

Weekly Overview of Learning

Year Group: 4 **Week beginning: 30th October 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.

English	Monday	Tuesday	Wednesday	Thursday
	LI: To use conjunctions.	LI: To develop a plot (shared write)	LI: To use descriptive language	LI: To organise ideas into paragraphs
Key vocabulary and key questions	<p>Key Vocabulary: determiner, noun, adjective, noun phrases, expanded noun phrase, describe</p> <p>Key Questions: In writing, how is more than one idea linked? What conjunctions can you list? Do different conjunctions perform different functions? Can you classify the conjunctions? In a sentence, are conjunctions found at the beginning, middle or end? In 'Imelda and the Goblin King', what conjunctions can you find?</p>	<p>Key Vocabulary: Events, substitution, structure, purpose, audience, sequence, suspense, engage</p> <p>Key Questions: What makes a good plot? Think back to when we identified the features of a 'portal story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? How important is causation in a plot or is it ok for things to happen 'suddenly'?</p>	<p>Key Vocabulary: figurative, description, evoke, simile, noun phrases, metaphor, personification</p> <p>Key Questions: How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? In what way is it more complex than basic descriptive language? What function does it play in narrative? How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do?</p>	<p>Key Vocabulary: paragraph, topic, theme, subject, setting, character, event, time, rules, chunking, cohesion, cause and effect, link</p> <p>Key Questions: How do authors make sure the story is in the correct order? Verses are to poems, what ____ are to narrative and non-fiction texts. What is a paragraph? What are the rules a writer must follow regarding when to start a new paragraph? How long should a paragraph be?</p>
Activities	<p>Words that join two simple sentences together to make a compound sentence are called 'coordinating conjunctions' and these are like superglue for sentences. 'FANBOYS' is an acronym to remember the 7 coordinating conjunctions: for, and, nor, but, or, yet, so. Complete the 'cloze procedure' compound sentences by inserting an appropriate conjunction.</p> <p>Children roll the dice to select a coordinating conjunction and write a sentence using it.</p>	<p>With their partner, children look at their boxing-up grid from last week. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (names of people, portal, landscapes/ settings, magical objects and the nature of the quest).</p> <p>Children complete the substitution process for the remaining sections of the story, using the strategies developed in today's lesson.</p>	<p>Look at the extract of 'Imelda and the Goblin King' and identify examples of figurative language.</p> <p>Children use the word banks provided to write descriptive sentences/ phrases about the images they have been given <i>of our shared imaginary world</i>.</p> <p>How can we create suspense at this point in the story? Together, using the skills developed in today's lesson, children and teacher to share-write the introduction/ setting of our story.</p>	<p>Today, we will review the rules of paragraphing and when to start a new paragraph in a story. We will look at extracts of model texts to demonstrate where each rule has been followed. Children use the skills developed in today's lesson to write the build-up and problem parts of their story.</p>

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Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To summarise information from a text	LI: To synthesise information from more than one text	LI: To select and combine information from various sources	LI: To select and combine information from various sources	LI: To identify the language used by the author to signify the casual link
<p>Reading Strategy: <i>As they read, effective readers spot important parts and connect them together to build meaning (gist)</i></p> <p>This week, we will focus on reading strategy 8 which encourages readers to spot important parts and connect them together to build meaning. We will summarise information from a text and develop our retrieval skills in the process. We will begin to synthesise information from more than one text by combining what we already know (schema) with the text information to form a new understanding. This will challenge the children to spot clues and identify language that the author has put in place to signify links and make connections.</p>					

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To add and subtract 1s, 10s, 100s and 1000s		L.I: To use formal methods of addition (no exchange)	L.I: To use formal methods of addition (up to one exchange)	L.I: To practise our multiplication facts
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> Partition, add, subtract, place value</p> <p><u>Key Questions:</u> If you know $2 + 4 = 6$, what else do you know? How will you partition ? Why? Will the value in the ones/tens/hundreds/thousands column increase or decrease? By how much? Which place value columns have changed/stayed the same? Why?</p>		<p><u>Key Vocabulary:</u> Partition, add, place value, columnar</p> <p><u>Key Questions:</u> How do we remember the place value of each digit? Which digit do we start from? How can we check our work? How can we use rounding to estimate our likely answer? Which column increases?</p>	<p><u>Key Vocabulary:</u> Partition, add, place value, exchange, columnar</p> <p><u>Key Questions:</u> How do we remember the place value of each digit? Which digit do we start from? What happens if our ones add up to more than 10? What if our hundreds add up to more than 100? How can we check our work? How can we use rounding to estimate our likely answer?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p> <p>*As a review of this week's maths learning about subtraction, we will also practise choosing the most efficient method of subtraction (mental or written/formal) to solve various calculations.</p>
Activities	<p>Children answer a variety of 'Halloween' themed questions regarding adding and subtracting using their place value knowledge.</p> <p>Extension: worded situations</p>		<p>Children demonstrate their knowledge of how to add (up to 4-digit numbers) in a columnar method. (Using the calculation policy).</p> <p>Ext: Missing number problems</p>	<p>Children demonstrate their knowledge of how to add (up to 4-digit numbers) in a columnar method. (Using the calculation policy).</p> <p>Ext: spot the mistake</p>	

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

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Music	RE	PE
<p><u>LI: To explore the history of rock and roll</u></p> <p>During this week's lesson, the children will learn what rock and roll music is and where it originates from. The children will listen to a piece of music and identify the key musical features such as, instrumentation, tempo, and dynamics. The children will learn a dance which will encourage them to move in time to the music. They will be challenged to start slowly and then pick up the pace which will be key to them understanding how to stay in time.</p>	<p><u>LI: To review prior knowledge</u> <u>LI: To understand why people make special pilgrimages or journeys</u></p> <p>The children will review their prior knowledge of Christianity this week. We will begin by identifying what they already know about the religion and then determine the questions they have. We will also discuss special pilgrimages and consider why people make them. The children will research a place of pilgrimage to consolidate their understanding of its importance.</p>	<p><u>L.I. To develop cooperation and teamwork skills</u></p> <p>The children will discuss what they believe makes a good team. Displayed are key words for the lesson and the teacher will explain to them that the activities they will be completing will require them to work as a team. They will need to share ideas and be respectful of each other's input.</p> <p>The children will learn the skill of communication and teamwork. They will then have to use these skills taught whilst completing the mini activities.</p> <p>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors. This week we will be looking at the routines and expectations of each swimming group.</p>
DT	Computing	PSHE
<p><u>LI: To identify, explore and evaluate the design features of existing products</u> <u>LI: To use research to develop design criteria for a product</u></p> <p>This half term the children will be identifying, exploring, planning, making and evaluating a book cover sleeve.</p> <p>For this lesson, the children will be looking at what book covers are and different ways they are made. The children will also explore different types of fasteners that were used to keep the book closed. They will then go on to research the timeline of different fasteners and when/ how they were made.</p>	<p><u>L.I. To identify that sound can be digitally recorded</u></p> <p>In this lesson, the children will familiarise themselves with digital devices capable of playing audio, recording sound, or doing both. The children will identify the devices' inputs (microphone) and outputs (headphones or speakers). They will consider ownership and copyright issues related to the recording of audio.</p> <p>The class will look at images or physical devices with the teacher, who will ask them to discuss what each device is called. The class teacher will then explain that these are all examples of digital devices that are capable of recording sound and/or playing audio.</p> <p>The children will learn that some devices can record sound, some can play back audio, and some can do both. Using the printed images of devices from the Activity 1 handout, the children are to arrange the devices into the appropriate parts of the Venn diagram on the board; explain that all the devices can both record sound and play audio.</p>	<p><u>LI: To understand that we are all different and can face different challenges.</u></p> <p>This week, the children will discuss the attributes that distinguish us from each other. We will explore social and emotional challenges that the children might experience and consider how these can be different from person to person. The main task will challenge the children to connect with their classmates and talk through the similarities and differences in their everyday life.</p> <p>We will also recognise the importance of not making assumptions about others. We will look at characteristics through different lenses to explore that we should accept people for who they are rather than what they look like.</p>

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Science	Topic (History)
<p><u>L.I. To recognise that changes to environments can pose dangers to living things</u></p> <p>Today, we will discuss the questions about changing environments on the slides to outline some of the changes, natural and man-made, that can occur in the environment, and the ways these can impact on living things.</p> <p>Environmental Changes Activity: Children fill in the Environmental Changes Activity Sheet, giving examples of environmental changes and how they affect living things.</p> <p>Endangered Species: Working in pairs, children choose an endangered animal to research from topic books and the Internet. Children complete the Endangered Animal Report Activity Sheet by drawing a picture of their animal, describing the animal's habitat, writing about the environmental dangers that it faces, and suggesting how the animal can be saved from extinction. Still working in their pairs, children prepare a short presentation about their research on an endangered animal. When children have prepared their presentations, they share them with the class.</p>	<p><u>L.I. To form historical questions</u></p> <p>This half term, the children will be looking at some of the many historical facts related to the polar region. In this unit the children will be learning about a group of explorers that made an expedition to the South Pole. This expedition took place more than 100 years ago.</p> <p><i>KQ: What might have made their trip more difficult than that of explorers making the same trip today?</i></p> <p><i>KQ: What makes a good question?</i></p> <p>The class teacher will model to the children that good questions should be open ended and be formed using the 5Ws as their root and remind them that all questions need to start with a capital letter and end with a question mark.</p> <p>The children will be given a selection of photographs of Scott and his men on the South Pole expedition. In pairs, around each photo, the children are to annotate with any questions that they have.</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

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.

Doodle English and Doodle Spell – log in to your account at least 3 times this week.

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meaning.

This week's spellings are words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')

expansion
extension
comprehension
tension
corrosion
supervision
fusion
conclusion
persuasion
suspension

Maths



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – 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!

Topic/Other foundation subjects including writing



Log onto Reading Plus and complete **at least** 20 minutes this week

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