

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 26<sup>th</sup> February 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To organise paragraphs around a theme (shared write)</b>	<b>Reading Assessment</b>	<b>Grammar and Punctuation assessment</b>	<b>LI: To summarise and record information from non-fiction sources</b>
<b>Key vocabulary and key questions</b>	<p><b>Key vocabulary:</b> cohesion, paragraph, setting, character, event, tie, opener, link</p> <p><b>Key Questions:</b> -Why does writing need to be organised into paragraphs? -What are the rules for the organisation of paragraphs in fiction/non-fiction? -What does cohesion mean?</p>	<p>Children will use the 8 reading strategies to help them understand a text and answer a range of comprehension questions</p> <p><b>Spelling Assessment</b></p>	<p>Children will apply their knowledge of Grammar, Punctuation and Spelling to a range of questions. This will help us to see what the children know and can do well, and what they need to learn/practise over the coming term.</p>	<p><b>Key vocabulary:</b> research, select, summarise, key words, skim, scan</p> <p><b>Key Questions:</b> -When planning a story, where do we get ideas from? -How do authors make sure they have enough facts/information to include in their writing? -What does research mean? -What 'reading skills' do we use when researching? -What does substitution mean?</p>
<b>Activities</b>	<p>Today, we will review when and why we use paragraphs in both fiction and non-fiction writing. We will expand the ideas we recorded in our boxing up last week to write a shared story (following the format of Gregory Cool) about a child who travels to China and learns about some aspects of the culture there.</p> <p>We will use a writing mat to support us and use adverbials of time to create links and cohesion. Teacher and class will do this together.</p>			<p>Children will use the key questions on their template to lead their research. They will complete the research grid by first using their prior knowledge and then then by carrying out some further research on their chosen culture.</p> <p>Once they have recorded their findings on the research grid, they should begin to think about how they will organise their notes to begin to plan a story.</p> <p>*Cloze procedure version available for those who need it</p>

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

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<p><b>To use working memory to interpret textual inconsistencies.</b></p> <p>In this lesson we will be recapping the reasons a text may appear not to make sense. We will focus on context and vocabulary.</p>	<p><b>To select a suitable strategy for 'comprehension breakdown'.</b></p> <p>As a class, we will be identifying methods we can use when we don't understand something in a text. Again, looking at context and vocabulary, the children will suggest strategies to help us comprehend a text and record these in a table.</p>	<p><b>To select a suitable strategy for 'comprehension breakdown'.</b></p> <p>The children will be presented with various different text examples. They will then identify anything that doesn't make sense to them and, as a class, we will identify a suitable strategy to help us.</p>	<p><b>LI: To reconstruct information in a concept map</b></p> <p>First, we will look at some examples of concept maps and how it can help us to organise information more visually. Then the children will have the chance to complete a concept map that will help them to understand the context of Gregory Cool.</p>	<p><b>LI: To use background knowledge and text evidence to interpret figurative language.</b></p> <p>For this lesson, we will be looking at some examples of figurative language and what they mean. The children will be matching idioms to their correct meaning. We will then discuss why a writer might use these.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>Maths Assessment – Arithmetic</b>	<b>L.I: To recognise and investigate common equivalent fractions (pictorial)</b>	<b>Maths Assessment – Paper 2</b>	<b>Maths Assessment – Paper 3</b>	<b>L.I: to practise our multiplication facts</b>
Key vocabulary and key questions	Children will be given a variety of arithmetic questions that focus on the skills covered/ taught in year 4.  This includes times table facts, the four operations and fractions.	<b>Key questions</b> <ul style="list-style-type: none"> <li>• How can you split each section into 2/3/4 equal smaller parts? How many other ways could you split each part?</li> <li>• If you split each part into equal smaller parts, what fraction does each part now represent?</li> <li>• Why do you need to split all of the existing parts? Why do they need to be equal in size?</li> <li>• Are there any fractions on the fraction wall that do not have any equivalent fractions shown? Does this mean they do not have any equivalent fractions? multiplication facts.</li> </ul>	Children will be given a variety of reasoning questions that focus on the skills of problems solving and reasoning.	Children will be given a variety of reasoning questions that focus on the skills of problems solving and reasoning.	Children will complete a variety of activities (some of them timed) to practise their times tables.
<b>Activities</b>		In today’s lesson, the children develop their understanding of equivalent fractions, both within 1 and greater than 1, mainly through exploring bar models. Building on learning from Year 3, children begin by finding equivalent fractions by splitting up models into smaller parts in a range of different ways. The key learning point is that as long as each of the existing parts are split equally into the same number of smaller parts, then the fractions will be equivalent. Children begin to use fraction walls to help create equivalent fraction families. Although not the key focus, once children are comfortable finding equivalent fractions within 1, they may begin to find equivalent fractions greater than 1			<b>Key Vocabulary</b> Equivalent, inverse, multiply, lots of, multiples

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Music	RE	PE
<p><u>Unit: Music and Performance Chinse New Year (Dragon Dance)</u></p> <p><b>L.I. To represent symbolic features/events using sounds</b> In this week's lesson, the children will begin by listening to 'Jasmine Flower'. They will discuss musical features that they can identify, such as tempo, duration, timbre, dynamics, pitch and the instruments they can hear.</p> <p><i>What can you hear?</i> <i>What is the musical term for that?</i> <i>How does the composer create that effect?</i> <i>How does the music make you feel?</i></p> <p>The children will then revisit the words they created in last week's lesson and explore how they can represent the words with musical instruments e.g. they might play drums to represent the movement of the dragon. To finish, each child will perform the sound that they feel represents their words the best.</p>	<p><b><u>L.I. To explain the importance of Jesus' words at The Last Supper and to relate these words to my life and things I can do.</u></b></p> <p>This week, the children will be looking more in depth at the story of the 'Last Supper', what happened during this meal, the purpose of this meal and how they can or may relate to the important words of Jesus in their own lives.</p> <p><i>KQ: What good deeds can you do or show towards your friends?</i></p>	<p><b>Netball</b> <b>LI: To develop passing and moving towards goal.</b> <u>Finding space</u> - Being able to find space is an important skill in invasion games. <i>What happens to the space as we move?</i> <i>Why do you think spreading out might help when playing games?</i> <b>Skills Warm Up, activities include:</b> Bounce pass: Chest pass Should pass <b>Skills Development</b> - Hoop goals: <i>How long can you hold the ball for?</i> <i>Who can remember the footwork rule?</i> In pairs, pupils score by bouncing the ball into a hoop for their partner to catch. Pairs alternate between one end and then the other and pass and move to travel towards either end. Explore using a bounce, chest and shoulder pass to move up and down the court. Play for 2 minutes, <u>Plenary</u> - In their groups of four, pupils pass the ball using chest, bounce and shoulder passes. On the command 'stop' whichever child is holding the ball, answers the question to the rest of their group: Explain the footwork rule, <i>How long can you hold the ball for? What does obstruction mean? Which pass would you use over a long distance?</i></p> <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b> The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>

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D.T	Spanish	PSHE
<p><b>L.I. To explain how food is produced</b> For this lesson, the children will first look at how most of the food we eat is farm produce- meat from farmed animals, products derived from farm animals or farmed crops, and that a lot of what we eat is farmed in the UK. Following the IWB, the children will then go on to explore; Which of the foods travel furthest to get to the UK? What impact could this have on the environment? The children will then go on to sample the foods on their table (<i>all food is vegetarian</i>) and complete the sheet, detailing what the food is called, where it comes from, what it tastes like, how it is prepared and what it might be eaten with.</p>	<p><b>L.I: To develop a bank of vocabulary ( 10 feminine nouns with the indefinite article/determiner for popular food and drink ) .</b>  Go through slides on Language Angels to review vocabulary from last year then learn 10 feminine nouns with the indefinite article and determiner for popular foods and drink. Variety of speaking, listening, reading and writing activities embedded through the lesson.</p>	<p><b>L.I. To understand that people take on different roles in a group</b>  This week, the children will discuss the different roles that they might take up within a friendship group. Firstly, we will describe animals and the traits and characteristics that might be associated with them. We will then look into scenarios that the children might face and use the words we identified about the animals to discuss the different roles that the children have adopted. We will focus on how the scenarios have been solved and if there are a number of ways in which we can resolve them. To finish the lesson, we will complete our journal and consider how the children have recognised different roles.</p>

Science	Topic (geography)	Computing
<p><b><u>Unit: State of Matter</u></b> <b><u>Ll: To compare and group materials together according to whether they are solids, liquids or gases by investigating gases and their uses.</u></b> <b><u>Starter:</u></b> Children will complete a closed procedure to demonstrate what they can recall from last week's lesson. <b><u>Main:</u></b> Following the IWB, the children will then learn about different materials and how they will come into one of the following properties of materials: <i>Solids, Liquids, Gases</i>. The children will also learn about particles and how to spot different states of matter. <b><i>What is the difference between the three states of matter?</i></b> <b><u>Task:</u></b> The children are to complete the activity sheet by working out which diagram and explanation goes with each state. <b><u>Plenary:</u></b> The children will watch a short film containing clips of different solids, liquids and gases. They are to see which materials they can spot, and which states of matter they are.</p>	<p><b>L.I. To explain why settlements emerge and grow</b>  This week, the children will be exploring what a settlement is and why different settlements are needed. They will also explore different settlements in China and the reasons why these settlements have different functions and how this can affect the way in which people live there.</p>	<p><b><u>Unit: Photo Editing</u></b> <b><u>Ll: To change the composition of an image</u></b>  In this lesson, the children will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the images using different effects to suit two different scenarios.</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**

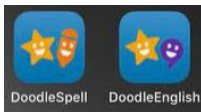
Who will be top of the leader board next week?!



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.



centre  
century  
certain  
recent  
experience  
sentence  
notice  
celebrate  
ceremony  
certificate

### 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

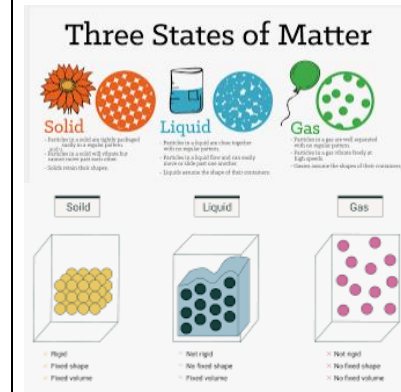
This week we would like you to:

Create a way of demonstrating and explaining the differences between **gases, solids and liquids**.

Use your knowledge from your lessons to do this. Include:

- a) the layout of the particles;
- b) a list of the features for each state of matter (liquid, gas and solid);
- 3) examples of different gases, liquids and solids.

You can create a poster, model, power point etc to present it.



<https://www.bbc.co.uk/bitesize/topics/z6p6qp3/articles/zsgwwxs>

This website can help refresh your learning.