

Weekly Overview of Learning

Year Group: 4 **Week beginning: 15th April 2024**

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
	<u>LI: To organise information in a logical order</u>	<u>LI: To use language to create cohesion.</u>	<u>LI: To edit and improve sentences</u>	<u>LI: To identify the themes and conventions of a text</u>
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> explanation text, bullet points, logical, causal conjunctions, introduction, conclusion.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What are the steps involved? ● What causal conjunctions will you use? ● How can you ensure cohesion? 	<p><u>Key Vocabulary:</u> explanation text, bullet points, logical, causal conjunctions, introduction, conclusion.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What are the steps involved? ● What causal conjunctions will you use? ● How can you ensure cohesion? 	<p><u>Key Vocabulary:</u> explanation text, bullet points, logical, causal conjunctions, introduction, conclusion.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What are the steps involved? ● What causal conjunctions will you use? ● How can you ensure cohesion? ● What improvements can you make? 	<p><u>Key Vocabulary:</u> Poem, poetry, form, theme, topic, purpose</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> ● What types of poetry can you recall? ● What is a limerick? ● Do all poems serve the same purpose? ● How do we identify the theme of a poem? ● Does the structure and convention of a poem change, depending on theme and audience?
Activities	<p>Children start by looking at an explanation text on The Digestive System and put it into the correct order. Remind children of the structure of an explanation text.</p> <p><u>Main task:</u> Using the labelled diagram of Rube Goldberg's invention (The Self-cleaning Napkin), plot the main points of the process onto the flowchart. Then bullet point the facts that need to be included in the introduction and conclusion. This will be the plan for the explanation text that you will write tomorrow.</p>	<p>Independent work to write up the plan from yesterday.</p> <p><u>Mini-task:</u> Annotate the plan you wrote yesterday with adverbials of time and causal conjunctions to show how the events on the process are linked.</p> <p><u>Main task:</u> Using all of the features the children have explored through the topic, write up your explanation text.</p> <p><u>Extension:</u> Using purple pen, children edit your work, ensuring their own personal common errors (e.g. tense, capital letters) have been addressed.</p>	<p>Children respond to any Next steps and make improvements to work from yesterday. They think about all the ways we have been learning to improve our sentences in class:</p> <ul style="list-style-type: none"> ● use technical verbs and noun phrases ● add adverbs to tell the reader about the verb ● extend your sentence by using conjunctions and adverbial phrases ● add a super sentences starter – fronted adverbials, prepositional phrases and causal conjunctions ● embedded clauses to add extra information – don't forget the commas! ● PUNCTUATION to give meaning e.g. brackets, commas, dash and exclamation marks can all be used in explanation texts. 	<p>Today, we will review some of the different poems and poetry types we have encountered before. Then we will begin to look at the type of poems called 'limericks'.</p> <p>For the main activity, we will work together as a class to read the limerick they have been given and answer the questions.</p> <p>Challenge: <i>Is it appropriate to write limericks about all topics? explain why.</i></p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p><u>L.I. To apply prior concept/knowledge to visualise</u> In this lesson, we will discuss what visualisation is and the children will use their prior connections to help them draw out a text.</p>	<p><u>L.I. To apply prior concept/knowledge to visualise</u> In this lesson, we will be using question prompts to help us think about how our prior connections help us visualise.</p>	<p><u>L.I. To discuss words and phrases that capture the imagination</u> In this lesson, we will be looking at some examples of adjectives and discussing how these help us to visualise a text.</p>	<p><u>L.I. To explore figurative language and the effect it has on the reader</u> This lesson is similar to Wednesday's lesson, but instead the focus will be on figurative language.</p>	<p><u>L.I. To be able to look at an image and answer questions</u> For this lesson, we will be exploring our visualisation skills further. Using an image to activate their imagination, the children will need to answer questions using visualisation skills.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I. To consolidate our understanding of decimals and fractions	L.I: To recall and apply number bonds to 100	L.I: To make 1 whole using decimals	L.I: To practise our multiplication facts	L.I: To write decimals
Key vocabulary and key questions	In today's lesson, the children will consolidate their understanding of decimals. They will complete an assessment and review their learning from this unit.	Key Vocab: bonds, bridge, tens, ones, hundred Key questions: How many more do we need to make 100? How many tens are in 100? If I have 35, do I need 7 tens and 5 ones to make 100? Explain why or why not.	Key Vocab: bonds, bridge, ones, hundreds, hundredths, whole Key questions: How many tenths make one whole? How many hundredths make one tenth? How many hundredths make one whole? If I have ___ hundredths, how many more do I need to make one whole?	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	Key Vocab: hundreds, tens, ones, tenths, hundredths, whole, partition, place value, decimal point, place holder Key questions: How many ones/tenths/hundredths are in the number? How do we write this as a decimal? Why? What is the value of the ___ in the number _____? When do we need to use zero as a place holder? How can we partition decimal numbers in different ways?
Activities		Children will make bonds to 100 using 10s (resources such as Base 10, 100 squares will be used to support). This will move onto making 100 from tens and hundreds (tens add to 90 and ones add to 10). Children will apply this into various situations e.g. missing values, true or false etc.	Children make a whole from any number of tenths and hundredths. They use their number bonds to ten and one hundred to support their calculations. Children use pictorial and concrete representations to support their understanding before applying this knowledge in various problem-solving situations.		Children use place value counters and a place value grid to make numbers with up to two decimal places. They read and write numbers with decimals and understand the value of each digit. They show their understanding of place value by partitioning numbers with decimals in different ways.

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

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Music	RE	PE
<p><u>L1: To sing in tune and in time.</u> Vocal warm-up Carry out the Roman vocal warm-ups as described in the <i>Teacher video: Here come the Romans</i>.</p> <p>Listening Children will be encouraged to follow the lyrics. Ask the pupils what their first impressions of the song are. <i>Can they use musical vocabulary to describe the song?</i> Learn the 'Road Building Song' line by line through the call and response techniques. Encourage pupils to listen to each other and ensure that they stay in time with the music and one another. <i>Could we hear all the words?</i> <i>Does everyone look like they were enjoying themselves?</i> All of which are important aspects of a good musical performance.</p>	<p><u>L.I. To discuss what we know about rules and laws</u></p> <p>Following the IWB, the children will be introduced to this term's topic of Judaism. In this lesson, they will watch a video and learn about some of the rules/milestones Jewish people believe and follow. Task: Children make a timeline of their lives so far, marking all the milestone moments linked to rules or laws (e.g starting school).</p> <p>This is about taking responsibility.</p>	<p style="text-align: center;">Dance every Tuesday</p> <p>This term, Year 4 has been given the opportunity to work with Miss Alice from Dance Energy. Miss Alice is a dance and gym specialist and will deliver a 6-week program of dance with the children. <u>L1: To create actions to move in contact with a partner or interact with a partner.</u></p> <p style="text-align: center;">Every Friday - Swimming</p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
Art	Spanish	PSHE
<p><u>L1: To analyse the work of historical artists and collect ideas</u> During this lesson, the children will look at a variety of images of ancient Roman mosaics. Discuss what they notice about them with their partner and comment on which is their favourite and why. The class will discuss the history of mosaics and their different purposes (Why might hot countries such as Tunisia have more examples of mosaics than other countries?). In small groups, they will identify common features, themes, designs and materials of mosaics. Then go on to, compare ancient mosaics with contemporary mosaics created in modern times. Finally, the children will choose one of the mosaics they have explored (the one that made the biggest impression on them) and complete the art analysis sheet.</p>	<p><u>L.I: To listen attentively to the legend of Romulus and Remus in Spanish and learn how to decode.</u></p> <p>Children learn about the story of Romulus and Remus in Spanish then organise the story into the correct order.</p>	<p><u>Unit: Relationships</u></p> <p><u>L.I. recognise situations which can cause jealousy in relationships</u></p> <p>During this unit, we will explore relationships, including the children's connections with each other and aspects that may influence them. We will explore how jealousy might affect a friend group, love and loss in friendships. We will also discuss how to make other children feel like they are part of a group. The children will consider showing respect in how they treat each other. In today's lesson, we will recognise situations that have the potential to cause jealousy in relationships. The children will be shown some images and answer the questions: What do you think is going on in each picture, and how the people are feeling? Can you work out a connection between all three images? As a whole class, the children will discuss their ideas and draw out that the connection is jealous behaviour.</p>

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Science	Topic (History)	Computing
<p><u>L.I. To review prior knowledge</u> <u>L.I. To describe and explain sound sources.</u></p> <p><u>Starter:</u> The children are to think about the word sound and what it means to them. They are to then complete the mind map stating what they already know. After that, the children will watch the BBC clip and list key words about making sounds. They will then share and discuss the list of sound words on the Lesson Presentation.</p> <p><u>Main:</u> Following the lesson presentation, the teacher will explain vibration. The children will act out vibration, and feel their vocal cords vibrating as they speak. The children will work in small groups to place rice on a drum to see the vibrations when they bang the drum.</p> <p><u>Task:</u> The teacher will explain the sound survey using the Lesson Presentation and discuss a rating system for measuring the sound level. In their small groups, the children are to mark on their school map the places they will visit. They will visit these places and measure the sound level at each one, noting the measurements on their school maps. Back in the classroom, the children will share descriptions of the noisiest places they visited.</p> <p><u>Plenary:</u> The children will complete the differentiated <i>School Sound Survey Activity Sheet</i> to describe the sounds they heard at the noisiest place, and explain what was vibrating to make each sound.</p>	<p>This term, the children will be exploring the Romans and looking more in depth into the history of the Roman Empire, its leaders and its demise.</p> <p>The children will complete this lesson in two parts:</p> <p><u>L.I. To ask enquiry questions</u> Here the children will look at a selection of images/ objects about the Romans. On post-its, record questions about the objects/ images. They will then go on to complete their KWL grid, by writing what they know already about the Romans, and what they would like to know, using the questions they have recorded.</p> <p><u>LI: To identify key events and people from the past</u> For this part of the lesson, the children will look at where and how the Roman Empire started, key events and where this era is placed on a timeline. The children will then go on to label a map to show the Roman empire as it was by 79AD (when the invasion of Britain had been completed). Finally, they are to work in pairs to sort the timeline of key events from the Roman Empire into order.</p>	<p style="text-align: center;"><u>Online Safety lesson</u></p> <p><u>L.I. To know what happens when I search online</u></p> <p>The class teacher will discuss with the children how being online allows us to search for many things. Introducing the activity sheet, the class teacher will inform the children that they will be planning a family holiday. This will be achieved by searching for ‘best U.K. holidays for families’. The children will be shown how ‘search engines’ provide a quick and efficient way to search for items online. Working in pairs. The children are to help ‘Billy’ search for ‘best running trainers for an eight-year-old boy’. Look at the content closely from each platform and highlight the areas that may not show true accuracy in the results.</p> <p>The teacher will remind the children to think about all the teaching points from the lesson: Advertisements/ sponsorships, Snippets, Reliability of information shown and Fake images.</p> <p><i>Key questions: Why would a company pay for an advertisement? Does it mean this product is better than others? Is the snippet reliable? Should we believe everything we read?</i></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

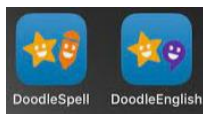
Who will be top of the leader board next week?!



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.

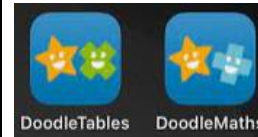
Please go through them and:

- 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.



interact	interfere
intercity	international
intermediate	internet
intergalactic	interrupt
intervene	interlude

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 continue finishing your Roman Project Homework from the Spring Holidays. Please prepare something to share about this work, with the whole class. (See last Overview's Homework on Google Classroom or the Schools Website).