

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 17<sup>th</sup> June 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](mailto:year4@alexandra.hounslow.sch.uk).

English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To write and punctuate direct speech</b>	<b>LI: To plan a text using an organisational device (shared write)</b>	<b>LI: To plan a newspaper report</b>	<b>LI: To draft and compose a text</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> direct speech, quotes, inverted commas, eyewitness, viewpoint, empathy</p> <p><b>Key Questions:</b> - What is direct speech? - What is a quote? - How are quotes presented by the journalist?</p>	<p><b>Key Vocabulary:</b> organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p><b>Key Questions:</b> -What features should we include? -What makes a good orientation? -What makes a good headline?</p>	<p><b>Key Vocabulary:</b> organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p><b>Key Questions:</b> -Why is boxing-up a good technique to use when planning a text? -What makes a good orientation? -What makes a good headline?</p>	<p><b>Key Vocabulary:</b> organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p><b>Key Questions:</b> -What makes a good news report? How do journalists decide what information to include? -How does the language that's used help engage the reader and grab their attention?</p>
<b>Activities</b>	<p>Using the news article on screen, children are asked what the senator thought about Vesuvius... they use information from the text to answer the question (quote). Explain how a quote is a form of direct speech as it is the words that have been directly spoken and are in inverted commas. Using the news report, highlight the quotes to model. Children then turn the speech bubbles into quotes by putting the spoken words into inverted commas. They then write an appropriate phrase to introduce the quotes - 'magpieing' ideas from the model text. Children refer back to the 'Escape from Pompeii' text and highlight descriptive details that Tranio and Livio might have witnessed. Write quotes from Tranio, Livia and the merchant, as eyewitnesses to the event and add to plan.</p> <p><u>Challenge:</u> In the 'Roman Record' report, the Senator was quoted as saying that the Volcano was safe. What do you think he might have said after the Volcano erupted, ruining Pompeii?</p>	<p>We will be writing up (or finishing) our newspaper articles from Friday.</p> <p>As a class, we will share ideas of what makes a good newspaper article. We will discuss and give examples of the features that are needed.</p> <p>We will then write a newspaper article together about the events of the Vesuvius eruption in Pompeii.</p>	<p>Use the information from our previous unit to identify the 'Who, what, where and when' for the orientation.</p> <p>Children create quotes for the news report article e.g. Tacitus eyewitness account.</p> <p>Complete the boxing-up grid for the Great fire of Rome. Using the features success criteria, children edit their plans.</p>	<p><b>Steal a starter:</b> On screen, show several headline options for the Great fire of Rome. Children choose their favourite one. Teacher to recap the rules for paragraphs (specifically in regard to newspapers- orientation, p1, p2, p3, re-orientation) Identify adverbials of time and reason, to link the ideas. <b>What sort of things should be included in the 'reorientation'?</b> Children show on their whiteboards. Children write up their newspaper report about 'The Great Fire of Rome', using the template provided.</p> <p><b>Peer Assessment:</b> Using the success criteria, children give their partner 2 stars and a wish</p>

## This week's reading focus: **Reading Strategy 3 Visualisation**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>L.I: To visualise a setting/ character.</u></b>	<b><u>L.I: To apply prior concept knowledge to visualise.</u></b>	<b><u>LI: To retell a story using images.</u></b>	<b><u>L.I: To discuss words and phrases that capture imagination.</u></b>	<b><u>LI: To visualise a setting or character.</u></b>
<b>TASKS</b>	Recap what visualisation is. Children then draw a picture based on a text.	Read a picture book to the children and children split page into 8 and draw pictures to represent the book.	Children draw pictures to represent a longer text.	Discuss important words and phrases in the main text then draw pictures to help visualisation.	Recap why visualisation is so important. Children have a series of paragraphs they then represent through pictures.

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 17<sup>th</sup> June 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](mailto:year4@alexandra.hounslow.sch.uk).

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b><u>L.I: To solve problems involving years, months, weeks and days</u></b>	<b><u>L.I. To present discrete data</u></b>	<b><u>L.I. To interpret discrete data using tables, bar charts and pictograms</u></b>	<b>Sports Day</b>	<b><u>L.I: To compare, find the sum and difference of discrete data</u></b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary</b> months, days, years, weeks, periods, time, calendar, convert</p> <p><b>Key questions</b> How many days are there in a week? How many days are there in each month? How many weeks in a year? How many days are there in _____ weeks? What calculation do we need to do to convert days to weeks/weeks to days? How many months/weeks/days are there in _____ years?</p>	<p><b>Key Vocabulary</b> bar charts, pictograms, charts, discrete data (not touching), continuous data (bars touching), difference, scale, x-axis, y-axis, table, vertical, horizontal, intervals,</p> <p><b>Key questions</b> Why is data presented in this chart? What scale will you use? Why? What is the total number of ? What is the difference between discrete and continuous data in a bar chart? What symbol will you use for your pictogram? Why?</p>	<p><b>Key Vocabulary</b> Interpret, charts, pictogram, bar charts, tables, discrete data, difference, scale</p> <p><b>Key questions:</b> What is the difference between bar chart and a pictogram? Why is data presented in different ways? What do you notice about the scale of the bar chart? What else does the data tell you? What is the same/different about the way in which the data has been shown?</p>		<p><b>Key Vocabulary</b> sum, comparison, difference, range of a set of data, total, discrete</p> <p><b>Key Questions</b> What does each symbol represent on the pictogram? What do you notice about the scale of the bar chart? What is the data telling us? What is the total number of ...? How many more/fewer people chose than? Who had the most/least...? Do we have to add, subtract, find the difference? How do you know?</p>
<b>Activities</b>	<p>Children recap the concept of a year, month, week and day from Year 3 They use this knowledge, along with their knowledge of addition, subtraction, multiplication and division to convert between the different units of time.</p>	<p>Recap the discrete data graphs and charts (pictograms, bar charts, tables etc).</p> <p>Children will work in pairs to sort the charts and graphs from a range– there is no right answer however children need to be able to explain why they have sorted them the way they have. Teach the concept of discrete data and continuous data. Then the children will investigate different intervals and scales for their axes</p> <p>Children will get a chance to plot and construct graphs/charts from a given set of data. Focus is applied to scale and accuracy of plotted data.</p> <p>Support - Table to pictogram to block to bar.</p>	<p>Children will have the opportunity to interpret different statistic problems using discrete data. We recap key vocabulary, such as “difference”, before looking at questions that use this terminology. Children get the opportunity to ask their own questions about the data in pictograms, bar charts and tables.</p>		<p>Children solve comparison, sum and difference problems using discrete data. We recap key vocabulary, such as “difference”, before looking at questions that use this terminology. Children get the opportunity to ask their own questions about the data in pictograms, bar charts and tables.</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 17<sup>th</sup> June 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](mailto:year4@alexandra.hounslow.sch.uk).

Music	RE	PE
<p><b>Samba and carnival music and instruments</b>  <u>L.I. To play syncopated rhythms as part of a group</u>            During today's lesson, the children will be working together to perform a Samba style piece of music. Using the rhythms, they learned in the last lesson.  <b>Warm Up</b> – Children will clap out a range of different rhythms.  <b>What word do we use to describe rhythm that is not played on the beat?</b>  <b>Main Task</b> - Today, we going to be working together to perform Samba-style piece of music, using rhythms they learned last lesson, but rather than clapping than clapping and saying the rhythms, they will be using untuned percussion instruments. They will use a mixture of beating and shaking instruments to perform. The children will perform to the rest of the class and evaluate each other's performances.  <b>Plenary</b> – Have a go at playing the rhythms together.</p>	<p><u>To understand the importance of religious and cultural languages by exploring Yiddish</u>             This lesson the children will be introduced to the term 'diaspora'.             We will discuss how diaspora has affected and helped to form the Hebrew language and in turn how this has affected the scripture of the Hebrew Bible.             The children will use a map and label it with information about the Jewish diaspora.</p>	<p><b>Gymnastics every Thursday</b>            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 gymnastics with the children.  <b>L.I: To develop control in performing and landing rotation jumps.</b>            In today's lesson the children will be learning and practising how to take off and land when jumping. The children will practise the different jumps on the floor and raised apparatus showing elevation, control and core strength. Children will then move onto performing jumps on the floor that involve rotation, half turn (180) and full turn jump (360 degrees).   <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b>            The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p> </p>
DT	Spanish	PSHE
<p><u>L.I: To design a toy with a moving mechanism</u>  <u>L.I: To communicate ideas using labelled designs</u>             Children use Tinkercad to design their chariots for this lesson using iPads. Explain how the app is used and how to select similar designs on the app as inspiration.</p>	<p><u>L.I:To help learn and retain new vocabulary using phrase cards from the well-recognised story.</u>             Children recap Goldilocks story then Work in 3s to rearrange the phrase cards to tell the story in the correct order.             Challenge: Can you use your drama skills to retell the story in Spanish?</p>	<p><u>PSHE - L.I. To consider what has influenced my life and what might influence the lives of other people</u>             Discussion: Some things we can only do when we are older, like driving because there are age limits, but other things can be done at any age, like learning something new.             We will be exploring which events influence our lives and which age we need to be for these events to occur.</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 17<sup>th</sup> June 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](mailto:year4@alexandra.hounslow.sch.uk).

Science	Topic (Geography)	Computing
<p style="text-align: center;"><b>Electricity</b></p> <p><b><u>LI: To investigate whether circuits are complete and incomplete.</u></b></p> <p><b><u>Introduction</u></b> - Children do a short quiz to revise what they have already learnt about electricity.</p> <p><b><u>Activity</u></b> - Teacher explains how current electricity is the flow of electrical charge through materials and that every complete circuit must have a power supply, which could be the mains or a battery. Complete circuits, in which wires connect the positive and negative ends of the power supply, are needed for electrical appliances to work. Children follow diagrams to create a variety of circuits using wires, batteries and lightbulbs. They predict, test and observe which circuits allow the light bulbs to light up. They record their observations, draw diagrams and explain which circuits worked or not, and why.</p>	<p><b><u>LI: To identify the physical features of a place (Italy)</u></b> <b><u>LI: To describe the human features of a European country</u></b></p> <p><b><u>Starter:</u></b> <i>What is the difference between a human geographical feature and a physical one?</i> Children use what they already know to sort the geographical features onto the t-chart to show if they are human or physical.</p> <p><b><u>Watch me:</u></b> Explain the difference between human and physical features, using the images from the starter activity to explain. Explain that today, we are going to explore the human and physical features of a place, to produce a case-study.</p> <p><b><u>Help me:</u></b> Reveal a picture of the map of Italy on the screen. <i>What do we know already?</i> Children use prior knowledge to answer the questions on the screen.</p> <p><b><u>Show me:</u></b> <i>Using our prior learning, what human features can you recall about Italy?</i> (cities, buildings, man made landmarks).</p> <p><b><u>Main task:</u></b> Children use the ipads and atlases to record the information on their task sheet.</p>	<p style="text-align: center;"><b>Data and Information – Data Collection</b></p> <p><b><u>LI: To use a digital device to collect data automatically.</u></b></p> <p><b><u>Warm Up</u></b> – Explain that computers can have input devices called sensors. <b><i>Can they think of a way in which a computer could sense sound?</i></b> Explain that personal computers often have microphones, but they aren't always easy to see. Microphones might be used to record sounds, or to capture a voice for a video call. A microphone can be used by a computer to detect how loud or quiet a room is. It could record the sound level in a room as data.</p> <p><b><u>Main Tasks - Data loggers</u></b> – Children will be shown an image and asked to draw conclusions.</p> <p><b><u>Recording data</u></b> – Children will complete 'Classroom data' activity sheet. They will be taking light, temperature, and sound readings from around the room. Children will be asked them to select six locations around the classroom. They need to go to each location and wait for 30-60 seconds before taking readings.</p> <p><b><i>Which is the highest and lowest reading from each sensor?</i></b></p> <p><b><u>Plenary</u></b> - Children to think, pair, share to think of reasons why automatic data collection could be helpful or useful. Reasons may include: It's accurate if data needs to be collected at a set time, which is hard to do manually It can be unattended; someone doesn't need to sit there all night and day It's always gathered in the same manner, with no human error such as being in a different place or not using a sensor in the same way every time</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 17<sup>th</sup> June 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](mailto:year4@alexandra.hounslow.sch.uk).

## 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

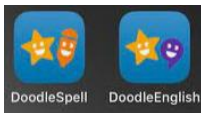
Who will be top of the leader board next week?!



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.



various    furious

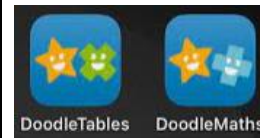
glorious    victorious

mysterious    humorous

glamorous    vigorous

odorous    rigorous

### 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

1) Keep a record of the European Cup (Football) - which started on Friday and present your findings over the next few weeks (14.6.24 - 14.7.24).

Here are some ideas:

- a) create a fact file of your favourite players in each team;
  - b) keep track of the games and their scores;
  - c) create graphs and charts about statistics such as goals scored, clean sheets, passes, wins, losses etc of your favourite European country;
  - d) keep a map of all the 24 participating countries;
  - e) research a country of your choice from the Euros.
- Etc.

(Due in on the week following the Final - 14th July).

2) Optional - complete the Olympic activity from the Hounslow Library Service (on Google Classroom).