

Weekly Overview of Learning

Year Group: 4 **Week beginning: 16th October 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.

<u>English</u>	Monday	Tuesday	Wednesday	Thursday
Key vocabulary and key questions	<p>LI: To recognise and to write noun phrases</p> <p>Key Vocabulary: noun, noun phrase, expanded noun phrase, adjective, parts of speech, word class, determiner, preposition</p> <p>Key Questions: What is a noun? What function does an adjective have? Does a noun phrase need a determiner/article? What effect might using expanded noun phrases have on the reader? What noun phrases can be found in our class text?</p>	<p>LI: To identify the structure of a text</p> <p>Key Vocabulary: structure, story pattern, chronological order, plot, setting, build-up, climax, resolution, ending</p> <p>Key Questions: What are the four main parts of a story? Does this structure stay the same or vary, for different stories? What job do each part of the story do, in terms of engaging the reader and answering the reader's questions? Which part of the story is most important? What effect would it have on the reader if at the end of the story, all of the reader's questions have not been answered?</p>	<p>L.I: To describe a character.</p> <p>Key Vocabulary: appearance, characteristics, mannerisms, personality, adverbs, adjectives, noun phrases, expanded noun phrases</p> <p>Key Questions: What is the main character in a story called? And the opposition character? What information does the reader need about the characters so that they can fully visualise? In what way is description of a mythical character easier/ more difficult to describe, compared to those found in reality? In what way does an author use descriptive details about the character to create empathy/ sympathy for the main character?</p>	<p>L.I: To use conjunctions.</p> <p>Key Vocabulary: determiner, noun, adjective, noun phrases, expanded noun phrase, describe</p> <p>Key Questions: In writing, how is more than one idea linked? What conjunctions can you list? Do different conjunctions perform different functions? Can you classify the conjunctions? In a sentence, are conjunctions found at the beginning, middle or end? In 'Imelda and the Goblin King', what conjunctions can you find?</p>
Activities	<p>We will start our lesson with a 'search and find' game, where children search in a picture to find the people described by noun phrases.</p> <p>Then, we will explore what noun phrases are and how expanded noun phrases can be constructed. Using colourful semantics, the teacher will model what the 'writing frame' for an expanded noun phrase should look like: 'determiner, adjective, noun, with adjective, noun.'</p> <p>Children will scan 'Imelda and the Goblin King' and record any noun phrases they find. After that, they will use the 'colourful semantics' frame to describe pictures from the book using expanded noun phrases.</p>	<p>Teacher and children, together, plot the events of the story onto the boxing up grid. Children will have a go independently for the climax and remaining sections.</p>	<p>As the Goblin King is a mythical character, describing him fully in a way that will allow the reader to both visualise him and dislike him is tricky. Children make notes about goblins under these headings: definition; appearance; habitat; diet; characteristics</p> <p>Main Task: Short Burst Writing Using the fact sheets and the information gathered in the lesson, children will write a non-chronological report about goblins.</p>	<p>Words that join two simple sentences together to make a compound sentence are called 'coordinating conjunctions' and these are like superglue for sentences. 'FANBOYS' is an acronym to remember the 7 coordinating conjunctions: for, and, nor, but, or, yet, so. Complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction.</p> <p>Children roll the dice to select a coordinating conjunction and write a sentence using it.</p>

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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To use background knowledge and text evidence to interpret events/ actions	LI: To use text clues to identify characters' feelings/ motives	LI: To use working memory and text clues to comprehend implied meaning	LI: To justify the actions of a character, using evidence from the text	LI: To isolate textual details that are relevant to an inference
Reading Strategy 7 –Think like a detective. Infer, deduce and reason.	This week, we will think like detectives and use our inference, deduction and reasoning skills to explore the meaning behind a text. We will use our background knowledge and clues within the text to interpret events, character's feelings and motives. Using evidence from our working memory and the text, we will justify the actions of characters and practise explaining our reasoning. We will also explore how to isolate textual details that are relevant to an inference.				

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To consolidate our learning of rounding to the nearest 10, 100 and 1000			To reflect on our application of maths skills	L.I: To practise our multiplication facts
Key vocabulary and key questions	Key Vocabulary: Round, nearest 10/100/1000, multiple Key Questions: What are the multiples of 10/100 or 1000 either side of our number? What is the half way number? Which multiple of 10/100/1000 is our number closet to? Is there a quicker way to help us round?			Key Vocabulary: Place value, rounding to the nearest..., place holder, ascending, descending, increment Key Questions: How can we tell what the nearest 10/100 or 1000 are? How much is this sequence ascending/descending by? What is the value of the ...digit in this number?	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
Activities	Children complete a set of consolidation and application problems to secure their knowledge in this area of maths (the first time they learn about it in school). Activities: Worded problems; 'What number am I thinking of...?' Contextual problems – 'real-life' applications. In this time, there will be Maths Surgeries for those who need extra understanding with the concept.			In Year 3, we used the formal written method to subtract two 2- or 3-digit numbers with up to two exchanges. Today, we will review that work as well as extending it to include subtracting up to a 4-digit number from a 4-digit number with no exchanges, using concrete resources as well as the formal written method.	

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

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Music	RE	PE	
<p>(Continued from last week) L.I. To create musical rhythms using body percussion The children will continue to work together in pairs or small groups to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. Children will record (write down) their rhythms and perform to the class. They will have to listen carefully and offer feedback (what went well and how the performance could have been even better). This week will see the children perform their final piece for the rest of the class.</p>	<p>L.I. What are Buddhists and Humanists' goals for society? The children have learnt so far about Buddhism and Humanism. We will be comparing their views towards how members of society should act and values we should live by. For the main task we will be writing about the values Buddhists abide by and those that Humanists abide by. The children will also be able to share their own viewpoint on values in society.</p>	<p>L.I. To develop technique and control when jumping, hopping and landing. Children will work together to explore and come up with three things for both jumping and hopping that they think will help them to jump and hop far. Share ideas with the class. Bending knee/s before take-off to allow your body to spring and explode forwards. Swinging your arms to provide momentum. Pushing your hips forwards as you take off. In hopping, using your non-hopping foot to propel you forwards. Cool down and Plenary Which type of jump got you the furthest distance? Which of your jumps was most controlled? Jumping or hopping? If you were going to teach someone to stick their landing, what three things would you tell them? Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors. This week we will be looking at the routines and expectations of each swimming group.</p>	
Art	Spanish	Science	Topic (Geography)
<p>L.I: To apply inspiration from other artists and use appropriate techniques in a piece of work. Children are going to paint the clay sculptures they created last week. Talk about painting techniques such as using a sponge for effect to achieve this.</p>	<p style="text-align: center;">Unit: Me presento</p> <p>Unit Objective: To say your name, age, how you are feeling and where you live in Spanish By the end of this unit, we will be able to: • Count to 20 in Spanish • Ask somebody how they are feeling, their age, name and where they live in Spanish • Say how we are feeling, how old we are, what our name is and where we live in Spanish • Apply rules of adjectival agreement when saying our nationality in Spanish</p> <p>Lesson 6 L.I: To revise all language covered in this unit L.I: To complete an end of unit assessment</p>	<p>L.I. To create a minibeast fact file This week, we will research minibeasts. We will look at examples of fact files and discuss what makes a goof fact file. The children will then choose a mini beast and create a fact file independently, completing their own research.</p>	<p>(Continued) L.I. To describe the human geography of a place This week, we will be exploring the day-to-day life and culture of the Inuit people. We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.</p>

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Homework

Homework is set on a Tuesday 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, as well as your Banded Book, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Doodle English and Doodle

Spell – log in to your account at least 3 times this week.



Log onto Reading Plus and complete **at least 20** minutes this week

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

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Consolidation of this week's spellings: Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

division
invasion
confusion
decision
collision
television
revision
erosion
inclusion
explosion

Also, a chance to recap any misconceptions of prior learning.

Maths



Doodle Maths and Times Tables – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – 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!

Topic/Other foundation subjects including writing

As we are investigating Robert Falcon Scott next half term, so we thought you would like to explore more famous explorers yourself.

Create an alphabetical list/poster of famous explorers from history and the modern times (A-Z).

Include a few facts about each one e.g. what were they famous for? Where were they from? Where were some of the places they explored? etc.

Can you find an explorer for all the letters from A to Z?

The challenge is on.