

Weekly Overview of Learning

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 1	Wednesday 2 (due to Number Day)
	LI: To identify context clues	LI: To compose a narrative (cold write)	LI: To summarise a text	LI: To infer meaning from a text to answer questions
Key vocabulary and key questions	<p>Key Vocabulary: vocabulary, definition, inference, clues, connections, existing knowledge, deduce</p> <p>Key Questions: -What does 'culture' mean? -What clues might tell us that aspects of a text are 'cultural'? -How can we use our prior knowledge to identify where something might have happened?</p>	<p>Key Vocabulary: structure, introduction, build up, problem, resolution ending, plot, description, entertaining, engaging, purpose, audience</p> <p>Key Questions: -What makes a good narrative? -How do the purpose and intended audience of a text influence the writer's choice of language and features? -What are the main parts of a story? -What information do we expect to find in each section of a story?</p>	<p>Key Vocabulary: events, skim, retrieve, orders, connections, importance, summarise</p> <p>Key Questions: -What does summarise mean? - What skills do we use when we summarise? - When summarising a story, why is chronological order important? -When we summarise, do we need to include superfluous information?</p>	<p>Key Vocabulary: inference, prior knowledge, meaning, intent, opinion, thoughts</p> <p>Key Questions: -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>
Activities	<p>This week, we begin our new unit, which is 'Stories from other cultures'. The teacher and children explore the images on the screen and use their prior knowledge and context clues to identify cultural aspects of a text.</p> <p>Together, we will use the evidence we have gleaned from the pictures and text extracts to complete the grid with bullet points, and the culture we infer the source to depict.</p> <p>Main task: Children work in groups of 3 to explore the images and extracts of text in their pack. They need to annotate any context clues they observe (clothes, buildings, food, transport, hobbies etc.).</p>	<p>Today, we will be writing a story containing aspects of another culture. Stories will need to include key ingredients of:</p> <ul style="list-style-type: none"> ● plot ● organisation ● language to sequence ● language to describe ● entertaining <p>Main task: Children plan and write their narrative containing aspects of a particular culture (<i>character names, clothes, food, music, customs and traditions, landmarks, religion, activities etc</i>). They write the story on the blue paper and then stick into their APS books.</p>	<p>With a familiar story (The Willow Pattern Story), children put the pictures in order to retell the story. Today, we will create a story map for our model text, 'Gregory Cool'.</p> <p>Children help complete the story map by suggesting images for each event on their whiteboards.</p> <p>Main Task: Children work in pairs to draw a story map of the main events in 'Gregory Cool', using arrows to demonstrate the order. Pictures to sequence provided to those who need it.</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). Teacher reminds the class of what inference is and that today, they will be 'reading detectives', finding evidence/ clues in the text to write their answers.</p> <p>Teacher models doing this, using the success criteria and children have a go, before doing their main activity.</p> <p>Using the text, children use the inference skills developed in today's lesson to answer the questions.</p>

This week's reading focus: Reading Strategy 3

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>LI: To identify key details from a text This week we will be looking at visualisation. In this lesson, the children will be read 'The Willow Pattern' story. They will then discuss what they visualised in their minds.</p>	<p>LI: To identify key details in a fiction text. During this lesson, the children will be given a copy of the text. They will then highlight all of the descriptive techniques that helped them to visualise the story in their minds.</p>	<p>LI: To discuss words or phrases that capture the imagination. The children will be working in pairs during this lesson to pick out phrases from the text. They will then take it in turns to draw what the phrase causes them to see in the mind.</p>	<p>LI: To visualise a setting/ character In this lesson, we will be reading another traditional tale (Hansel and Gretel). The children will visualise each section of the story, and then draw this in their books.</p>	<p>LI: To retell a story using images For the final lesson, we will be linking the skills we have been developing in Art. The children will depict the tale of Hansel and Gretel, but in the style of a Willow Pattern Plate.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4 Number Day	Lesson 5 Number Day
	L1: To divide a 2-digit number by a 1-digit number (no remainder)	L1: To divide a 2-digit number by a 1-digit number (with remainders)	L1: To divide a 3-digit number by a 1-digit number (with and without remainders)	L1: To recall and apply times tables knowledge up to 9x9. L1: To apply multiplication and division skills to solve problems	
Key vocabulary and key questions	<p>Key Vocabulary: partition, remainder, Key Questions</p> <ul style="list-style-type: none"> • How do you partition a 2-digit number into tens and ones? • How else can you partition a 2-digit number? • Which is the most efficient way to partition the number so you can divide both parts by ? • If you cannot share all of the tens equally, what do you need to do? • How can you represent the division using a part-whole model? 	<p>Key Vocabulary: remainder, division, Key Questions:</p> <ul style="list-style-type: none"> • Can the counters be shared equally? If not, how many are left over? • What does “remainder” mean? • What is the greatest remainder you can have when you are dividing by ? • If you cannot share all the tens equally, what do you need to do? • If you cannot share all the ones equally, what happens? • How do you know that $43 \div 2$ will have a remainder? 	<p>Key Vocabulary: remainder, division, Key Questions:</p> <ul style="list-style-type: none"> • How do you partition a 3-digit number into hundreds, tens and ones? • How else can you partition a 3-digit number? • What is the best way to partition the number to help you work out the division? • If you cannot share all of the hundreds/tens equally, what do you need to do? • How can you represent the division using a part-whole model? 	<p>Children complete fun and active lessons for National Number Day - linking to Division and calculation methods and times tables.</p> <p>The children will be dressed in mufti for a £1 donation - representing a number of their choice.</p> <p>They will also compete in a National Tournament on Times Tables on Times Tables Rockstars on Friday.</p>	
Activities	Today, children will use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number. carry out divisions where the tens and ones are both divisible by the number being divided by without any remainders, for example $96 \div 3$ and $84 \div 4$.	Today, children will continue to explore dividing a 2-digit number by a 1-digit number, but in this step the focus is on calculations with remainders. We encountered remainders in Year 3, so this concept is not new.	Today, we continue to develop our understanding of division by extending from dividing 2-digit numbers to dividing 3-digit numbers. We will start with divisions that do not leave a remainder, before progressing to divisions with remainders.		
Music		RE		PE	
<p><u>L1. To create and perform an ostinato</u> This week, the children will continue to develop their understanding of ostinato (repeating pattern). To begin, the children will work through a word matching activity and then feedback answers to the class. The children will then use percussion instruments to represent different sections of a river. They will apply their understanding of musical notation to first clap out their sections followed by a performance to the class. The whole class will then perform their ostinato in canon ending on a discussion of what went well and an even better if.</p>		<p><u>L1. To explore what happens at the major Buddhist festivals (continued)</u> 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. Key question: What is a festival? Which other religions also celebrate their deity’s birthday?</p>		<p style="text-align: center;"><u>Unit: OAA</u></p> <p><u>L1: To identify the symbols used on an orienteering map</u> For PE this week, the children will be learning how to recognise symbols on a map and what they represent. The children will need to collaborate with their teammates to solve a problem. Q: What does working together successfully look like? Pull out key words e.g. being encouraging and supportive, using kind words, using clear instructions, keeping someone safe and clear roles.</p> <p>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</p>	

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Art	Spanish	PSHE
<p><u>LI: To recreate a painting, in the style of a famous art piece</u></p> <p>Today the children are going to draw the final version of their own design to re-tell the story of the 'Two Doves' in a willow pattern style!</p> <p>Last session they completed a draft version, in their art books. They will now use the plate given, to draw around to give a plate template. Then they will create your retold story, using the mediums shown below.</p> <p>.</p>	<p><u>Unit: La Clase</u></p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. - Replace an indefinite article/determiner with the appropriate possessive adjective. - Use the negative in Spanish. - Describe what they have and do not have in their pencil case. <p><u>Lesson 4</u></p> <p><u>LI: To replace the indefinite article with 'mi' or 'mis'</u></p>	<p><u>L.I. To know how to make a new plan and set new goals even if I have been disappointed</u></p> <p>During this week's lesson, the children will discuss strategies that they can implement to encourage negative thoughts and feelings to pass. We will use an example that demonstrates someone being disappointed and we will assess how we can move on from this. The main task of this lesson will focus on creating a new verse for the Jigsaw song, which is based on achieving your dreams.</p> <p><u>Key questions</u></p> <p>Where does self-belief come from? Can you think of any strategies you could use to let negative feelings go?</p>
Science	Topic (History)	Computing
<p><u>Unit: States of Matter</u></p> <p>In this unit we are learning to:</p> <ul style="list-style-type: none"> -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p><u>LI: To investigate how water precipitates.</u></p> <p>This week, we will be learning about another part of the water cycle, called precipitation.</p> <p><i>What do you think this means?</i> <i>Where does it come from?</i></p> <p>Children will look at the definition of precipitation first. Today, they will be carrying out an investigation to see how precipitation occurs, children will record their predictions, record the results and draw conclusions.</p>	<p><u>L.I: To summarise and collate information from secondary sources.</u></p> <p>Discuss what primary and secondary sources are and their advantages and disadvantages. Children to complete sheet based on Bronze items/artefacts from the Shang Dynasty.</p>	<p><u>L.I. To modify a count-controlled loop to produce a given outcome</u></p> <p>In this lesson, children will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet.</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.



creation	radiation
indication	ventilation
relegation	dedication
demonstration	abbreviation
translation	vibration

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

This week we would like you to: Learn the song and lyrics to 'Eye of the Tiger' by Survivor.

Devise some matching actions for the lyrics.

We would also like you to perform some of the songs from your Music Lessons to family and teach them too.

Maybe, you could even create a family performance.

