

# Weekly Overview of Learning

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English	Monday	Tuesday	Wednesday	Thursday
	<u>LI: To evaluate and compare texts</u>	<u>LI: To identify causal conjunctions and adverbs</u>	<h2>Hampton Court Trip</h2> <p>This visit will provide the children with an opportunity to experience and learn about the palace, the gardens and the chapel. They will learn some of the history of the palace and what life was like there including some of the jobs people did.</p>	<u>LI: To identify the structure of a text</u>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> effect, logic, purpose, audience, cohesion, similar, different</p> <p><b>Key Questions:</b> What does evaluate mean? How do we decide how purposeful a text is? What language can we use to compare and contrast?</p>	<p><b>Key Vocabulary:</b> cause, effect, consequence, result</p> <p><b>Key Questions:</b> -What are conjunctions? -What are adverbials? -How do authors demonstrate that an event doesn't happen in isolation, but rather, has been caused or pre-determined by another event? -What is a 'consequence'?</p>		<p><b>Key Vocabulary:</b> introduction, process, logic, chronological, summarise, retrieve</p> <p><b>Key Questions:</b> -How is the information in an explanation text organised? -How can we identify relevant information? -Why are arrows important in a process?</p>
Activities	<p>First, we will sort the features onto the grid to show which belong to this genre and which do not. Then, we will discuss how, when we evaluate a text, we decide if it has met its purpose or not. The purpose of an explanation text is to explain how or why something happens. Today, we will be looking at some examples of explanation texts and deciding how well they do this. We will need to apply our knowledge of the genre features.</p> <p><b>Main Task:</b> Children use the checklist to identify the features used in 2 texts, using 1 colour for one text and another colour for the second. They then write a statement, using the evidence just recorded, to explain which text is better and why.</p>	<p>Today, we will look at causal conjunctions, which are used to explain events, by linking the cause/ reason for an event with the effect/ result. The teacher will introduce the 3 types of causal conjunctions (subordinate, co-ordinating and adverbials).</p> <p>Children will sort the causal conjunctions into the 3 categories, insert the causal conjunction into the correct sentence and then, independently complete the differentiated worksheets using the word bank provided.</p>		<p>We will recap the organisational devices that are often used in explanation texts. We will use the 'skeleton' to show how the text type is laid out and how the organisational devices are used. We will work as a class to plot the title, introduction, subheadings and main steps of the water cycle onto the flowchart. Together, we will watch a video on BBC Bitesize which goes through an example of an explanation text and asks the children to suggest words to complete the text. We will then go through another example of an explanation text, fill in the gaps and explore the structural similarities between all of the explanation texts we have seen so far in this unit.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p><b>LI: To activate prior knowledge about a text (theme, genre, subject matter)</b> For this lesson we will be looking at the theme, subject and genre of a text. We will be discussing how our prior knowledge can help us to identify these.</p>	<p><b>LI: To identify the purpose of a text</b> For this lesson, we will be discussing the purpose of a text. We will be looking at a good example of an explanation text and a poor example.</p>	<h2>Hampton Court Trip</h2>	<p><b>LI: To identify the purpose of a text</b> In this lesson, the children will have the opportunity to look at a range of texts. Using their prior knowledge, they will identify the purpose of each.</p>	<p><b>LI: To identify the purpose of a text</b> This lesson, we will be incorporating elements of reading for pleasure. The children will identify the purpose of their favourite text and list the features it has.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To calculate fractions of quantities (contextual – measures)</b>	<b>L.I: To recognise and count in tenths as decimals (link to fractions)</b>	<b>Hampton Court Trip</b>	<b>L.I To practise our multiplication facts</b>	<b>L.I To divide a 1-digit number by 10 (use place value grid)</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary</b> Denominator, numerator, non-unit fractions, whole, divide, multiple</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a unit fraction?</li> <li>• What is a non-unit fraction?</li> <li>• How many parts has the whole been split into?</li> <li>• What strategy can we use to find fractions of amounts?</li> <li>• How many equal parts are there?</li> <li>• How many equal parts do we want?</li> </ul>	<p><b>Key Vocabulary</b> Tenths, decimals, fraction, equal parts</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a decimal?</li> <li>• What is a tenth?</li> <li>• If a whole is divided into 10 equal parts, what is the value of each part?</li> <li>• How can you represent the decimal using a model?</li> <li>• How are decimals similar to fractions?</li> <li>• How can you convert between tenths as fractions and tenths as decimals?</li> <li>• How is 1/10 similar to 0.1? How is it different</li> </ul>		Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	<p><b>Key Vocabulary</b> Divide, equal parts, decimal place, 1-digit, place value</p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What number is represented on the place value chart?</li> <li>• When dividing a number by 10, how many equal parts is the number split into?</li> <li>• How many tenths are there in 1 whole/2 wholes/3 wholes?</li> <li>• How can you use counters and a place value chart to show dividing a number by 10?</li> <li>• What is the same and what is different before and after a 1-digit number is divided by 10?</li> </ul>
<b>Activities</b>	<p>In today’s lesson, children will learn how to find fractions of measurements in different contexts. Children will be asked to recall their knowledge of finding fractions of shapes and quantities. They will be asked to identify unit and non-unit fraction of amounts in shapes and numbers. As a class we will complete the first questions together, modelling and discuss the steps needed to find a fraction of amount. When confident, we will then move onto to solving fractions of quantities involving measure such as: Mr Cuell’s key is 6cm long. Miss Padda’s key is 1/3 the length of Mr Cuell’s key and Miss Stopp’s key is 2/3 the length of Mr Cuell’s key. How long are Miss Padda and Miss Stopp’s keys?</p> <p>Using the method previous days children will solve this problem. Children will complete fractions of quantity involving contextual measure problems.</p>	<p>In Year 3, children were introduced to unit and non-unit fractions and learnt to compare and order these. They also explored dividing 100 into 10 equal parts on a number line, so they should already be familiar with the idea of tenths. In this small step, children explore the idea of a tenth as a fraction. Children explore tenths through different representations of 1 whole split into ten equal parts, including place value counters, straws, counters on a ten frame and bead strings. Number lines are another useful representation of tenths as fractions, and are covered again in a later step. At this stage, children explore tenths as fractions only – the concept of tenths as decimals is introduced later in the block</p>			<p>In today’s lesson, the children divide a 1-digit number by 10, resulting in a decimal number with 1 decimal place. To begin with, they see that the number is shared into 10 equal parts. This can be shown by exchanging each place value counter worth 1 for ten 0.1 counters. They recognise that when using a place value chart, they move all of the digits one place to the right when dividing by 10. Any misconceptions around “tricks” that work for this step, such as moving the decimal point to the beginning of the number or adding “zero point” in front of the word should be addressed at this stage. This will help to prevent errors later on, when children progress to dividing 2-digit numbers by 10 and then move on to dividing by 100 and dividing by decimals.</p>

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Music	RE	PE
<p><b><u>Unit: Music and Performance Chinese New Year (Dragon Dance)</u></b></p> <p><b><u>L.I. To work as a group to create a piece of music of a given theme.</u></b></p> <p>This week, each group will work out a melody for their haiku, by using an instrument like a glockenspiel to try out notes in different orders until they find a melody that they like. The groups then need to write down the notes to remember their melody. The children can then write this down, using the letter names, and practise singing and playing it together.</p> <p><b><i>How do you know when to begin playing?</i></b> <b><i>How does your group communicate without talking during the performance?</i></b></p> <p>When the groups are ready, and you have heard them sing/play it reliably, they can add some sound effects with tuned and untuned percussion, using the ideas they wrote in their composing journals in the earlier sessions.</p>	<p><b><u>L.I. To find out about the events and emotions surrounding the resurrection of Jesus.</u></b></p> <p>In this lesson, the children will learn about the events surrounding the resurrection and consider the reasons why Jesus was resurrected from death. They will think about how other characters within the story were feeling at various points. They can then study some art portraying the resurrection as a stimulus for considering how they feel about it.</p> <p>KQ: Can you describe the events of the resurrection? Can you talk about the feelings of the disciples, Jesus, his friends and family? Can you explain some of the reasons why Jesus was raised from death?</p>	<p><b><u>Netball</u></b></p> <p><b><u>L.I: To develop the shooting action</u></b></p> <p><b><u>Warm Up</u></b> - Pass and move: Children begin in a space. <b><i>Can you suggest ways to travel to increase your heart rate and get warm?</i></b></p> <p><b>Skills Development</b> – children will complete various different activities: <b>Shooting technique,</b> <b>Exploring technique.</b> <b>First to five,</b> <b>Pass, move, shoot</b></p> <p><b>Plenary – <u>Teach me to shoot</u></b> – children work in pairs with a ball. One child to teach the other how to shoot using the teaching points. <b><i>Why should you start with your feet shoulder with apart?</i></b> <b><i>Why is it important to move close to the post before shooting?</i></b></p> <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b></p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
D.T	Spanish	PSHE
<p><b><u>L.I. To prepare and cook food safely, and hygienically</u></b></p> <p>For this lesson, the children will discuss food safety, health and hygiene. They will discuss what the expectations are for the lesson and how we can keep ourselves safe in the kitchen.</p> <p>The children will then work in small groups, to prepare the ingredients for a Chinese Stir Fry dish, which will then be cooked by an adult in the Year 4 team.</p>	<p><b><u>L.I: To understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafeteria.</u></b></p> <p>Go through Language Angels PPT and then complete translation activity. Input encompasses reading, writing, spoken language practise and grammar.</p>	<p><b><u>L.I. To identify feelings of anxiety and fear associated with peer pressure</u></b></p> <p>This week, the children will discuss peer pressure and the feelings that are associated with it. We will start by recapping last week’s lesson and the verses that the children wrote. We will then look at a scenario in which peer pressure is prevalent. The children will discuss key questions such as, would you have acted in the same way as Aiden? What could he have done differently? Is Aiden’s relationship with Eddie healthy (positive) or unhealthy (negative)? Why /why not? What is a ‘healthy, positive friendship’? The main task will be a group task in which the children will divide their paper into two columns. In one column they will list the features of a ‘healthy’ (positive) friendship and in the other column, the features of an ‘unhealthy’ (negative) relationship</p>

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Science	Topic (Geography)	Computing
<p><b><u>Unit: State of Matter</u></b></p> <p><b><u>LI: To investigate how water evaporates</u></b>  <b><u>Recapping previous learning</u></b> - At the front of the classroom I will have placed eight answers. Your task is to match the numbers of the questions with the letters of the answers! Send one person from your group to the front to collect an answer card. Bring it back to your group and decide which of your questions it answers.  <b><u>Starter</u></b> – Children will be exploring the process that causes water to change and the temperature at which it changes.  <b><u>Main Activity</u></b> – Children will set up the ice cube investigation.  <i><b>What do you see in the container?</b></i>  <i><b>What can you observe on the cling film?</b></i>  <i><b>What processes are occurring?</b></i>            Children will record what they observed and draw conclusions on what they have seen.  <b><u>Reversing changes</u></b> – children will then watch as an adult boils a kettle (safely) and watch the vapour as it boils.  <i><b>How can this gas be turned back into a liquid?</b></i>  <i><b>Can you reverse the change?</b></i>  <i><b>How has the temperature caused these processes?</b></i>            Children will record what they observed and draw conclusions on what they have seen.  <b><u>Salt and ice</u></b> – Children will set up an experiment involving salt and ice, they will be asked to observe what happens over a few minutes. They will use a thermometer to observe how the temperature in the beaker changes.  <i><b>What do you notice happening to the two-ice cube?</b></i>  <i><b>What process is occurring?</b></i></p>	<p><b><u>LI: To describe a key aspect of land use.</u></b></p> <p>In this lesson, the children will learn about the different types of farming in China. They will be taught how to identify products farmed in China and sold all around the world and explain how rice is grown.</p> <p>The children will use the information they have gathered in today's lesson to create a fact-file about farming in China.</p> <p><i>KQ: Given China's large population, what do you think the impact would be if China wasn't an agricultural country?</i></p>	<p><b><u>Unit: Photo Editing</u></b></p> <p><b><u>LI: To recognise that not all images are real</u></b></p> <p>In this lesson, the children will apply all the skills they have learnt in the unit so far. They will start by reviewing some images and considering what makes an image look real or made up. Learners will then plan their own image. They will choose from a selection of images, open them and edit them to create their own project.</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

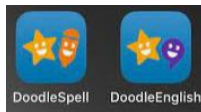
Who will be top of the leader board next week?!



*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.



solve  
solution  
insoluble  
dissolve  
solvent  
sign  
signature  
assign  
design  
signal

### 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

We went to Hampton Court this week and it would be lovely if you could write a recount of your journey.

The recount could be a diary entry, newspaper article or essay of the event.

Use 1st person and past tense but keep it interesting.

Choose the most interesting aspects and write about them in time order.

Describe your feelings and use your senses to help describe your trip.

