

Weekly Overview

Year Group: 4 Week beginning: 25th September 2023

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English Poetry	Monday	Tuesday	Wednesday	Thursday- Hot write	Friday – Reading response to class novel: <i>The Lion, the Witch, and the Wardrobe.</i>
	LI: To discuss and record ideas	LI: To compose a poem	LI: To use descriptive language	LI: To choose appropriate language and structure for a text.	LI: To infer meaning from a text to answer questions
	<p>Key Vocabulary: Ingredients, list, attributes, setting, senses, environment, description, substitution.</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>Key Vocabulary: structure, lines, verse, syllables, poetic devices, stylistic features, innovate</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does the structure of the model poem look like? • What poetic devices does the poet use? • Is there a rhyme scheme? If so, what is it? • What is the rhythm of the poem? How many syllables are there in each line? • What language and structural features should we 'magpie' for our new poem? 	<p>Key Vocabulary: description, senses, objects, phrases, synonyms., personification, adverbial phrases, visualisation</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What information does a reader need to build an image of a setting in their mind? • What are the 5ws? • How can we use our senses to help us describe? • How do adverbial phrases help us to describe? 	<p>Key Vocabulary: structure, lines, verse, syllables, poetic devices, stylistic features.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • 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>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>Today we will be planning our own list poem, based on Pie Corbett's 'In the Land of Possibility'.</p> <p>We will review aspects of the poem that we have explored (personification, possessive nouns and apostrophes, and adverbs/ adverbial phrases) through quick-hit grammar activities.</p> <p>We will then substitute the ideas from Pie Corbett's poem for our own. We will work in small groups to use the picture stimuli and word-bank resources children create their own substitution t-chart, recording their ideas for things that could be found in Narnia.</p> <p>*Teacher to record children's substitution ideas onto a t-chart on the working wall to be referred to later.</p>	<p>Today, we will be using the ideas we recorded yesterday to help us compose our own poem:</p> <p>'In the land of Narnia'.</p> <p>To do this we will need to create a poetry toolkit, so that we emulate the structure and features of the model text. We will create our poetry toolkit and writing frame. Children can look back in their books at what we have learned in this unit to create this. Teacher records this on the working wall.</p> <p>After the teacher models composing the first line of the new poem, children show the second line on their whiteboards.</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>*Teacher to record the writing frame onto the working wall with some of the best ideas that the children have generated.</p>	<p>On screen, there will be a picture of a door, with the question: What is on the other side of the door?</p> <p>Discuss your ideas with your partner and give feedback to the class.</p> <p>We will 'open the door' to see that on the other side of the door there is a fantasy/imaginary world.</p> <p>KQ: Does this remind you of any other texts you have read? (Make links to Narnia).</p> <p>Today, we will be writing a poem about this land. It will be called:</p> <p>'In the land of...'</p> <p>Study the picture you have been given and decide on an appropriate name for this imaginary world. Write it on the top of your picture. On your whiteboards, show the following ideas linked to the picture:</p> <ul style="list-style-type: none"> • A personification sentence • An adverbial phrase <p>An apostrophe to show possession. Task: Continue to annotate your picture with appropriate lines/ phrases containing:</p> <ul style="list-style-type: none"> • Personification • Adverbial phrases • Apostrophes to show possession. 	<p>Mark my work:</p> <p>Children read a list-poem, written about the imaginary world, that we described yesterday. Explain to the children that it is supposed to be a parody of 'In the land of possibility' What is wrong with it? (<i>it has been written like a descriptive paragraph and doesn't have the same structure of our model text</i>).</p> <p>Today, we will be writing our own poem: 'In the land of ...', based on the imaginary world they described yesterday. It will be a parody of 'In the land of possibility'.</p> <ol style="list-style-type: none"> 1: You will get time to look back at your poetry toolkits- what structure and features you're your poem need to have? 2. Use a substitution chart to help organise their ideas from yesterday, and select the words and phrases you need to include. 3. Create your own writing frame (if needed) <p>Write your poem for the imaginary land you described yesterday. This will be independent and you must choose the content, stylistic features and structure you want your poem to have, based on the learning in this unit. You will have access to your books, prior next-step marking comments, your toolkits and the working wall, to help you.</p>	<p>Starter</p> <p>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>We will review the meaning of inference and become 'reading detectives', finding evidence/ clues in the text to write our answers.</p> <p>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, we will form success criteria based on the children's feedback.</p> <p>Task:</p> <p>Read the text and use the success criteria to answer the questions about the text (TLTWATW), in your own words.</p>

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Reading Strategy 4 – VIP words and phrases

Are there any ideas that don't fit together (because of contradictions, ambiguous references, misleading topic shifts)?
 Is there any information missing or not clearly explained?
 What questions can I ask?
 Why is it important to ask and answer questions about a text?
 What strategies will I use to help me understand?

	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I. To identify when a text doesn't make sense	L.I. To recognise inconsistencies within a text	L.I. To evaluate the impact of the inconsistencies in a reading text	L.I. To form questions about a text	L.I. To answer questions about a text

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I: To identify and to estimate on a number line	L.I: To compare numbers	L.I: To order numbers	L.I: To round to the nearest 10	Multiplication facts practice
Key vocabulary and key questions	<p>Key Vocabulary: interval, estimate, midpoint, represent</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the midpoint of the number line? • How does knowing the midpoint help you to place the number on the number line? • What other numbers could you mark accurately? • Which division is the arrow close to? Is the number greater than or less than this value? 	<p>Key Vocabulary: compare, place value, digit, column, greater than, less than, equal to, equivalent, more/less</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the value of the first digit in ___ ? • How many thousands/ hundreds/tens/ones are there? • Which column do you start comparing from? • When comparing two numbers, if the first digits are equal in value, what do you look at next? 	<p>Key Vocabulary: order, place value, digit, column, greater than, less than, equal to, equivalent, more/less</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Which digit in each number has the greatest value? • What are the values of these digits? • When comparing two numbers with the same number of digits, if the first digits are equal in value, what do you look at next? What is the difference between ascending and descending order? 	<p>Key Vocabulary: rounding, multiple, place value, digit, column</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is the multiple of 10 after ___? • What is the multiple of 10 before ___? • Which multiple of 10 is closer to ___? How do you know? • Which numbers rounded to the nearest 10 result in zero? • Which place value column do you need to look at to decide which multiple to round to? 	
Introduction & Activities	<p>Today, we will continue our work on number lines. Last week, we identified values on number lines using the key questions as success criteria to help us.</p> <p>After practising a few more examples together, we will move on to estimating the value of numbers on a number line.</p> <p>We will discuss suitable estimates from the information given on the number line and the value of each interval, justifying our choices as we go.</p>	<p>Today, we will be comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Once children are confident with the language used for comparisons, we will progress to using the inequality symbols, and =, which children have encountered in previous years.</p> <p>We will practise comparing numbers, ensuring that we start with the greatest place value. If the digit in the greatest place value is the same, we need to look at columns to the right until we find different digits.</p>	<p>Today, we will order a set of numbers up to 10,000. We will practice ordering numbers from the smallest to the greatest and the greatest to the smallest. We will also use language such as "ascending" and "descending" when putting the numbers in order. Children will be given examples where the same digit is used in the thousands or the hundreds column so that they need to look at the other digits to determine the value. They also include zero in different places to check understanding of placeholders.</p> <p>Some children may find Base 10 and place value counters useful to make comparisons.</p>	<p>Today, children will practise rounding, starting with rounding to the nearest 10. Children begin by focusing on rounding 2-digit numbers, as it is clearer what the previous and next multiples of 10 are. When building on this and starting to round 3-digit numbers, we will include lots of examples that have zero as a placeholder in the tens column, for example 304, as children can often think that 300 is not a multiple of 10 because it is a multiple of 100. We will use number lines to identify the previous and next multiple of 10, and also to identify which multiple of 10 a number is closer to. Children will go through lots of examples of</p>	

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	<p>We will practice identifying the midpoint and other additional points that might help us to position the numbers.</p> <p>We will use sentence stems to help us:</p> <p>The difference in value between the start and end of the number line is _____.</p> <p>The midpoint of the number line is _____.</p> <p>_____ is closer to _____ than _____.</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>Sentence stems:</p> <p>If the digits in the __column are the same, I need to look in the __column.</p> <p>__ is greater than __ because ...</p> <p>__ is less than __ because ...</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>We will make links with numbers in real-life situations, such as prices and measurements, to help understanding.</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>numbers ending with '5' (which we will round to the next multiple of 10).</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	
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Please continue logging into Doodle, Times-table Rockstars and Reading Plus regularly.

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Music	Science	Topic
<p>L.I. To create musical rhythms using body percussion In this lesson the children will learn and practise how to: use body percussion to make two different rhythms to represent the 'forest floor' and 'understory' layers of the rainforest, identify that both rhythms consist of three or four sounds made by using my body, consider the movement of the animals that live in each layer when making my rhythms and record their rhythm. Starter: The children will watch the link: 'Rainforest: Amazing facts, sights and sounds by Science Videos for Kids' on VideoLink at 03:11. Having divided the class into four groups. Hand out to each group the four separate pieces of paper with different sections of the rainforest that you have pre-prepared. Give the first group two minutes to write down what they can remember about that layer. Then rotate each group to a new table until every group has added to all pieces of paper. Keep these so they can be referred to in the next lessons. Key questions: What sort of sounds might we hear on the forest floor? (Animals walking, rain) What sort of sounds might we hear in the understory? (Buzzing from insects, croaking of frogs). What sort of rhythm might be suitable for the understory? (Quick, quiet, light). Main Task: 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. The children's' first job is to create a rhythm choosing three or four sounds using their bodies. They could take inspiration from the body percussion used last week (hitting chest, stamping feet, clicking and clapping) or invent their own such as tapping their open mouths or slapping their thighs. The groups can use these sounds to create a simple rhythm to represent the forest floor. All children within a group can then play their rhythm together.</p> <p>Ask the groups to repeat the exercise for the understory layer of the rainforest. Remind them that here, they would find insects, flying insects, frogs, bats, monkeys and lizards, and to decide which parts of their bodies they are going to use. Give each pair the <i>Activity: Understory animals</i> resource to refer to. What sort of rhythms do they think will represent this section? (Quite quiet and quick – a contrast to the forest floor) The groups then choose a second rhythm, referring to the other half of the <i>Activity: Rainforest rhythms – Understory rhythms</i> and layer it with the first rhythm. Within their groups, two children could play the forest floor rhythm and two others could play the understory rhythm over the top, at the same time. The groups should create a loud, slow steady rhythm with a quicker, quieter rhythm over the top.</p>	<p>L.I. To group living things in a range of ways. L.I To use a range of methods to sort living things. Starter: Children discuss and record on their whiteboard what living things might live in the different habitats shown on the IWB. Task 1: Children will learn how to record different living things and their habitats using a variety of diagrams such as; a Venn diagram and Carroll diagram. Task 2: Following IWB, children are to sort animals into 3 different groups.</p>	<p>LI: To explore how animals have adapted to the polar environment Starter: Children look at the cartoon on the screen: <i>Polar bear says to the penguin, "Are you lost?".</i> Children discuss what it means Input: Explain to the children that animals need to live in an environment in which they can survive. Over millions of years of evolution, animals have adapted to gradually changing climates, biomes and ecosystems. Animals can live in other places too but these need to be specially engineered places, if not the animal's natural habitat e.g. a zoo. Together, look at some of the world's harshest climates and explore the special adaptations the animals that live there have, enabling them to survive. Mini- Task: Children read and make notes on the adaptations of arctic animals from the fact cards they have been given. Main task: Pairs of students should use the iPad. They should produce a fact poster about their animal. Eight pairs of students (each with a different animal) are chosen to present their poster to the class while the rest of the class complete their Adapting to Survive Activity Sheets.</p>
	Spanish	RE
	<p>Unit: Me presento 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 3 LI: To count to 20 in Spanish</p>	<p>L.I. To know how humanists work out what is wrong or right In this lesson the children will think about why Humanists value life, and what they believe happens after death. We will look at ways Humanists can remember those who died and use this to live their lives fully and find happiness. Starter Children are to discuss with their partner why they think we have rules in our lives. Main Following IWB the children will explore the Humanists views and beliefs about rules. Task 1: Children are to write a list of all the different situations or places where you have had to follow rules. Why do those situations have rules to follow? Task 2: Children are to match the definitions. Plenary: Children are to study the scenario, then thinking like a humanist, write a short paragraph on what you think a humanist might say, do or think, if they were in this situation.</p>

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Computing	PSHE	Art
<p>L.I. To know what a website is and how to create my own In this lesson, the children will analyse the contents of websites, before designing their own website (offline). They will consider the content they would like to include on their website, and then decide how they could create that content. They will use an existing website to create some of their own content online, using tools introduced in Year 2.</p> <p>The children will draw on their previous experience to identify websites which allow content to be added. Examples include social media sites, commenting sections on blogs and wikis. Discuss the advantages and disadvantages of adding such content.</p> <p>Examples may include: Advantages: easy for people to add content to the web, enables the sharing of knowledge, makes the World Wide Web accessible to all. Disadvantages: not everything on the web is accurate and the quality of content will vary.</p> <p>The children are to complete the 'Adding your own content to the web' handout. This activity uses Chrome Music Lab, which is introduced in the Year 2 'Making music' unit. If learners have not completed this unit prior to this activity, they will still be able to create their own content with some guidance.</p> <p>If time, children will have the opportunity to experiment with other functions on Chrome Music Lab.</p> <p>Task 2: Creating your own website content In this activity, learners will use a tool on the World Wide Web to create content.</p>	<p>L1: To examine how democracy works through the school council/ in this school Rights Respecting Article 28 and 12. This week the children will discuss how democracy works within the school making connections to the UNCRC.</p> <p>Starter: Start by passing a clap around the circle. Then pass an emotion around the circle. Show the sentence starter 'I appreciate learning in this school because...' and encourage individuals to finish the sentence.</p> <p>Calm me Use breathing activities and visualisation (creating pictures in our minds) to calm the children and ensure they are ready to learn.</p> <p>Open my mind Introduce the United Nations and elicit any prior understanding of what the UNCRC is. The children should discuss this in pairs and feedback to the class.</p> <p>Main Tasks: The children are introduced to a 'spot the difference' activity during which they work in groups to examine images linking to Article 12 and answer questions such as 'Which picture would you rather be a part of and why?'. They will then look to Article 28 and apply the same questions. Then the children will discuss their class charters and the Articles they found to be most important to them. The children will discuss how to respect the rights they have chosen and the class will vote on which right they believe to be most important. The children reflect on their learning and return to the learning intention to discuss their new understanding.</p>	<p>L1: To produce an image in the style of a famous artist</p> <p>Starter: Over the past few weeks we have been learning about Kananinak Pootoogook and have explored this work. TPS: What are the features of his work?</p> <p>Input: Together, recap what we have observed in Inuit art, and the work of Kanaginak Pootoogook, particularly. Note these on sugar paper to form a success criteria for today's lesson. Discuss how Inuit art is often featured on souvenirs- what type of souvenirs might suit the work of Kanaginak Pootoogook Teacher to model drawing the image of penguins from the photograph in a sketch, in the style of Kanaginak Pootoogook.</p> <p>Main task: Recreate the image of arctic wildlife from the photograph you have been given, in the style of Kanaginak Pootoogook</p>

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P.E.

L.I. To develop technique and control when jumping, hopping and landing.

In this lesson the children will learn and develop their skills on how to use their arms to provide momentum and bend their knees on take-off and landing to help you to balance

Warm up and Intro

Children to talk to a partner and decide on an example from another activity or an example from day to day life where they would use a jumping and landing skill? E.g. In netball when jumping for an interception. In gymnastics, when performing a star jump. In athletics when performing a long jump. In football when jumping to head a ball. Jumping from play equipment or off a wall. Share some ideas with the group. All children begin behind a start line at one side of the teaching area. One child begins in the middle of the area. On the command 'go', children have to jump two feet to two feet from one side of the area to a line on the other side. If tagged by the child in the middle (who also has to jump), they join them as an additional tagger. Repeat the game until a few children are left. Bend your knees to spring off from two feet. Bend your knees on landing.

Repeat the game, this time with hopping, one foot to the same foot. Use your non-hopping leg to help to propel you forward

Task 1:

Select three pupils as taggers, they carry a cone. If tagged, pupils must hold a balance until another pupil comes to them, mirroring their balance for 5 seconds before being allowed to rejoin the game.

Skills development

Children work in groups of three and all begin behind a designated start line. Begin by allowing the pupils 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 or knees before take-off to allow your body to spring 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. Each group needs three cones, one cone for each child. Explain to the children that first of all, they are going to jump and mark their jump using their cone. children will need to help each other to mark their jump. Each child has three attempts to beat their score. The distance is marked from the back of the landing foot. Explain to the children that they are going to repeat this activity but this time, their jump only counts if they stick their landing. This means that they cannot take any extra steps, they must jump from two feet and land with two feet. Allow the children a moment to explore this before repeating the task and ask them to share how they were successful or unsuccessful at sticking their landing. Were they able to stick their landings?

For a successful landing, sink low on your landing by bending your knees and pushing your bottom backwards. Keep your chest upright and swing your arms in a downwards direction past your bottom. Put your heels down to give you a bigger surface area to land on.

Repeat b and c but with hopping. Practise on both feet. The landing for a hop without taking extra steps or placing their other foot down is tricky. Encourage the pupils to sink low and squeeze their muscles to help them to balance.

Cool down

Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the children 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?

Swimming will be delivered on Friday, by qualified instructors. This week will be looking at the routines and expectations of each swimming group.

Homework

Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It should be returned, where necessary, by the following Monday.

Reading- 20 minutes daily

- 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.

- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.

Record what you have read in your Pupil Planner reading log.

Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.

Spelling: This week, we focus on words with the prefix 'il-' before a root word starting with 'l' and the prefix 'ir-' before a root word starting with 'r'

illegal	irregular
illegible	irrelevant
illogical	irresponsible
illiterate	irrational
illicit	irresistible

Do you know what each of these words means?

How might you find out the meaning if you were unsure?

Reading Plus. Complete your weekly targets.

Times Tables Rockstars- Complete a 'sound check'

and/or www.timestables.co.uk

Speed of recall practice