

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 20<sup>th</sup> November 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](mailto:year4@alexandra.hounslow.sch.uk).

English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To recall knowledge about the language and structure of information texts</b>	<b>LI: To identify the features of a text</b>	<b>L.I: To identify the structure of a text.</b>	<b>L.i: To build cohesion within paragraphs.</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> language features, structural features, prior knowledge, meaning, intent, opinion, thoughts</p> <p><b>Key Questions:</b> What do I know about the structure of an information text? What language features should I include in my non-chronological report?</p>	<p><b>Key Vocabulary:</b> feature, subheading, subject-specific vocabulary, noun phrases, fronted adverbials, parenthesis</p> <p><b>Key Questions:</b> How do we know what the information text is about? What purpose does the first paragraph serve? What kind of language is used?</p>	<p><b>Key Vocabulary:</b> feature, subheading, language, structure, paragraphs, structure</p> <p><b>Key Questions:</b> How is an information text structured? How does the structure differ to narrative writing?</p>	<p><b>Key Vocabulary:</b> cohesion, cohesive devices, pronouns, paragraphs, link, adverbials</p> <p><b>Key Questions:</b> What are cohesive devices? What adverbs link together? What adverbs are similar in meaning? How do commas aid cohesion?</p>
<b>Activities</b>	<p>Today, children will use our learning from the past two days (as well as their learning in Science) as a 'mini toolkit' to write their own information text about teeth.</p> <p>This is a cold write task so the focus will be on the children working independently. Teachers will then use these pieces to assess what gaps there are in children's knowledge of the language and structural features of non-chronological reports (in this case, an information text)</p>	<p>Which text type is the odd one out? Why? Children must give reasons for their choice!</p> <p>Using the model information text about a fictional creature called a 'Snallygaster', we will work together to identify the language and structural features that tells us this is an information text.</p> <p>Children will then work independently to identify the features of their information text about trolls ('Terrific Trolls'). They will either create a key or work with a pre-prepared key.</p>	<p>Starter: Add a fronted adverbial into a sentence. What does structure mean?</p> <p>Quiz- children to sort structural and language features into a table.</p> <p>As a class, look at text on European Languages Day and identify the structural features as a class.</p> <p>Main task: Children to read a non-chronological; report on polar bears and identify the structural features.</p> <p>Challenge- Can the children identify the purpose of each feature?</p>	<p>Starter: Apostrophes practise. Go through what cohesive devices there are and how today's focus will be on cohesion within paragraphs. Main teaching will focus on linking paragraphs with adverbials.</p> <p>Task 1- in pairs children read a text on uniforms and need to identify the cohesive devices in the form of adverbials.</p> <p>Task 2- Share table on similar adverbs. Children partake in activity on grouping similar adverbials.</p> <p>Task 3- For the working wall, children produce 2 sentences and link with an adverbial.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>LI: To visualise information described in a text</b>	<b>LI: To visualise a setting</b>	<b>LI: To explore figurative language and the effect it has on the reader</b>	<b>LI: To retell a story using images</b>	<b>INSET DAY</b>
Reading Strategy 3: Visualisation	This week, we will focus on Reading Strategy 3: Visualisation. The children will listen to texts and create an image based on what they hear. They will explore figurative language used by the author and discuss the effect it has on the reader, and they will apply prior concept knowledge to retell a story using images.				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To find the area of rectilinear shapes by counting squares</b>	<b>LI: To use squares to make rectilinear shapes</b>	<b>LI: To compare the areas of rectilinear shapes</b>	<b>LI: To explore multiples of 3 in a range of contexts</b>	<b>INSET DAY</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> right angle, 2D, rectilinear, area, space, measure, multiple, rectangle</p> <p><b>Key Questions:</b> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><b>Key Vocabulary:</b> right angle, 2D, rectilinear, area, space, measure, multiple</p> <p><b>Key Questions:</b> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><b>Key Vocabulary:</b> right angle, 2D, rectilinear, area, space, measure, multiple</p> <p><b>Key Questions:</b> -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p><b>Key Vocabulary:</b> number track, multiple, statement, perimeter, altogether, digit sum, 3 times as much</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the next multiple of 3?</li> <li>• What is the multiple of 3 before?</li> <li>• How many 3s are there in?</li> <li>• How do you find the digit sum of a number?</li> <li>• How can you tell if a number is a multiple of 3?</li> <li>• Are the multiples of 3 odd or even? I know ___ is a multiple of 3 because ...</li> </ul>	
<b>Activities</b>	Today, children will be taught how to count squares to find the area of 2D shapes. They will be shown how to count both whole and half squares and how multiples can be used to find the area of rectangles. We will extend the children's understanding through reasoning and problem solving.	Today, children will practise making 2D shapes with a given area (number of squares). There will be lots of opportunities given for practical independent work as well as fluency, reasoning and problem-solving questions.	Today, children will count squares, use multiples and look for rectangles within shapes to compare areas. There will be lots of opportunities given for children to deepen their understanding through comprehensive reasoning and problem-solving questions.	Today, children will explore the link between counting in 3s and the 3 times-table to understand multiples of 3 in a range of contexts. They use familiar representations such as number tracks and hundred squares to represent multiples of 3. They explore how to recognise if a number is a multiple of 3 by finding its <i>digit sum</i> : if the sum of the digits of a number is a multiple of 3, then the number itself is also a multiple of 3.	

**Please continue logging into Doodle Maths, [www.timestables.co.uk](http://www.timestables.co.uk) and Times-table Rockstars regularly!**

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Music	RE	PE
<p><b><u>L.I. To play a rock and roll bass line</u></b></p> <p>We will start the lesson by challenging the children to recall notes from the previous lesson's bassline. In groups, the children will use tuned percussion instruments to experiment and play what they can remember. Working in pairs, we will continue to teach them the next section of the bass line. Once they feel confident, they will perform to another pair and each group will give feedback and tips on what they could do better. To finish the lesson, the children will perform as a whole class in time to a track. Key questions for the lesson include: What is a bassline? Why do we need a bassline?</p>	<p><b><u>L.I. To describe one thing a Christian might learn about Jesus from a Christian symbol</u></b></p> <p>We will be recapping last lesson where we identified the religious and non-religious symbols of Christmas. Then we will be looking at The Nativity Story and identifying which symbols are present in which key events.</p> <p>Task: The children will be using symbols and images to retell the nativity story. As a challenge, they will be able to write a short caption under each.</p>	<p><b><u>Unit: Dodgeball</u></b></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances</p> <p><b>Lesson 4: <u>L.I: To develop catching a dodgeball at different heights</u></b></p> <p><b>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</b></p>
DT	Spanish	PSHE
<p><b><u>L.I: To place the main stages of making in a systematic order</u></b></p> <p>In this lesson, the children will be planning the making stages of their book cover sleeve by thinking about their designs, plan in chronological order what steps they have to do in order to make their book cover and to use imperative words for each instruction.</p>	<p><b><u>Unit: La Familia</u></b></p> <p>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> <li>- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> <li>- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> <li>- Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</li> <li>- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</li> </ul> <p><b>Lesson 4</b> L.I: To ask and answer the question 'What is he/she called?' in Spanish</p>	<p><b><u>L.I. To debate common conceptions of gender stereotypes and ask if it is fair</u></b></p> <p>This week, our PSHE lesson will challenge common conceptions of gender stereotypes. We will discuss activities and objects that are associated with boys and girls and question if it is fair to encourage gender-specific thinking. The class will consider if they have ever been told that they cannot do something because of their gender. The children will create a poster for their classroom to support each other in doing what they want to, without feeling judged because they are a boy or girl.</p> <div data-bbox="1370 1337 1624 1433" style="background-color: black; color: white; padding: 5px; text-align: center;">  In support of <b>White Ribbon</b> </div>

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Science	Topic (History)	Computing
<p><b><u>L.I: To identify ways to keep teeth healthy</u></b></p> <p>We will begin by recapping the main types of teeth and their functions.</p> <p>Then we will discuss why it is so important to keep teeth healthy (and what might happen if we don't). We will then identify different ways to look after our teeth together.</p> <p>Task: The children will be designing a poster which details the ways in which they can look after their teeth.</p>	<p><b><u>LI: To research the life of significant people from the past</u></b></p> <p>Throughout this lesson, the children will become history detectives and will learn how to ask questions and use information from text.</p> <p>We will be looking at Ernest Shackleton. The children will be researching him, using their skills to answer questions about his life.</p>	<p><b><u>L.I: To explain that a digital recording is stored as a file</u></b></p> <p>In this lesson, children will plan their own podcast and begin to record it.</p> <p>They will discuss the importance of saving their work and saving their recording as a file.</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, 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

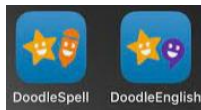
Who will be top of the leaderboard next week?!



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 and use these words in sentences to show that you understand their meanings.

This week's spellings are words with a /shuhn/ sound, spelt with 'cian' (if the root word ends in 'c' or 'cs')

musician	dietician
politician	statistician
electrician	technician
magician	clinician
mathematician	beautician

### 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/Other foundation subjects including writing

This week we would like you to demonstrate your description knowledge.

Create an A-Z Word List of ADJECTIVES (describing words e.g. colossal, iridescent, beautiful etc)

A MERIT will be rewarded for a quality information page/poster that can be added to our Helping Hands resources.

