

Weekly Overview

Year Group: 4 Week beginning: 18th September 2023

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English h Poetry	Monday	Tuesday	Wednesday	Thursday
	LI: To use apostrophes to show possession	LI: To use adverbial phrases	LI: To discuss and record ideas	LI: To infer meaning from a text to answer questions
	<p>Key Vocabulary: Apostrophe, possession, plural, singular, contraction</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is an apostrophe? • What is an apostrophe used for? • How is an apostrophe used to demonstrate possession? • Does this change if the possessive noun is a plural/ singular? personification? • What do we do if the possessive noun ends in an 's' already? 	<p>Key Vocabulary: Personification, verb, noun, inanimate, impact, stylistic, purpose.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is an adverb? • What purpose do adverbs have? • What questions of the reader can adverbs answer? • How can adverbs be classified? • How can adverbs be modified so they become an adverbial phrase? • How can we start sentences with adverbs/ adverbial phrases? 	<p>Key Vocabulary: Ingredients, list, attributes, setting, senses, environment, description,</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a list poem? • What is the structure of 'The land of possibility'? • What does substitute mean? • What ingredients would be found in the land of Narnia? • What adverbs/ adverbial phrases could be used to describe these 'ingredients' further? 	<p>Reading response to class novel: <i>The lion, the witch, and the wardrobe.</i></p> <p>Key Vocabulary: inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does inference mean? • What strategies do we use, when we infer? • How can we use words and phrases from a text to answer questions about our own opinions?
	<p>Starter: On screen, show children an extract of text (from TLTWATW), where the object is demonstrated to be the possession of the character. KQ: Who owns it? How do we know?</p> <p>Watch me: explain the rules for using apostrophes (possession and contraction). Explain that today, we will be focusing on possession.</p> <p>Help me: identify examples of how Pie Corbett has used possessive apostrophes in 'In the land of possibility'.</p> <p>Show me:</p> <ol style="list-style-type: none"> Children correct the sentences on screen so that the apostrophe is used correctly. Children write an appropriate sentence for the pictures on the screen, using possessive apostrophes correctly. 	<p>Starter: On screen, show children the Pie Corbett poem 'In the land of possibility', where the adverbial phrases have been underlined. KQ: What part of speech has been underlined? What purpose does this part of speech perform?</p> <p>Watch me: Explain the role of adverbs and the extra information they give the reader about how a verb has been carried out.</p> <p>Mini task: Teacher to read out different sentences where a verb is described using an adverb. Children will act this out.</p> <p>Help me: Children match the adverbs/ adverbial phrases on the screen to the 5Ws, to show the additional information they give the reader.</p> <p>Show me: Correct the sentences by inserting a comma at the appropriate place after a fronted adverbial.</p>	<p>Starter: Children read the items on the board and sort them into the t-chart: things that are found in Narnia and things that are not.</p> <p>Watch me: Using Pie Corbett's Poem, 'In the land of possibility', demonstrate how it is a list of things that are found in that land. Explain to the children that this type of poem is called a 'list poem'. Today we will be writing our own list poem.</p> <p>Help me: Identify the structure of 'In the land of possibility' and use this information to create a poetry toolkit and writing frame. Remind the children about the aspects of this poem that we have explored this week (personification, possessive nouns and apostrophes, and adverbs/ adverbial phrases)</p> <p>Show me: Using the information from the starter, we will write our own poem 'In the land of Narnia'. Children and teachers share-write the first verse.</p>	<p>Starter Odd one out: Children look at reading strategies on the screen that are used when inferring. They must select the odd one out (the strategy that is not used when inferring).</p> <p>Watch me/ help me/ show me: Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers. KQ: What information do we need from a text to answer questions? How do we find this information? What reading strategies will we need to use?</p> <p>Together, form a success criteria based on the children's feedback.</p> <p>Teacher models doing this, using the success criteria and children have a go, before doing their main activity.</p>
	<p>Task: Children complete the activities, using apostrophes to show possession.</p> <ol style="list-style-type: none"> Correcting the sentence/ inserting the apostrophe Re-writing the sentences in the active voice Writing sentences of their own, using the picture stimuli 	<p>Task: Children complete the sentence work using adverbs/ adverbial phrases.</p>	<p>Task: using the picture stimuli and word-bank resources, and poetry frame, children write the rest of the new poem: 'In the land of Narnia' by substituting details from Pie Corbett's 'In the land of possibility'.</p>	<p>Task: Using 'The Lion, The Witch and The Wardrobe' (chapter 1-3), children use the inference skills developed in today's lesson to answer the questions. Extension: Following answering the questions, children return to the previous lesson and add any other connections they have made (with purple pen).</p>

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This week's reading focus: Reading Strategy 3				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>LI: To retell a story using images</u></p> <p>Children have an attempt at visualizing a familiar text and then retelling it using only images.</p>	<p><u>LI: To retrieve and record information</u> <u>LI: To identify key details from a text</u></p> <p>The children read a text excerpt and identify the important events only – removing excess detail.</p>	<p><u>LI: To apply prior knowledge to visualize</u></p> <p>Using their 'Making Connections' knowledge, the children use images from their mind/memories/experiences to visualize events, settings and characters from a text.</p>	<p><u>LI: To retell a story using images</u></p> <p>Children attempt their visualization again – applying the techniques learnt throughout the week. They compare this to the first time they tried (on Monday).</p>	<p><u>LI: To discuss words and phrases that capture the imagination</u></p> <p>Children hunt for vocabulary that is particularly vivid and powerful in creating images in the mind.</p>

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	LI: To partition numbers up to 10,000	L.I: To represent 4-digit numbers in a variety of ways	L.I: To partition 4-digit numbers in a variety of ways	L.I: To estimate and label numbers on number lines up to 10,000	Times Tables and Mental Maths
Key vocabulary and key questions	<p>Key Questions:</p> <ul style="list-style-type: none"> • What number is represented? • How many thousands/hundreds/ tens/ones are there in the number? • What is the value of each digit in 4,715? • Does the order in which you partition the number matter? • What number is equal to 7,000 + 0 + 30 + 4? • What does a zero in a place value column tell you? 	<p>Key Vocabulary: Place Value, thousands, hundreds, tens, ones, pictorial, concrete, abstract, represent, value, worth, 4-digit number, partition</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How many thousands are there? • What is the value of the 7? • How can we represent this number using Base 10/Place Value Counters/ Place Value Grid/ pictures/ digits? 	<p>Key Vocabulary: Partition, thousands, hundreds, tens, ones, exchange, variety, equivalent</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How many 100s make one thousand? • How many tens make 100? • ...Ones equal ...tens? • How can we use this knowledge to exchange? 	<p>Key Vocabulary: place value, number line, interval, increment, halfway, quarter way, $\frac{3}{4}$, hundreds, place value, find difference between start and end numbers, divide by number of intervals, value</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the value of each interval on the numberline? How do you know? • What side did you start from to find missing numbers? Why? • What facts can help you when estimating the location of a number? 	.Practise speed and recall of mental methods for times tables and bonds etc
Introduction & Activities	<p>Starter: Flash Back 4 Mental Maths</p> <p>Today, children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example $5,346 = 5 \text{ thousands}, 3 \text{ hundreds}, 4 \text{ tens and } 6 \text{ ones}$ or $5,000 + 300 + 40 + 6$. Children will be asked questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that $5,006 = 56$. Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>	<p>Starter Flash Back 4 Mental Maths.</p> <p>Carousel In groups, children have 2 minutes to create the number on the white board, using the equipment at their base. Check each one is correct as a class, then rotate around to the next number and equipment base. All 4 digit numbers.</p> <p>Main Task</p> <p>Board Game</p> <p>Children choose the category they would like: Fluency or Problem when they land on a square.</p> <p>Answers written on board (a different colour per player).</p> <p>Challenge Timed answers</p>	<p>Starter True or false with sentence starters for explanations.</p> <p>Ping Pong 1 Partitioning numbers in different ways using whole-part models, place value counters and Base 10. Exchanging is used.</p> <p>Ping Pong 2 Describing numbers e.g. my number has 20 hundreds, 12 tens and 6 ones – what is it?</p> <p>Ping Pong 3 Problem and Reasoning questions – applying their partitioning knowledge e.g. missing values</p> <p>Main task: Children complete a range of varied fluency, problem-solving and reasoning questions. Use various representations and resources to do this.</p> <p>Carousel format in Thinking 3s.</p> <p>Support Use physical resources such as Base 10.</p> <p>Challenge Would you rather...?</p>	<p>Starter</p> <p>Flash Back 4 Mental Maths.</p> <p>Recap numberline knowledge from lessons on number lines to 1000</p> <p>Ping Pong 1</p> <p>Locate and mark values of each interval on labelled number lines</p> <p>Ping Pong 2</p> <p>Work out values of each interval on unlabelled number lines and estimate then place numbers.</p> <p>Ping Pong 3</p> <p>Problem solving and reasoning</p> <p>Main Task</p> <p>Step 1 – fluency and problems involving numberlines up to 10,000.</p> <p>Step 2 - Film a video as a guide to help find missing numbers on a number line.</p> <p>Given a scenario to film about.</p> <p>Support Use Base 10, Place Value Counters or Grids, number lines, sentence starters for reasoning</p> <p>Challenge Become teachers for less-confident children.</p>	

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

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Reading - Daily for 20 minutes	Science	Topic
<p>- Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p>	<p>L.I. To I can group living things in a range of ways. L.I. I can use a range of methods to sort living things.</p> <p>This week the children will be discussing and learning the meaning of habitats and who or what might live in a habitat. For this lesson, the children will investigate different types of organisms, especially microorganisms and what sort of habitat they may live in. The class teacher will demonstrate how to gather information and sort into different diagrams.</p> <p>Task: The children will then be given an activity sheet where they will have to sort things into living and non-living things, using different diagrams such as; Carroll and Venn diagrams.</p> <p>To sum up the lesson, the children will discuss if whether it is possible to sort living things into 3 groups.</p>	<p>L.I. To describe the key features of a place Starter- T;T;Y;P: What is it like at the North and South Poles? How do you know? Watch me/ help me: Using the maps show children where the poles are (on the globe). Explain that due to their location, they get the least amount of sunshine, every day. Explain that this impacts the temperature found at the poles as the sun is the earth's heat source. Use the maps to look at other countries that are found near the poles, within the polar region: Iceland, Finland, Russia, Greenland, Alaska. Explain that these places are still very cold but are warm enough for some plants to grow and thus can host a wider variety of animals and people, as part of the ecosystem. Mini-task: Watch the video to find out about the physical and ecological features of the polar regions. Show me: Children answer the questions/ cloze procedure to explain why the poles are so cold. Task: Children adopt the role of 'polar explorers' who need to find out facts about the Arctic and Antarctica before setting off on an expedition! They may use any prior knowledge and study the information provided to complete their research logs for the Arctic and Antarctica. They will need to use the following headings to organise their findings:</p> <ul style="list-style-type: none"> ● Location ● Seasons ● Climate ● Wildlife ● Humans
<p style="text-align: center;">Music</p> <p>L.I. To create musical rhythms using body percussion Rights Respecting Article 13</p> <p>Starter Watch the link: 'Clapping music for five performers'. Put the pupils in pairs and ask them to discuss what they liked and what they did not like about the music. Collect a few responses, encouraging the children to verbalise the reasons for their opinions.</p> <p>Next, get the pupils to discuss the tempo (speed), dynamics (volume), texture (different layers) and structure (organisation of the piece). Write these four words on the board and then collect some answers for each in relation to the piece.</p> <p>Key questions</p> <ul style="list-style-type: none"> ● What sort of sounds might we hear on the forest floor? (Animals/mythical creatures walking, snow crunching, the children, White Witch sleigh) ● What sort of sounds might we hear in the understory? (Buzzing from insects, icicles falling, robins in the branches) ● What sort of rhythm might work for the forest floor? (Slow, simple, low) ● What sort of rhythm might be suitable for the understory? (Quick, quiet, light) <p>Main Event The children are going 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. This will be the first component of their main composition and eventual performance which will take place over the next couple of lessons. The children are going 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.</p>	<p style="text-align: center;">Spanish</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</p> <p>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 2 LI: To ask and answer the question 'What is your name?' in Spanish</p>	

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PSHE	Computing	R.E
<p>LI: To understand who is in my school community, the roles they play and how I fit in. <u>L.I: recognise my contribution to making a Learning Charter for the whole school</u> <i>Rights Respecting Article 2, 12 and 42</i> <u>Vocabulary</u> <i>Role, school community, job description.</i> <u>Starter: Connect us</u> Share 'The Jigsaw Charter' with the children to reinforce how we work. Still in the circle children play 'Pass the Handclap' or 'Pass the Squeeze' The children discuss the skills that are needed to make the activity successful, linking to prior learning in the previous lesson around teamwork. <u>Calm me</u> Everyone, including adults, is sitting on chairs in a circle. Explain to the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Mindfulness. <u>Open my mind</u> Begin by discussing who makes up our school community and introduce the different roles to the children. Choose a role and act it out to the class, the children should guess which role you are acting. Ask children to come up to the front to act out the remaining roles while the other children guess. <u>Main Tasks:</u> In pairs, children look at the different roles in the school community and create job descriptions for each role. Discuss how people in our school community help us to learn. Then children should read out the descriptions and the class have to guess which role the description applies to. Start a discussion on the importance of the school community and ask the children to rank the roles in order of importance. Following this, elicit that if members of the community do not turn up for their jobs that this will affect the whole community. Plenary – Take the children through a breathing activity and give them time to reflect on their learning.</p>	<p>L.I. To be able to explain the types of media that can be shared on the World Wide Web (WWW) <u>L.I. To be able to describe where websites are stored when uploaded to the WWW</u> <u>L.I. To be able to describe how to access websites on the WWW</u> <i>Rights respecting Article 13</i> In this lesson the children will explore what can be shared on the World Wide Web and where websites are stored. They will also explore how the World Wide Web can be accessed on a variety of devices. <u>Starter:</u> The children will be shown a series of images and asked if the objects they see can be shared on the World Wide Web. Some images will be physical objects, which cannot be shared, while others will be photos, videos, text, etc. Where necessary, a brief explanation will be provided for clarity. Responses can be recorded on two halves of an individual whiteboard. <u>Main Task:</u> Break down the web addresses (or domain) into the three parts, as shown on slide 16. Explain that the 'www' is an abbreviation of 'World Wide Web', the middle part is usually associated with the theme or organisation behind the website and the end part indicates where a website is from or the type of organisation, such as .com, .edu, or.co.uk. Display some web domains, and ask the children to pick up any clues about the origin of websites, based on their domain. Hand out the 'What's in a name' activity sheet. Before children have access to a web browser, ask them to make predictions about the websites that are listed. The following questions could be considered: <ol style="list-style-type: none"> 1. Where do you think the website is from? 2. What sort of organisation might it be? 3. What content do you think you might find? The children should be able to deduce some of this information from the address, or from their own prior knowledge. <u>Plenary: Multiple choice quiz</u> Click through slides 23 to 30 to assess children's understanding of the key concepts introduced in this lesson. Recap learning as required.</p>	<p>L.I. Where do Humanists find their truth? <u>Starter</u> Children are to read the scenario given on the IWB and discuss with their partner what they believe and why, giving reasons. <u>Main</u> Following IWB the children will explore the beliefs of Humanists and how they make decisions on what they believe. <u>Task 1:</u> Looking at the statements displayed to them, the children are to write a short paragraph for each of the statements, explaining how Humanists might respond to each of them. <u>Task 2:</u> Children are to make up their own statement to ask a Humanist what they believe and why.</p>

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P.E.	Art	Homework
<p><u>L.I. To demonstrate a change of speed and direction to outwit others.</u> Warm up and Intro: In today's lesson, they will be using a change of direction and speed to try to outwit an opponent. They will learn and develop skills such as; transferring their weight from one side to the other and how to turn their head, shoulders and hips to face the new direction they want to travel in. Task: All children begin at one end of the teaching area with one child in the middle, they are the tagger. The teacher says 'run if.... you had toast for breakfast or you have a sister or PE is your favourite subject' etc. If the statement applies to the children, they must attempt to run to the opposite end of the teaching area without having their tag belt taken by the tagger. If tagged, children must place the tag back on their belt and join the child in the middle as an additional tagger. Transfer your weight from one side to another to lose the tagger. Turn your head, hips and shoulders to run in the new direction. Approach with a slower speed and then accelerate past the tagger or decelerate suddenly. Skills development 1v1: Children work in pairs and place two cones approx. 10m apart and a third cone in the middle of them. One child is the leader and begins five big steps away from their middle cone. Their partner begins at the middle cone. The leader must use a change of speed and/or direction as they reach the middle cone, choosing which outer cone to run to. Their partner can attempt to take the leader's tag as soon as they reach the middle cone. If the leader makes it to an outer cone they win the point. If their partner tags them before they reach an outer cone, they get the point. Repeat three times then swap roles. Accelerate suddenly to lose your partner. You may wish to change direction more than once to lose your partner. Cool down and Plenary Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the pupils to identify which challenges they found the most difficult? Ask the pupils to identify someone from the team that they played against who was able to consistently make it to the safe zone. How did they do this? Ask the pupils to identify someone from the opposition who showed fair play and honesty in the game. What did they do? 3rd Session of Swimming will be delivered on Friday, by qualified instructors. This week will be looking at the routines, new skills and expectations of swimming.</p>	<p>L.I. To replicate a piece of work by a famous artist Starter: What does replicate mean? Children feedback their ideas before they explore the dictionary definition, as a class.</p> <p><u>Watch me/ help me/ show me:</u> Show an original piece of artwork with a modern replication. The class will discuss what they think of it. KQ: Does it stay true to the themes and mood of the original piece? Does it still convey the same meaning?</p> <p>Explain that today we will be replicating a piece of artwork by Inuit artist, 'Kananginak Pootoogook'. Teacher to model this with his picture of owls. Teacher to show how a grid can be helpful to ensure our proportions and perspective are correct.</p> <p>Task: Children create their own replication of another picture by Kananginak Pootoogok. Before they begin, children should reflect on their work and feedback from lesson 1 and choose what support they think they will need:</p> <ul style="list-style-type: none"> ● Without grid ● With a grid ● They need more help <p>Plenary: Look at your partner's work and on the post-it, give them 2 stars and a wish e.g.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center; font-size: small;">Two Stars and a Wish</p> <div style="display: flex; align-items: center; margin-bottom: 5px;"> ☆ <div style="font-size: small;">The proportion is accurate</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> ☆ <div style="font-size: small;">The correct technique has been used</div> </div> <div style="display: flex; align-items: center;"> ★ <div style="font-size: small;">Think about how the texture could be portrayed even better</div> </div> </div>	<p>Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.</p> <p>Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p>Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p>Spellings: This week, we focus on words with the prefix 'im' before a root word starting with 'm' or 'p': immature, immeasurable, impossible, immortal, imperfect, impatient, immovable, impolite, important, improper</p> <p>Reading Plus. Complete your allocated lessons.</p> <p>Times Tables Rockstars- Complete a 'sound check' and/or www.timestables.co.uk Speed of recall practice</p>