

# Weekly Overview of Learning

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English	Tuesday	Wednesday	Thursday	Friday
	<b>LI: To describe a character- continued</b>	<b>LI: To use conjunctions</b>	<b>LI: To plan, write and edit a narrative (USING WRITER'S TOOLBOX)</b>	<b>LI: To plan, write and edit a narrative (USING WRITER'S TOOLBOX)</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> appearance, characteristics, mannerisms, personality, adverbs, adjectives, noun phrases, expanded noun phrases</p> <p><b>Key Questions:</b> 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><b>Key vocabulary:</b> conjunction, coordinating conjunctions, join, link, phrase, clause.</p> <p><b>Key Questions:</b> What conjunction links the phrases best? What is a conjunction? What is a coordinating conjunction? What does FANBOYS stand for?</p>	<p><b>Key Vocabulary:</b> plan, draft, edit, write, adjectives, verb, noun phrases.</p> <p><b>Key questions:</b> How can you develop a narrative? What are the characters like? What different openers can you use? Have you used conjunctions to improve your writing? What features have you included?</p>	<p><b>Key Vocabulary:</b> plan, draft, edit, write, adjectives, verb, noun phrases.</p> <p><b>Key questions:</b> How can you develop a narrative? What are the characters like? What different openers can you use? Have you used conjunctions to improve your writing? What features have you included?</p>
<b>Activities</b>	<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><b>Main Task: Short Burst Writing</b> Using the fact sheets and the information gathered in the lesson, children will write a non-chronological report about goblins.</p>	<p>Look at a variety of coordinating conjunctions- FANBOYS and how to use these to link clauses.</p> <p>Mini task- children complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction.</p> <p>Children then complete sentence level activities to apply knowledge of conjunctions.</p>	<p>Children are set a task on Writer's Toolbox and they use the prompts given to write a narrative. Encourage children to plan first and use a variety of features. Discuss what these may be.</p> <p>This is a good chance for children to familiarise themselves with how Writers Toolbox works. adults to provide support for children who may need it most.</p>	<p>Children are set a task on Writer's Toolbox and they use the prompts given to write a narrative. Encourage children to plan first and use a variety of features. Discuss what these may be.</p> <p>Continuation from yesterday. how can children use the feedback given by Writers Toolbox to further improve their writing. This is a good chance for children to familiarise themselves with how Writers Toolbox works.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b><u>LI: To use background knowledge and text evidence to interpret events/ actions</u></b>	<b><u>LI: To use text clues to identify characters' feelings/ motives</u></b>	<b><u>LI To use working memory and text clues to comprehend implied meaning.</u></b>	<b><u>LI: To identify and discuss characters, speculating how they might behave and giving reasons linked to the text.</u></b>	<b><u>LI: To apply knowledge of Inference skills.</u></b>
	Analyse the character described in a short text. What does his behaviour imply?	Use pictorial and textual clues to identify what a character might be like.	Watch a clip from Narnia and jot vocabulary/actions that give evidence for what the character is like.	PIXL questions- reading a variety of extracts and identifying what the character is like by making inferences.	QUIZ based on inference skills. Discussion based.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u><b>L1: To practise our multiplication facts</b></u>	<u><b>L1: To practise the formal method of addition – more than one exchange</b></u>	<u><b>L1: To use the formal method of subtraction – no exchange</b></u>	<u><b>L1: To practise formal written subtraction – one exchange</b></u>	<u><b>L1: To practise formal written subtraction with more than one exchange</b></u>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b> multiple, product, factors, inverse, fact families, arrays</p> <p><b>Key Questions:</b> How can repeated addition and subtraction help us? What facts do we already know? What are the new facts we are learning? How can we apply our inverse knowledge? Where is this knowledge useful in real-life?</p>	<p><b>Key Vocabulary:</b> Partition, add, subtract, place value</p> <p><b>Key Questions:</b> If you know <math>2 + 4 = 6</math>, what else do you know? How will you partition? Why? Will the value in the ones/tens/hundreds/thousands column increase or decrease? By how much? Which place value columns have changed/stayed the same? Why?</p>	<p><b>Key Vocabulary:</b> Partition, add, place value, column</p> <p><b>Key Questions:</b> How do we remember the place value of each digit? Which digit do we start from? How can we check our work? How can we use rounding to estimate our likely answer? Which column increases?</p>	<p><b>Key Vocabulary:</b> Partition, add, place value, exchange, column</p> <p><b>Key Questions:</b> How do we remember the place value of each digit? Which digit do we start from? What happens if our ones add up to more than 10? What if our hundreds add up to more than 100? How can we check our work? How can we use rounding to estimate our likely answer?</p>	<p><b>Key Vocabulary:</b> column subtraction, formal method, place value, exchange, operation</p> <p><b>Key Questions:</b> Does it matter which column you subtract first? Do you need to make an exchange? How can you subtract two numbers if one of them has fewer digits than the other? If you cannot exchange from the tens/hundreds, what do you need to do? Which column can you exchange from?</p>
Activities	<p>Starter: Times Tables aerobics/Supermovers.</p> <p>Recap existing knowledge and highlight the new facts.</p> <p>Identify any patterns and tips/tricks to speed up recall or working out of the multiples and their inverse.</p>	<p>Today, we will focus on adding two 4-digit numbers with more than one exchange. Once again, we will practise making the numbers using place value counters in a place value chart alongside the formal written method. The addition begins from the smallest value column.</p> <p>Extension: worded situations</p>	<p>In this small step, children subtract up to a 4-digit number from a 4-digit number with no exchanges, using concrete resources as well as the formal written method. Even though there is no exchanging, children should subtract from the smallest value column first. Before subtracting each column, we will practise asking, “Do we have enough ones/tens/hundreds to subtract?”</p>	<p>Today, we will subtract up to 4-digit numbers, with one exchange. We will still complete the formal written method alongside any concrete manipulatives to support understanding. Before subtracting each column, we will practise asking, “Do we have enough ones/tens/hundreds to subtract?” If not, then an exchange is needed.</p>	<p>In this small step, children subtract up to 4-digit numbers with more than one exchange, using the written method of column subtraction. Children perform subtractions involving two separate exchanges (for example, from the thousands and from the tens) as well as those with two-part exchanges (for example, from the thousands down to the tens if there are no hundreds in the first number).</p>

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

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Music	PE	
<p><b>Continued from last week</b>  <b>L.I. To create musical rhythms using body percussion</b>                      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 style="text-align: center;"><b>Fundamental Skills</b></p> <p><b>L.I. To develop technique and control when jumping, hopping and landing.</b>                      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.  <b>Cool down and Plenary</b>                      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?</p> <p style="text-align: center;"><b>Swimming</b></p> <p><b>Swimming will be delivered on Monday, by qualified instructors.</b> This week will be looking at the routines, new skills and expectations of swimming groups.</p>	
PSHE		
<p><b>PSHE - L.I To understand how democracy and having a voice benefits the school community</b></p> <p><b>Article 13: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</b></p> <p>Children will add to their posters from the previous lessons the articles that fit with what they have said Orange Group needs to do to work better as a team. They will then discuss democracy and how important it is to have a voice and be able to share their opinions.</p>		
Science	Topic (Geography)	Computing
<p>Children will review and showcase their learning from this unit by creating a double page spread answering a key question about living things and their habitats.                      Children will present their work however they wish, but should include the knowledge they have learned over the half term about habitats and how living things are suited to them. They should also include their learning on changing environments and the danger this may pose to some living things.</p>	<p>Children will review and showcase their learning from this unit by creating a double page spread about the different regions of the world</p> <p>Children will present their work however they wish, identifying the key features of physical geography they have learned and different hemispheres.</p>	<p>Children will use a range of online programs to review and consolidate their learning from this half term.</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.



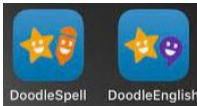
Log onto Reading Plus and complete at least 20 minutes this week

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.



Log on to Writer's Tool Box and complete some of your learning journey. Don't forget to let us know how well you did.

**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.



Keep learning words from the Year 3/4 statutory spellings or any spellings you have found tricky this half term.

### 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

Over half term spend some time researching the life and history of an Antarctic explorer for example:

**Preet Chandi (Polar Preet)**  
**Robert Falcon Scott,**  
**Ernest Shackleton.**



**What can you find out about their story?**

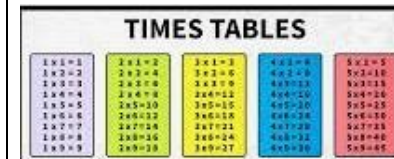
Present your work however you like a poster, leaflet, power point, story, picture strip, information sheet, song.

When researching online, please remind your child to practise online safety and work alongside your child to complete their homework where possible.

Please upload complete homework to Google Classroom as you complete it or by **Friday 8<sup>th</sup> November 2024**

Over half term week we would like you to:

- 1) practise your **TIMES TABLES** and **DIVISION FACTS**. Use your Pupil Planners to help. BBC Supermovers have the fun videos to help too.



- 2) create a dictionary of 10 words from the Year 3 / 4 spelling words (found in your Pupil Planners). These 10 words should be ones that you find trickiest to spell or understand.



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