 10 again?</li> <li>• How can you use dividing by 10 to help you divide by 100?</li> <li>• What happens to the digits in a number when you divide by 100?</li> <li>• How can you use a place value chart to show dividing by 100?</li> <li>• What number is one-hundredth the size of ?</li> </ul>	<p><b>Key Vocabulary:</b> calculation, known facts, commutative</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is the same and what is different about the two calculations?</li> <li>• How can you represent the calculation using place value counters?</li> <li>• How does knowing that x is 10 times the size of y help you to complete the calculation?</li> <li>• What calculation do you know that would help with this one?</li> </ul>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
<b>Activities</b>	Today, children learn to multiply whole numbers by 100, understanding that this is the same as multiplying by 10 and then multiplying by 10 again.	Today, children divide whole numbers by 10, with questions that only have whole number answers. They need to be able to visualise making a number one-tenth the size and understand that “one-tenth the size” is the same as “dividing by 10”.	Today, children build on their understanding of dividing by 10 and notice the link between dividing by 10 and dividing by 100. They begin to understand that multiplying by 100 and dividing by 100 are the inverses of each other. Money is a good real-life context for this.	Children bring together the skills learnt so far as they explore calculations related to known facts. Children explore scaling facts by 10 and 100, for example using the fact that $4 \times 7 = 28$ to derive $4 \times 70 = 280$ and $4 \times 700 = 2,800$ . They will also look at division in a similar way.	

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

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Music	RE	PE
<p><b><u>L.I. To recognise key elements of music</u></b></p> <p>This week, the pupils will be identifying key elements from the piece 'The Moldau' by Bedrich Smetana, which takes the listener through different parts of a river. They will draw images, shapes and patterns and note down keywords that come to mind as they listen. The pupils will discuss with their partners which part of the river they thought was represented in each section.</p>	<p><b><u>L.I. To explain which places are special for Buddhists</u></b></p> <p>This week, the children will explore the places that are significant to Buddhists. They will consider places of worship that are in their community and look at different styles of Buddhist temples around the world. The children will try sitting like a Buddhist when they worship to understand why they sit in this way. We will research Puja and talk about the ways in which Buddhists worship.</p> <p><b><u>Key question:</u></b> Where do Buddhists worship?</p>	<p style="text-align: center;"><b><u>Unit: Orienteering</u></b></p> <p><b><u>L.I: To be able to set and navigate around a simple map.</u></b></p> <p>For this lesson, the children will learn how to orientate around a map using start and finish points. In groups of four, the children will be shown a grid and they have to work together to recreate the grid out of cones. The children will also learn and practise how to rotate (orientate) the map depending on the direction of travel.</p> <p><b>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</b></p>
Art	Spanish	PSHE
<p><b><u>L.I. To mix colour, shades and tones with increasing confidence</u></b></p> <p>Look in more detail at the willow pattern story.</p> <p>Task 1- Children split their page into 4 sections. In each section, they practise techniques such as cross hatching, repeated pattern, different line variations and shading.</p> <p>Task 2- using a blue pencil, children take one part of the story and recreate the scene using the techniques they have just practised.</p>	<p style="text-align: center;"><b><u>Unit: La Clase</u></b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>- Replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>- Use the negative in Spanish.</li> <li>- Describe what they have and do not have in their pencil case.</li> </ul> <p><b><u>Lesson 2</u></b></p> <p><b><u>L.I: To recall the nouns and articles/determiners for six more common classroom objects</u></b></p>	<p><b><u>L.I. To understand that sometimes hopes and dreams do not come true and that this can hurt</u></b></p> <p>This week, the pupils will discuss how it feels if your dreams do not come true. The key focus points will be on what we can do to ease disappointment. We will explore different scenarios and discuss how resilience can help us to bounce back. The pupils will then write a piece of advice to the featured children in the scenarios. To end, the pupils will reflect on their discussions and complete a section of their learning journals.</p>

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Science	Topic (History)	Computing
<p><b><u>Unit: States of Matter</u></b></p> <p>In this unit we are learning to: -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b><u>L1: To investigate how and why water evaporates.</u></b> This week, we will be investigating <i>how water evaporates</i>. Children will first discover what the word evaporation means.</p> <p><i>Can you give an example of a liquid changing into a gas?</i> <i>Why do you think we would need a liquid to change into gas?</i> <i>How many different ways can you think of to change a liquid change into a gas?</i></p> <p>Today, they will be planning and carrying out an investigation to see which one liquid evaporates the fastest and what happens during the process of evaporation. Children will write a prediction, record the results and draw conclusions.</p>	<p><b><u>L.I. To identify and order events from the past</u></b></p> <p>This week, the children will recap the meaning of BC and AD and how a timeline dates would work during these periods of time (i.e. dates will go backwards during the BC era). The children will then go on to look at the period of the Shang Dynasty era and where it would be located on a timeline.</p>	<p><b><u>L.I. To create a program in a text-based language</u></b></p> <p>In this lesson, the children will create algorithms (a set of instructions in the correct order) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the first initial letter of their name. They will also try debugging their code by finding and fixing any errors that they spot along the way.</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

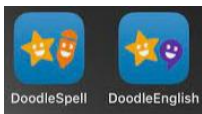
Who will be top of the leader board next week?!



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 homophones or near homophones.

These can be found in your Pupil Planners under the Year 3 and 4 Statutory Spelling Words.

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.



cereal	serial
check	cheque
through	threw
draft	draught
stares	stairs

### Maths



**Doodle** – Log on to your account to reach your **Green Target** this week in: Maths and Tables.

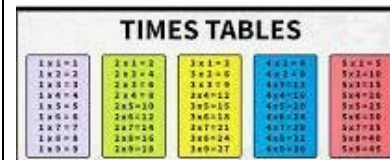
We will be checking to see who has accessed their account, the correct amount, and achieved the most Stars in Effort.

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: **Create your own interpretation of the Water Cycle** - which we are learning in Science.

It can be a poster, model or other representation and should have all the stages labelled with some description about each stage.

- 1)Evaporation (and transpiration);
- 2)Transportation;
- 3) Condensation;
- 4) Precipitation;
- 5) Collection (and surface runoff)

