

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 27<sup>th</sup> November 2023**

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](mailto:year4@alexandra.hounslow.sch.uk).

<u>English</u>	Monday	Tuesday	Wednesday	Thursday
	<b>LI: To build cohesion within paragraphs.</b>	<b>LI: To identify and construct topic sentences.</b>	<b>LI: To identify the main components of a sentence</b>	<b>LI: To identify and use subordinating conjunctions</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> cohesion, cohesive devices, pronouns, paragraphs, link, adverbials</p> <p><b>Key Questions:</b> What are cohesive devices? What adverbs link together? What adverbs are similar in meaning? How do commas aid cohesion?</p>	<p><b>Key Vocabulary:</b> topic sentence, statement, summary, key words, vocabulary.</p> <p><b>Key Questions:</b> What is a topic sentence? Where is it likely to be found in a paragraph? How can subheadings help you identify topic sentences?</p>	<p><b>Key Vocabulary:</b> subject, object, verb, article, determiner, preposition</p> <p><b>Key Questions:</b> What does a basic sentence need? What role does the verb play in a sentence? How does the verb impact on the nouns in the sentence? If the nouns are swapped over, what impact does this have on the meaning of the sentence?</p>	<p><b>Key Vocabulary:</b> conjunction, subordinating, clause, comma, complex, reason, compare, contrast</p> <p><b>Key Questions:</b> What are conjunctions? What is a main clause? What is a subordinate clause?</p>
<b>Activities</b>	<p>Starter: Apostrophes practise.</p> <p>Go through what cohesive devices there are and how today's focus will be on cohesion within paragraphs. Main teaching will focus on linking paragraphs with adverbials.</p> <p>Task 1- in pairs children read a text on uniforms and need to identify the cohesive devices in the form of adverbials.</p> <p>Task 2- Share table on similar adverbs. Children partake in activity on grouping similar adverbials.</p> <p>Task 3- For the working wall, children produce 2 sentences and link with an adverbial.</p>	<p>Starter: Match the definition to the sentence type.</p> <p>Remind children of what a paragraph is. Explain what a topic sentence is and how to find it. Give children a set of paragraphs and they have to match these to appropriate subheadings.</p> <p>With a partner, get children to highlight the topic sentence in the text.</p> <p>Children read a text on The Polar Sealfox and need to find the topic sentences. Children then need to write their own topic sentences for a paragraph. Challenge- give key vocabulary to write a paragraph based on penguins.</p>	<p><b>True or false: A 'sentence' can only be described as such, if it has a verb.</b></p> <p>Children will discuss with their partner and then feedback their ideas (ensure that children understand that the answer is 'true' - words such as 'is, are, were' are different tense forms of the verb '<b>to be</b>') Even the simplest of sentences must have (a subject and verb, or, an object). We will identify the components in each sentence and then insert an appropriate subject/ object or verb to the sentences to make them complete and correct.</p> <p><b>Main task:</b> Children complete the differentiated 'sentence level' tasks.</p>	<p>A few weeks ago, we studied 'coordinating conjunctions. Of the words on the board, identify all the coordinating conjunctions (FANBOYS) All of the other words on the screen for the starter activity are subordinating conjunctions. We will identify the subordinating clause and subordinating conjunction in the sentence and complete the cloze procedure sentences by inserting the correct subordinating conjunction.</p> <p><b>Main task:</b> Children complete the differentiated 'sentence level' tasks, using subordinating conjunctions</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>LI: To read and understand prefixes from the Year 3/4 curriculum</b>	<b>LI: To discuss word meanings based on existing vocabulary knowledge</b>	<b>LI: To use context clues to determine the meaning of a word</b>	<b>LI: To retrieve information from a text</b>	<b>L.I: To identify key words from a text.</b>
Reading Strategy 4: VIP words/ phrases/ideas	This week, we will explore strategies to help us work out the meaning of unfamiliar words we encounter in a text. We will practise reading around a word or phrase to see if we can figure out its meaning. We will look at words in context to try to help us work out their meaning. We will use our knowledge of root words/prefixes/suffixes to help us to work out the meaning of words. We will also discuss if there are times when we do not have to understand the meaning of each word for us to get the general 'gist' of a text.				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L1: To multiply and divide by 6</b>	<b>L1: To apply my knowledge of 6 times-table and division facts</b>	<b>L1: To multiply and divide by 9</b>	<b>L1: To apply my knowledge of 9 times-table and division facts</b>	<b>L1: To practise our multiplication facts</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> equal groups, strategy, mental methods, multiplication facts, in total, doubling, bar model, represent, commutative</p> <p><b>Key Questions:</b> How many equal groups do you have? How many are there in each group? How many are there altogether? • What does each number in the calculation represent? • What does commutative mean? • Is multiplication/division commutative? • How can you use facts from the 3 times-table to work out facts from the 6 times-table?</p>	<p><b>Key Vocabulary:</b> fact family, multiple, inverse, array</p> <p><b>Key Questions:</b> • How can you use facts from the 3 times-table to work out facts in the 6 times-table? • How can you use facts from the 5 times-table to work out facts in the 6 times-table? • If you know a multiplication sentence, what division sentences can you find? • What is the fact family for the calculation?</p>	<p><b>Key Vocabulary:</b> equal groups, altogether, represent, number track, number line, fact family, multiple, digit sum</p> <p><b>Key Questions:</b> • How many equal groups are there? How many are there in each group? How many are there altogether? • How can you use the 10 times-table to work out the 9 times-table? • How can you use the 3 times-table to work out the 9 times-table? • What does each number in the calculation represent? • What patterns can you see in the 9 times-table?</p>	<p><b>Key Vocabulary:</b> digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p><b>Key Questions</b> • How could you use the 10 times-table to work out the 9 times-table? • If you know a multiplication sentence, what division sentences can you find? • How can you tell if a number is a multiple of 9? • How can you use the 3 times-table to work out facts in the 9 times-table?</p>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.
<b>Activities</b>	Today, children explore the 6 times-table. This will embed the children's fluency skills with the 6 times-table, while also providing them with strategies to use the multiplication facts they know to find unknown facts. Children explore the fact that the 6 times-table is double the 3 times-table. Children can also explore the link between the 5 and 6 times-tables. They use the fact that multiplication is commutative to derive values for the 6 times-table.	Today, children use known facts to become more fluent in using the 6 times-table. They apply knowledge of the 3 times-table and understand that each multiple of 6 is double the corresponding multiple of 3. Children use their knowledge of other times-tables to find values for the 6 times-table. It is important that children practise the related division facts as well as the multiplication facts associated with the 6 times-table.	Today, we review the 9 times-table. Children use a range of strategies to support their fluency, such as looking for number patterns and finding unknown number facts from known facts, for example subtracting from the 10 times-table or tripling the 3 times-table. Children explore the structure of the 9 times-table using a range of models and pictorial representations, and by exploring multiples of 9 in context. They also use commutativity with the facts they already know from other times-tables.	Today, children will work towards becoming more fluent using the 9 times table by applying the multiplication and division facts in a wide variety of contexts.  Children will use strategies such as using the 10 times-table to derive the 9 times-table and understanding that each multiple of 9 is triple the equivalent multiple of 3.	

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

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Music	RE	PE
<p><b>L.I. To perform a piece of rock and roll music</b></p> <p>The intention of this lesson is to play ‘rock around the clock’ as a class. The children will begin by exploring rhythmic patterns that they think work well with the music. They will be able to experiment with the rhythms using different percussion instruments. We will emphasise the structure of the song and discuss ways in which to mark the different sections. We will recall previous understanding of the importance of staying in time with the music, and encourage the children to listen to the piece while they play. Finally, the class will split into groups and a part of the song will be allocated to each group to play, e.g. bassline, percussion and vocal parts.</p>	<p><b><u>LI: To be able to describe one thing a Christian may be able to learn about Jesus from a Christmas Symbol</u></b></p> <p>We will be discussing what we have learnt about symbols so far. Then, we will introduce the Christian symbol of a Christingle. We will look at how each part represents something about Jesus.</p> <p>Task: The children will then label a Christingle and as a challenge think of an extra symbol that could be added.</p>	<p><b><u>Unit: Dodgeball</u></b></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances</p> <p><b>Lesson 5: <u>LI: To block using the ball</u></b></p> <p><b>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</b></p>
DT	PSHE	Spanish
<p><b><u>LI: To measure, cut and shape materials with accuracy</u></b> <b><u>LI: To join components and textiles with an appropriate sewing technique</u></b></p> <p>Following the IWB, the class will discuss what materials they will need and use and also the safety aspects of this lesson. The children will then go on to learn and practise three different kinds of stitches - running, back and whip stitch.</p>	<p><b><u>L.I. To debate common conceptions of gender stereotypes and ask if it is fair</u></b></p> <p>This week, our PSHE lesson will challenge common conceptions of gender stereotypes. We will discuss activities and objects that are associated with boys and girls and question if it is fair to encourage gender-specific thinking. The class will consider if they have ever been told that they cannot do something because of their gender. The children will create a poster for their classroom.</p>	<p><b><u>Unit: La Familia</u></b></p> <p>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> <li>- Tell somebody the members, names and various ages of either their own or a fictional family in Spanish.</li> <li>- Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</li> <li>- Understand the concept of the possessive adjectives ‘mi’ and ‘mis’ in Spanish.</li> <li>- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</li> </ul> <p><b>Lesson 4</b> <b><u>LI: To ask and answer the question ‘What is he/she called?’ in Spanish</u></b></p>
Topic (History)	Computing	Science
<p><b><u>LI: To research the life of significant people from the past (continued)</u></b></p> <p>Throughout this lesson, the children will become history detectives and will learn how to ask questions and use information from text. We will be looking at famous people from the past and conducting research.</p>	<p><b><u>L.I. To explain that audio can be changed through editing</u></b></p> <p>In this lesson, learners will open their existing work and continue recording their podcast content. They will also edit their recordings, for example by changing the volume of the recording or making the recording fade in or out</p>	<p><b><u>LI: To investigate the effect of a variety of liquids on egg shells.</u></b></p> <p>We will be recapping the importance of looking after our teeth and what can happen if not. We will then conduct an experiment using egg shells (to represent our teeth) where we will investigate the effect of different types of food liquids will have upon them. The children will fill in an observation form where they will monitor the decay of the egg shell in each liquid.</p>

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## Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar	Maths	Topic/Foundation subjects
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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 and use these words in sentences to show that you understand their meanings.

This week's spellings are words with 'ough' to make a long /o/, /oo/ or /or/ sound.

though
although
dough
through
breakthrough
thought
bought
brought
fought
ought



**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 Book Review about a book of your choice, that you are reading or have read.

These will be used to highlight our Reading River Display.



#### My Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Did you like the book?  
Rate the book by colouring in the stars.

☆☆☆☆☆

What was your favourite part?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A Book Review	
<p>Title: _____</p> <p>Author: _____</p> <p>Plot: What happens? Did you find the plot interesting? Are there any plot holes?</p> <p>Your opinion: Did you like the book? What was your favourite part? Why?</p>	<p>Characters: Who are the main characters? Who was your favourite character? Why?</p> <p>Recommend: Would you recommend this book to a friend? Why or why not?</p>