

Weekly Overview of Learning

Year Group: 4 **Week beginning: 25th March 2024**

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.

English	Monday	Tuesday	Wednesday	Thursday
	LI: To sequence events in a logical order (shared plan- substitution)	LI: To organise a text using cohesive devices (shared write)	LI: To distinguish between active and passive voice	LI: To summarise the main ideas of a text
Key vocabulary and key questions	<p>Key Vocabulary: introduction, process, logic, chronological, adverbs, conjunctions, terminology</p> <p>Key Questions: -How can we demonstrate each step in a process clearly? -Which devices are most effective at demonstrating logical order? -What language can be used to show the relationship between events in a process?</p>	<p>Key Vocabulary: sub-headings, rhetorical questions, openers, features, expand, describe</p> <p>Key Questions: -What purpose does a subheading play? -How do rhetorical questions engage the reader? -How do writers decide what their sub-headings should be?</p>	<p>Key Vocabulary: active, passive, subject, object, verb</p> <p>Key Questions: What 3 components make up a sentence? Can you define a (subject, object, verb?) How can we change an active sentence into a passive sentence?</p>	<p>Key Vocabulary: read, summarise, key-points, recognise, information, highlight</p> <p>Key Questions: What does summarise mean? How do we identify the main points?</p>
Activities	<p>Today, we will explore the image of the Rube Goldberg invention, 'The Simple Alarm Clock'. We will first rearrange the steps of the process so that they are in the right order. Once we have done this, children will plot these steps onto their flowchart, which we will use as a plan for our shared write tomorrow.</p> <p>On the arrows between each stage of the process, children are to record any causal conjunctions and adverbs of time that are used.</p> <p>Challenge: Children should underline any technical vocabulary that they have used and create a glossary for the reader.</p>	<p>Together, we will expand our ideas from the shared plan, to write the introductory paragraph. We will take the flowchart we completed yesterday and decide on appropriate sub-headings for each section (ensuring that some are rhetorical questions but not all).</p> <p>Together, we will select an appropriate opener for each stage (causal conjunctions/ adverbials of time) Children to use their flowchart plan to expand their ideas into paragraphs and write up their explanation text.</p> <p>Self-assess against the features checklist to ensure that you have included all the features we have learned about.</p>	<p>Starter: Show children the following sentences: <ol style="list-style-type: none"> Wallace and Gromit invented the Snoozatron. The Snoozatron was invented by Wallace and Gromit. Children discuss what they notice about each sentence and feedback their ideas.</p> <p>Watch me: Explain that sentence 1 is written in the active voice, whereas, sentence 2 is written in the passive voice. Model this by highlighting the 'subject, object and verb', demonstrating how in sentence 1, the focus is on what the subject is doing, whereas, in sentence 2, the focus is on what is happening to the object.</p> <p>Help me: Identify the 'subject, object and verb' in the sentences and then sort the sentences into two categories: active or passive.</p> <p>Show me: Using what we have identified within the sentences, convert them from one to the other</p> <p>Main task: Convert the sentences from: active > passive and then passive > active</p>	<p>Starter: Children will discuss with their partner that if they were inventors, what invention they would create.</p> <p>Watch me: Introduce the hot-write task that we will be completing this week (explanation text about 'The Self-cleaning Napkin'. Explain what our end goal will be and the steps we will take to get there.</p> <p>In this lesson, we will learn more about Rube Goldberg and how he became an inventor. The teacher will explain what 'summarising' is and will share a success criteria.</p> <p>Help me: read through a biography of Rube Goldberg's life and identify the key points in each part of the text (use RS 4)</p> <p>Show me: What language could we use to ensure clear chronology, when producing biographical writing? (adverbials of time)</p>

This week's reading focus: Reading Strategy 1

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Learning Intention	<p>L.I: To apply context clues to predict the events of a narrative from pictures</p> <p>For this lesson, the teacher will model how we can use context clues in a picture to help us predict what will happen next. Then, in small groups, the children will have a go themselves.</p>	<p>To apply context clues to predict the events of a narrative</p> <p>For this lesson, we will be discussing how context can help us predict what may happen next. We will be using a short video to do this.</p>	<p>L.I: To apply context clues to predict the events of a narrative</p> <p>We will watch a short clip and identify context clues. Then, the children will be tasked with continuing the story. For this, they will have to predict what happens next.</p>	Reading for pleasure.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	LI To divide a 2-digit number by 10 (use place value grid)	LI: To recognise and count in hundredths as decimals (link to fractions)	LI To divide a 1-digit number by 100 (use place value grid)	LI To divide a 2-digit number by 100 (use place value grid)
Key vocabulary and key questions	<p>Key Vocabulary Divide, equal parts, decimal place, 1-digit, place value, 2-digit, tenths, whole, fractions</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What number is represented on the place value chart? • When dividing a number by 10, how many equal parts is the number split into? • How many tenths are there in 1 whole/2 wholes/3 wholes? • How can you use counters and a place value chart to show dividing a number by 10? • What is the same and what is different before and after a 2-digit number is divided by 10? 	<p>Key Vocabulary Hundredths, decimals, fraction, greater than, smaller than.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How is a decimal similar to/different from a fraction? • How many hundredths are there in 1 whole? • How can you write 1 hundredth as a decimal number? • Are 1, 100 and 0.01 the same or different? • Is greater or smaller than? • How many hundredths are equivalent to 1 tenth? 	<p>Key Vocabulary Divide, equal parts, decimal place, 1-digit, place value</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What number is represented on the place value chart? • When dividing a number by 100, how many equal parts is the number split into? • How many tenths are there in 1 whole/2 wholes/3 wholes? • How can you use counters and a place value chart to show dividing a number by 100? • What is the same and what is different before and after a 1-digit number is divided by 100? 	<p>Key Vocabulary Divide, equal parts, decimal place, 2-digit, place value</p> <p>Key Questions</p> <ul style="list-style-type: none"> • How can you show this 2-digit number on a place value chart? • How can you show this 2-digit number in a part-whole model? • When dividing a number by 100, how many equal parts are you splitting it into? • How can you use a part-whole model to help you divide a 2-digit number by 100? • What could a 2-digit number look like once it has been divided by 100? • What happens to a number when you divide it by 100?
Activities	<p>In today's lesson, the children divide a 2-digit numbers 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 "whole number point" in front of the word should be addressed at this stage. Use Place value grids to support.</p>	<p>Now that children understand hundredths as fractions, in this small step they explore hundredths as decimals. Representations such as hundred squares, Rekenreks and bead strings continue to be used to help understanding, and in his step 0.01 decimal place value counters are also introduced. Children explore the idea that ten 0.01s are equivalent to 0.1, meaning that decimal numbers can be partitioned into tenths and hundredths, for example $0.12 = 0.1 + 0.02$. When confident with this, they also explore flexible partitioning of numbers, for example $0.23 = 0.2 + 0.03$ or $0.1 + 0.13$. Encourage children to think back to the learning from the previous step and to make links between hundredths as fractions and hundredths as decimals.</p>	<p>In today's lesson, the children divide a 1-digit number by 100, resulting in a decimal number with 1 decimal place. To begin with, they see that the number is shared into 100 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 100. 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 100 and dividing by decimals.</p>	<p>Today, the children will explore dividing 2-digit numbers by 10, building on their learning from the previous step. Counters on a place value chart are a good resource for this concept. Children make the number using counters, then move all the counters one place to the right. The key learning is that both digits of the number move in the same direction by the same number of places. The digits are together before dividing and are still together after dividing. Children may think that certain 'tricks' always work, such as a placing a decimal point between the digit. Reinforce with children that this does not always work and so is not a method that should rely on. Also discuss that if a multiple of 100 by 100, then nothing is needed in the hundredth column, for example $50 \div 100 = 0.5$, not 5.0.</p>

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Music	RE	PE								
<p>Unit: Music and Performance Chinese New Year (Dragon Dance)</p> <p>L.I. To perform a piece of music as a group This week, we will take the children into the Music and Drama room to perform their piece of music created in last week's lesson. They will firstly have some allocated time to rehearse before the main performance. After the performances, we will encourage each group to evaluate their own work first, and then invite the other pupils to comment, referring to both the piece of music and the performance. While each group performs, the rest of the class should be considering the following questions, ready to answer them afterwards: <i>Did the piece sound like the dragon dancing?</i> <i>What was the best bit of the music?</i> <i>What was the best thing about the performance?</i> <i>What could they improve?</i> <i>How did they use dynamics and tempo to create an effect?</i></p>	<p>L.I. To recognise the significance of Ascension Day.</p> <p>For this lesson, the children will learn about how Christians believe that for the following forty days after Easter Sunday, Jesus appeared to the disciples and other followers. The fortieth day was the last time he did this before being taken up to heaven. Christians call this fortieth day, Ascension Day. KQ: What happened after Jesus was raised from the dead? Think about it: Why do you think it is called Ascension Day? Discuss it: How do you think the disciples felt when Jesus ascended into heaven?</p>	<p>Netball L.I: To develop playing using netball rules. Warm Up – Introduce the tournament, children will be taking part in a mini netball tournament (a competition involving more than two teams). Skills Development – Chest pass practice.</p> <p style="text-align: center;">Tournament</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Court 1</th> <th>Court 2</th> </tr> </thead> <tbody> <tr> <td>1 v 2</td> <td>3 v 4</td> </tr> <tr> <td>1 v 3</td> <td>2 v 4</td> </tr> <tr> <td>1 v 4</td> <td>2 v 3</td> </tr> </tbody> </table> <p>Plenary - As a team, children will be asked to reflect on the following: The importance of playing fairly. Their teamwork and team performance. If their tactics were successful. What they could do to improve.</p> <p style="text-align: center;">Every Friday - Swimming</p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>	Court 1	Court 2	1 v 2	3 v 4	1 v 3	2 v 4	1 v 4	2 v 3
Court 1	Court 2									
1 v 2	3 v 4									
1 v 3	2 v 4									
1 v 4	2 v 3									
D.T	Spanish	PSHE								
<p>L.I: To evaluate and amend a product, responding to feedback.</p> <p>Children evaluate their Chinese cooking and answer a series of questions to evaluate what went well and what they could improve in their cooking.</p>	<p>L.I: To revise all language covered so far and complete assessment for the unit.</p> <p>Revise unit and then children to complete assessment based on the topic this half term. Peer mark together after.</p>	<p>L.I. To know the difference between right and wrong</p> <p>During today's lesson, the children will focus on creating a clear picture of what they believe is right or wrong. We will discuss their beliefs and if they have always held these ideas. The children will write a list of 3 things that they believe to be true. We will discuss key questions such as, how does age affect how we act in certain situations? Does it get easier to know the difference between right and wrong as we get older? The children will explore the definition of the word assertive and consider what it looks like to be assertive. We will put together a piece of advice that each of them can take away from the lesson</p>								

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Science	Topic (Geography)	Computing
<p>Unit: State of Matter</p> <p>LI: To investigate how water evaporates</p> <p>Recapping previous learning - 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.</p> <p>Starter – Children will be exploring the process that causes water to change and the temperature at which is changes.</p> <p>Main Activity – Children will set up the ice cube investigation.</p> <p><i>What do you see in the container?</i></p> <p><i>What can you observe on the cling film?</i></p> <p><i>What processes are occurring?</i></p> <p>Children will record what they observed and draw conclusions on what they have seen.</p> <p>Reversing changes – children will then watch as an adult boils a kettle (safely) and watch the vapour as it boils.</p> <p><i>How can this gas be turned back into a liquid?</i></p> <p><i>Can you reverse the change?</i></p> <p><i>How has the temperature caused these processes?</i></p> <p>Children will record what they observed and draw conclusions on what they have seen.</p> <p>Salt and ice – 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.</p> <p><i>What do you notice happening to the two-ice cube?</i></p> <p><i>What process is occurring?</i></p>	<p>LI: To identify the key characteristics of a place.</p> <p><u>Starter: True or False activity based on facts related to China.</u></p> <p>If you had to sum up China with one image, what would it be and why?’</p> <p>Talk, pair and share (5 minutes): Talk to your partner about what new information you have learnt through our topic this half term. Feedback ideas.</p> <p>show children an example of texts. What similarities and differences can you identify in these texts? What persuasive devices can you spot? Which text seems most persuasive?</p> <p>Main Task: Today you will be creating a touristic poster, like the ones on the previous slide, all about your learning on China from the last 5 weeks. You may look back at your learning. Use a double page and include as much information as you can to summarise your learning. <i>Challenge: Can you include any persuasive language to persuade your reader to visit China?</i></p> <p><i>Finished? Complete L section of KWL grid at the start of the topic.</i></p>	<p>Unit: Photo Editing</p> <p>To evaluate how changes can improve an image</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 the images from last week 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

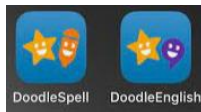
Who will be top of the leader board next week?!



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.



length
strength
purpose
history
different
difficult
separate
suppose
therefore
knowledge

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 for free. Test yourself and maybe compete with a family member.

Topic/Foundation subjects

Easter Holiday Homework - revolving around the Romans.

See the next page with all of the options.

We are asking for the children to complete at least 3 of the activities within the grid to the best of their ability. They can pick the three activities that interest them the most from any of the subject categories. Please upload completed homework tasks to your Google classroom where possible. This can be submitted once completed over the week and please complete it before Friday 12th April 2024.

Geography	Music	Computing
<p>Choose at least five countries, other than Britain, that were invaded by the Romans. Record the countries flag and write 3 interesting facts about each country.</p>  <p>Helpful website https://www.bbc.co.uk/bitesize/topics/zwmpfg8</p>	<p>Research three musical instruments that Romans played. Draw a picture and write one piece of information about each instrument.</p>  <p><i>What instruments would sound similar today?</i></p> <p>Helpful website https://melodyful.com/ancient-roman-musical-instruments</p>	 <p>Choose a Roman invention. Prepare a short presentation which could be a talk or a PowerPoint to share with the class in the first week on the Summer Term.</p> <p>Helpful website https://www.primaryhomeworkhelp.co.uk/Romans.html</p>
History	English	Design and Technology - Textiles
<p>Choose an aspect of Roman life:</p> <ul style="list-style-type: none"> Roman Houses Roman Banks Roman Clothing or Roman Religion <p>Create a fact file including information and pictures.</p>  <p>Helpful website https://www.topmarks.co.uk/Search.aspx?q=romans</p>	<p>Write a job application for the position of a Roman Soldier. Think about the qualities a roman soldier would need (i.e. strength, speed)</p> <p><i>What hobbies or interests do you have that would help you in this role?</i></p> <p><i>What questions do you have that you would like to ask the Roman Empire?</i></p> 	<p>Design and create your own Roman inspired costume, think about the shape of your costume and the colours your will use.</p> 



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Homework

Dear Parents and Carers, please note many of the activities above require researching about the Roman Empire online. Please remind your child to practice online safety and work alongside your child to complete their homework when online where possible. Helpful website you might want to take a look at:

<https://www.historyforkids.net/ancient-rome.html>

<https://rome.mrdonn.org/>

<https://consent.youtube.com/m?continue=https://www.youtube.com/watch%3Fv%3DD-VmbxpEFAA%26cbrd%3D1&gl=GB&m=0&pc=yt&cm=2&hl=en-GB&src=1>

We are asking for the children to complete at least 3 of the activities within the grid above to the best of their ability. They can pick the three activities that interest them the most from any of the subject categories. Please upload complete homework to Google Classroom as you complete it or by Friday 12th April 2024.

Reading homework: Please read for at least 20 minutes every day and record this in your pupil planner as a reading log.

Doodle English: Work hard each day to turn your tracker green.

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 for free. Test yourself and maybe compete with a family member.