

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 22<sup>nd</sup> January 2024**

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<u>English</u>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
	<b>LI: To retrieve and record information from a non-fiction text</b>	<b>LI: To make language and stylistic choices (hot write)</b>	<b>LI: To respond to feedback, improve and publish a text</b>	<b>C8 Writing competition</b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> organisation, structure, features, vocabulary, skim, scan, copy, summarise, order, comprehension</p> <p><b><u>Key Questions:</u></b> -What does 'retrieve' mean? - What type of questions require us to use retrieval skills? -How do we find and copy information from a text?</p>	<p><b><u>Key Vocabulary:</u></b> purpose, audience, metaphor, figurative, description, personification, structure, organisation</p> <p><b><u>Key Questions:</u></b> - What does the structure of the model poem look like? -What language and structural features should we 'magpie' for our new poem? -What ideas do we need to substitute? -What parts of the model poem do we need to keep the same? -What punctuation will we need to use?</p>	<p><b><u>Key Vocabulary:</u></b> evaluate, review, impact, edit, improve, feedback, draft, publish, illustrate</p> <p><b><u>Key Questions:</u></b> -What does 'proof-reading' mean? -How are proof-reading and editing different? -What things should we focus on when editing? -How do publishers make a text appealing to the reader? -How can illustrations be used to engage an audience? -Can the font and layout of a text affect the impact on the reader?</p>	<p><b><u>Key Vocabulary:</u></b> broken, telephone, adventurous, resilient, stillness, quiet, dusk, dawn, mysterious</p> <p><b><u>Key Questions:</u></b> What will happen in the start of your story? What happens in the build-up and problem? How will your story end? What descriptions will you use?</p>
<b>Activities</b>	<p><b><u>Main Task:</u></b> Children will read a text based on Chinese New Year and answer questions based on the non-fiction text.</p> <p>Prior to this discuss types of questions and how to use skimming and scanning to find answers. There will be examples when modelling to show how to effectively answer comprehension questions.</p>	<p><b><u>Main Task:</u></b> Children write their poem.</p> <p>This will be independent and children must choose the content, stylistic features and structure they want their poem to have, based on the learning in this unit. They will have access to their books, prior next-step marking comments, their toolkits and the working wall, to help them.</p>	<p><b><u>Main Task:</u></b> Children swap books with their partner and read the next step that they have been given. Using whiteboards, partners help them to correct any errors and give examples of ways they could address the next step that the teacher has given them.</p> <p><b><u>Main task 1:</u></b> Children read their feedback and respond, editing their work in purple pen.</p> <p><b><u>Main task 2:</u></b> Children publish their poem, with suitable illustrations, for display.</p>	<p><b><u>Main Task:</u></b> Children use the picture prompts and key vocabulary to write a short story this lesson. The story must have an interesting plot and engage the reader.</p> <p>Go through expectations for the competition.</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Learning Intention</b></p>	<p><b>LI: To make predictions</b></p> <p>In this lesson, we will introduce how we can use prior knowledge to help us predict what will happen in a book.</p> <p>We will be looking at a front cover, and making connections that will help us to predict what the book is about.</p>	<p><b>LI: To form questions about a text</b></p> <p>For the rest of the week, we will be looking at the book titled "My name is not Refugee".</p> <p>Firstly, we will be analysing the front cover and using the information in the title and imagery to compose questions.</p> <p>The children will stick in their grid and complete the 'wonderings' section.</p>	<p><b>To justify predictions using key information in a text</b></p> <p>This lesson, we will be reading the blurb of our book, and using this to inform our predictions.</p> <p>The children will then complete the 'predicting' section, by writing a short paragraph predicting the book's plot.</p>	<p><b>To compare predictions from before, after and during reading.</b></p> <p>In this discussion lesson, we will read the picture book as a class, and evaluate the accuracy of our predictions.</p> <p>We will reflect on how our prior connections aided us in predicting accurately.</p>	<p><b>To compare predictions from before, after and during reading.</b></p> <p>For our final lesson this week, the children will be using the evaluation skills we developed in the previous lesson.</p> <p>They will complete the final section of the chart ('Now I know'), by summarising what happens in the book and how accurate their individual prediction was.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>LI: To use a variety of informal written methods of multiplication</b>	<b>LI: To use formal written methods of multiplication</b>	<b>LI: To practise using formal written methods of multiplication</b>	<b>LI: To practise our multiplication facts</b>	<b>LI: To practise using formal written methods of multiplication</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> informal, mental methods, efficient, commutative</p> <p><b>Key Questions:</b> What is the same and what is different about multiplying by 1s and multiplying by 10s?  <ul style="list-style-type: none"> <li>• How would you explain this method?</li> <li>• What is the most efficient way to work out <math>\times</math> ?</li> <li>• How could you use a number line to work out this calculation?</li> <li>• How could you use a part-whole model to partition into tens and ones?</li> </ul> </p>	<p><b>Key Vocabulary:</b> formal written methods, representation, efficient</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>• What is the same and what is different about multiplying by 1s and multiplying by 10s?</li> <li>• How does the written method match the representation?</li> <li>• Which column should you start with?</li> <li>• What is the same and what is different about the different methods?</li> </ul> </p>	<p><b>Key Vocabulary:</b> formal written methods, representation, efficient</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>• How could you use counters to represent the multiplication?</li> <li>• How does the written method match the representation?</li> <li>• Which column should you start with?</li> <li>• Do you need to make an exchange? What exchange can you make?</li> <li>• What is the same and what is different about multiplying a 3-digit number by a 1-digit number and multiplying a 2-digit number by a 1-digit number?</li> </ul> </p>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	<p><b>Key Vocabulary:</b> formal written methods, representation, efficient</p> <p><b>Key Questions:</b>  <ul style="list-style-type: none"> <li>• How could you use counters to represent the multiplication?</li> <li>• How does the written method match the representation?</li> <li>• Which column should you start with?</li> <li>• Do you need to make an exchange? What exchange can you make?</li> <li>• What is the same and what is different about multiplying a 3-digit number by a 1-digit number and multiplying a 2-digit number by a 1-digit number?</li> </ul> </p>
<b>Activities</b>	Children use a variety of informal written methods to multiply a 2-digit number by a 1-digit number. Children follow a clear progression of methods and representations to support their understanding. They may also use their knowledge of factor pairs from earlier in the block to multiply.	Children progress from multiplying using informal written methods to the formal written method.  The short multiplication method is introduced for the first time, initially in an expanded form and then in the formal short single-line form.	Following on from the previous step, children extend the formal written method to multiplying a 3-digit number by a 1-digit number.  They continue to use the short multiplication method, but now with more columns.		Following on from the previous step, children extend the formal written method to multiplying a 3-digit number by a 1-digit number.  They continue to use the short multiplication method, but now with more columns.

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

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Music	RE	PE
<p><b><u>I. To recognise key elements of music</u></b></p> <p>This week, the pupils will be identifying key elements from the piece 'The Moldau' by Bedrich Smetana, which takes the listener through different parts of a river. They will draw images, shapes and patterns and note down keywords that come to mind as they listen. The pupils will discuss with their partners which part of the river they thought was represented in each section.</p>	<p><b><u>L.I. To explore what happens at the major Buddhist festivals</u></b></p> <p>This week, we will look at the Wesak Buddhist festival. The children will identify ways that Buddhists celebrate Buddha's birthday and we will look at how this festival differs in countries around the world. The main task of the lesson will be to make Wesak lanterns. We will finish the lesson by reflecting on our new learning with a quiz.</p> <p><b><u>Key question:</u></b> What is a festival? Which other religions also celebrate their deity's birthday?</p>	<p style="text-align: center;"><b><u>Unit: OAA</u></b></p> <p><b><u>L.I: To recognise and apply the cardinal points of a compass.</u></b></p> <p>For this lesson, the children will be learning about the cardinal points of a compass (north, east, south, west). This will be reinforced through the warm up where children will be asked to follow a series of compass directions. During the lesson children will work in pairs to follow a set of compass point directions to locate different areas on a map.</p> <p><b><u>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</u></b></p>
Art	Spanish	PSHE
<p><b><u>L.I: To recreate a traditional design style</u></b></p> <p>This week, the children will be looking at the history, story and artwork of the 'Willow Tree Pattern plate'. They will then create their own design to retell the story of the 'Two Doves' in a willow pattern style!</p> <p>In your art books, children will first use the plate given, to draw around to give you a plate template. Then you will create your retold story, using the mediums shown below.</p>	<p style="text-align: center;"><b><u>Unit: La Clase</u></b></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> <li>- Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.</li> <li>- Replace an indefinite article/determiner with the appropriate possessive adjective.</li> <li>- Use the negative in Spanish.</li> <li>- Describe what they have and do not have in their pencil case.</li> </ul> <p><b><u>Lesson 3</u></b> <b><u>L.I: To ask and answer the question 'What do you have in your pencil case?' in Spanish</u></b></p>	<p><b><u>L.I. To know that reflecting on positive and happy experiences can help me to counteract disappointment</u></b></p> <p>This week, the children will apply their discussion point from last week to scenarios that reflect a disappointing circumstance. The children will work in groups to create a role play to showcase their situation to the rest of the class. After each performance, the others in the class will propose new goals for the group and these will be displayed on whiteboards. The key consideration for this lesson is that although disappointment can be hard to cope with, having a positive mind set will ease the emotion. To finish, the children will reflect on the ways they can set new goals or plans to help difficult situations.</p>

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Science	Topic (History)	Computing
<p><b><u>Unit: States of Matter</u></b></p> <p>In this unit we are learning to:</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b><u>L1: To investigate how water condensates</u></b> <b><u>L1: To record data</u></b></p> <p>This week, we will be learning about another part of the water cycle, called <i>condensation</i>. Children will first explore what the word condensation means.</p> <p><i>What do you think this means?</i> <i>Where does it come from?</i> <i>Do you think condensation only happens in the clouds?</i> <i>Can you give an example of a where you have seen condensation happen?</i> <i>Why do you think we would need condensation to form in the clouds?</i></p> <p>This week, we will observe our water in 4 containers left on windowsill, in the fridge, in a cupboard and by the radiator. We will make a prediction, record the results and draw conclusions.</p>	<p><b><u>L1. To compare two periods in history.</u></b> <b><u>Context: Shang Dynasty and Modern China</u></b></p> <p>During this lesson, the children will become reporters. They have been assigned the task to make a comparison for the Shang Dynasty to Modern China.</p> <p>After using the iPad and research books to gather information and compare, the children are to write a report on the three topics of their choice e.g. food, family life, jobs etc.</p>	<p><b><u>L.I. To identify repetition in everyday tasks</u></b></p> <p>In this lesson, the children will first look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the repeated pattern, they will use the repeat command within Logo to program squares the 'short' way.</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

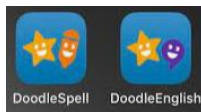
Who will be top of the leader board next week?!



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.



information  
adoration  
sensation  
preparation  
education  
location  
exaggeration  
concentration  
imagination  
organisation

### 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:**



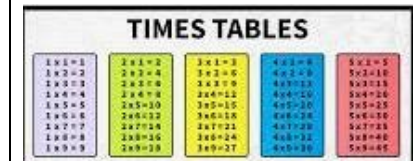
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

This 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.

