

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 19<sup>th</sup> February 2024**

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<u>English</u>	Monday	Tuesday	Wednesday	Thursday
	<b>LI: to identify the structure of a text.</b>	<b>LI: To select and record information from various sources</b>	<b>LI: To develop a plot</b>	<b>LI: To use the conventions of speech</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> structure, introduction, build up, problem, resolution ending, link, pattern, boxing up.</p> <p><b>Key Questions:</b> What are the main parts of a story? What information do we expect to find in each section of a story? What is the story pattern for 'Gregory Cool?'</p>	<p><b>Key Vocabulary:</b> research, select, summarise, key words, skim, scan</p> <p><b>Key Questions:</b> How do authors make sure they have enough information/ facts to include in their writing? What does research mean? What 'reading skills' do we use when researching? What is the best way for research notes to be recorded?</p>	<p><b>Key Vocabulary:</b> plan, substitute, structure, pattern, adapt</p> <p><b>Key Questions:</b> What is a story pattern? How can we use the structure of a story we know, to create a new story? What does substitute mean? What details from Gregory Cool could we substitute to create a new story?</p>	<p><b>Key Vocabulary:</b> speech, dialogue, inverted commas, punctuation, reported speech, direct speech, reporting clause, punctuation.</p> <p><b>Key Questions:</b> What is the difference between direct speech and reported speech? How are each punctuated? When are each used?</p>
<b>Activities</b>	<p>Today, we will begin by working in pairs to recap the story of Gregory Cool. Teacher shows the children how to use the story pattern to plot the events of the story onto the boxing up grid. Teacher models the introduction.</p> <p><b>Help me:</b> Teacher and children, together plot the events of the build-up onto the grid.</p> <p><b>Show me:</b> Children have a go at independently doing this for the climax.</p> <p><b>Main task</b> Children box up the remaining section of the story, using the story pattern.</p> <p><b>Mini Plenary:</b> Children feedback their points for the teacher to add to the shared 'Boxing up grid' for the working wall.</p>	<p><b>Starter:</b> Children look at the context clues on the board. Using what they have learned so far, which of the three children are most likely to be of the Chinese culture? We will watch the 'In my shoes' video to find out about the life of a child in China.</p> <p><b>Help me:</b> Record some of the research on the recording grid.</p> <p><b>Show me:</b> Using our work from Topic lessons, what other details could we add to our recording grid and include in our shared_story.</p> <p><b>Main task:</b> In pairs, children continue to research the aspects of culture they will include in this week's shared write.</p>	<p><b>Starter</b> How can an existing story pattern (Gregory cool) can be adapted to create a new plot, by substituting certain details? Children look back at their 'boxed-up' version of Gregory Cool and highlight which details will need to be changed.</p> <p><b>Watch me:</b> The teacher will model an example of how to substitute key words and details, using the research from yesterday's lesson and provide a modelled example of what you need to achieve today.</p> <p><b>Main task:</b> We will use the boxing-up tool (with the story pattern) to adapt the details in Gregory Cool by substituting them with ideas from our research (from yesterday) to plan a new story.</p>	<p>Today, we will recap the difference between direct and reported speech. <b>KQ When should they each be used?</b> For the most part, we can use reported speech so that the pace doesn't get slowed down (we need a balance of action and dialogue). Direct speech is used to demonstrate character personality or to give the reader clues about what might happen next.</p> <p><b>Help me:</b> Rewrite the words in the speech bubble as direct speech, punctuating correctly.</p> <p><b>Show me:</b> Create a bank of synonyms for 'said'.</p> <p><b>Main task:</b> Children complete the activities.</p>

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This week's reading focus: <b>Reading Strategy</b>					
Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<b>LI: To explain what 'monitoring comprehension' is</b>	<b>LI: To identify when a text doesn't make sense</b>	<b>LI: To recognise inconsistencies within a text</b>	<b>LI: To identify strategies for 'monitoring comprehension'</b>	<b>LI: To identify strategies for 'monitoring comprehension'</b>
	During this lesson, we will be identifying different ways to monitor comprehension. First, we will be looking for examples of when a text doesn't make sense. Second, we will be looking at when a text is inconsistent.	For this lesson, we will be focusing on when a text doesn't make sense. The children will identify words they do not understand, and then we will determine whether these are important when understanding the whole text or not.	For this lesson, we will be focusing on when there are inconsistencies in a text. The children will identify some examples and then determine if context could affect these or not.	We will be focusing on the context of a text in the lesson. Firstly, we will identify what context is, and then we will look at clues in a text that could help us decipher its context.	Following on from last lesson, we will discuss how our context clues helped us work out the context of the text. We will then discuss how the context can affect the meaning of a text and also our understanding as readers.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To identify unit and non-unit fractions.</b>	<b>L.I: To identify and count up and down in tenths</b>	<b>L.I: To identify and count up and down in hundredths</b>	<b>L.I: To practise our multiplication facts</b>	<b>L.I: To recognise and investigate common equivalent fractions (concrete and pictorial)</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary</b> Denominator, numerator, unit-fraction, non-unit fractions.</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What is a unit fraction?</li> <li>• What is a non-unit fraction?</li> <li>• How do you know?</li> <li>• What fraction would two light green bars represent?</li> <li>• Look at the light green bar. What non-unit fraction is this?</li> </ul>	<p><b>Key Vocabulary</b> Tenths, number line, intervals, sequence</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• How can you show these numbers on a number line, show them going in ascending and descending order?</li> <li>• If there are 10 intervals between two whole numbers, what is each interval worth?</li> <li>• How can you work out the missing number in the sequence?</li> <li>• What intervals does the number line go up in?</li> <li>• How do you count in 0.1s past a whole number?</li> </ul>	<p><b>Key Vocabulary</b> hundredths, number line, intervals, sequence</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• How can you show these numbers on a number line, show them going in ascending and descending order?</li> <li>• If there are 100 intervals between two whole numbers, what is each interval worth?</li> <li>• How can you work out the missing number in the sequence?</li> <li>• What intervals does the number line go up in?</li> <li>• How do you count in 0.1s past a whole number?</li> </ul>	Children will complete a variety of activities (some of them timed) to practise their multiplication facts.	<p><b>Key Vocabulary</b> Equivalent, unit fraction, integer, mixed number, improper fraction</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• What are equivalent fractions?</li> <li>• How do you know that is equivalent to ?</li> <li>• Why do the integers have to be in line with each other?</li> <li>• How do you know that 21 3 cannot be equivalent to 4 2 6?</li> <li>• What is ___ as a mixed number/improper fraction?</li> </ul>

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<p><b>Activities</b></p>	<p>In this lesson, we will use our knowledge of fractions to understand what the terms unit and non-unit fractions mean. We will explore various shapes and begin to identify the unit and non-unit fractions. Children will be asked to identify the unit fractions in a range of concrete resources. We will discuss what unit fractions are, a unit fraction is when the numerator is 1. This means we are only looking at one equal part of the whole. We will then look at various examples of objects and shapes where more than one part of the whole has been shaded in (this is a non-unit fraction). We will discuss that a non-unit fraction where the numerator is more than 1. That means that more than 1 equal part is being used, taken or shaded in. Children will solve various question types involving shapes and part-whole model.</p>	<p>In this small step, children extend their understanding of tenths by exploring them by counting up and down in tenths, including placing them on a number line. Number lines help children to see the relationship between tenths and whole numbers. They find missing decimal numbers in a sequence, deepening their understanding of the value of 1 tenth. The sequences initially go up and down in steps of 1 tenth and then in varying intervals, including crossing the whole. Seeing this modelled on a number line helps children with their understanding. From their learning in the fractions block earlier in Year 4, children should be able to see fractions greater than 1 as mixed numbers, but for this step the numbers will be.</p>	<p>In this small step, children extend their understanding of hundredths by exploring them by counting up and down in hundredths, including placing them on a number line. Number lines help children to see the relationship between hundredths and whole numbers. They find missing decimal numbers in a sequence, deepening their understanding of the value of 1 tenth. The sequences initially go up and down in steps of 1 hundredths and then in varying intervals, including crossing the whole. Seeing this modelled on a number line helps children with their understanding. From their learning in the fractions block earlier in Year 4, children should be able to see fractions greater than 1 as mixed numbers, but for this step the numbers will be.</p>		<p>The focus of this lesson is on using number lines to find equivalent fractions by looking at fractions that are in line with each other (equal in value), rather than using more concrete and pictorial methods of multiplicative reasoning. The children will look at multiple number lines, double number lines and splitting up existing number lines into smaller parts. They may explore equivalence of both mixed numbers and improper fractions.</p>
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Music	PSHE	PE
<p><b><u>Unit: Music and Performance Chinese New Year (Dragon Dance)</u></b></p> <p><b><u>L.I. To use words and sounds to describe an event.</u></b> This unit will begin by showing the children a video of 'The story of Nian' and discussing key questions. <i>What is Chinese New Year?</i> <i>What happened in the story of Nian?</i> <i>What kind of music would we need to frighten Nian away?</i> <i>Where and when is celebrated?</i></p> <p>Then the children will recall the different musical terms (crescendo, tempo and duration. Children will listen to pieces of music written for Chinese New Year, they will then record their experiences by completing a journal with adjectives. Then as a class, the children will share the descriptive words and perform the words to match the feeling e.g. whispering the word 'soft'.</p>	<p><b>L.I. To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</b></p> <p>During this unit, the children will look at the emotional relationships they have with their friends and their bodies. We will discuss the negative impacts that substances such as alcohol and smoking can have on the body, and consider the emotional effects that friendships can have. For the first lesson, we will focus on the close relationships that the children have and things that they share with their friends. The main task of the lesson will encourage the children to create a friendship chart individually to think about the friends they value and why.</p>	<p><b><u>Netball</u></b> <b><u>L1: To develop passing and moving and play within the footwork rule.</u></b> <b>Landing one, two:</b> Explain the footwork rule. Pupils practise on the spot landing on one foot and then placing the other foot down, saying as they land 'one, two'. <b>Passing:</b> <i>Is passing an attacking or defending skill?</i> <i>What does it help us to do?</i> <b><u>Skills warm up includes:</u></b> <b>Run, catch, pivot, pass</b> <b>Pass and move:</b> <b><u>Skills Development- 3v1</u></b> - play one defender against three attackers. Attackers win one point for every four consecutive passes they make. If an attacker footwork holds the ball for longer than four seconds (held ball), another ball is intercepted, the defender wins a point and play starts again with the attackers. <b><u>Plenary</u></b> <i>Can you explain the rules for footwork and held ball?</i> <i>Who was helpful in your team and why?</i></p> <p style="text-align: center;"><b>Every Friday - <u>Swimming</u></b></p> <p>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	RE
<p><b><u>LI: To identify the components of a healthy diet.</u></b> <b><i>KQ- What is your favourite food?</i></b></p> <p>In this lesson, the children will discuss and explore the key question and give feedback. The class teacher will explain that for a healthy diet, we need a variety of nutritious food. The reason that living things eat is to provide our bodies with energy and nutrients to perform everyday tasks, grow and repair. The children will develop their knowledge of how food is categorised into groups, of which we need to eat different quantities. Demonstrating this using the healthy plate model.</p>	<p><b><u>Unit: Desayuno en el Café</u></b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>-Order from a selection of foods from a Spanish menu</li> <li>-Order from a selection of drinks from a Spanish menu</li> <li>-Order a Spanish breakfast</li> <li>-Order typical Spanish snacks</li> <li>-Ask for the bill</li> <li>-Remember how to say hello, goodbye, please and thank you.</li> </ul> <p><b><u>Lesson 1</u></b> <b><u>L.I: To start the unit and introduce ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish.</u></b></p>	<p><b><u>To review prior knowledge</u></b> <b><u>To learn about the events of Palm Sunday</u></b></p> <p>For this lesson we will first be recapping what we already know about Christianity.</p> <p>Then we will be looking at the relevance of Palm Sunday within Christianity. We will be looking at the events in order and discussing why Palm Sunday is recognised and celebrated.</p> <p>The children will then complete a task focusing on keywords linked to Palm Sunday. Then they will retell the events of Palm Sunday in their own words.</p>
Science	Topic (Geography)	Computing
<p><b><u>Unit: State of Matter</u></b></p> <p><b><u>L.I. To review prior knowledge</u></b> <b><u>L.I. To group materials into solids, liquids or gases</u></b></p> <p><b><u>Starter:</u></b> The children are to complete the KWL grid by writing what they know already and writing questions asking facts on what they would like to know.</p> <p><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.</p> <p><b><u>Task:</u></b> The children are to complete the activity sheet by working out which diagram and explanation goes with each state.</p> <p><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><u>LI: To describe the location of a place</u></b></p> <p>For this lesson, the children will look at the pictures and use the 'key words' on the board, to discuss the differences between 'human geographical features' and 'physical geographical features'.</p> <p>Using a variety of different maps, the children will assist the teacher in retrieving information about the location of China and how to interpret the 'key' on a map and use directional (compass point) language.</p> <p>To reinforce the children's learning, the children will then use the information shared on the IWB to complete the cloze-procedure text.</p>	<p><b><u>Unit: Photo Editing</u></b></p> <p>For this term, the children will be looking at Photo Editing and will be developing their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>Changing digital images <b><u>L.I. To explain that digital images can be changed</u></b></p> <p>In this lesson, the children will be introduced to the online photo editor program, and changes that can be made to images using a range of tools. They will look at changing the composition of images using the 'crop' tool, and evaluate the effect that this can have on an image.</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.

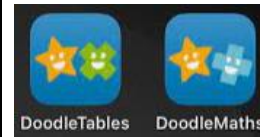
Please go through them and:

- 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.



science  
crescent  
discipline  
fascinate  
scent  
scissors  
ascent  
descent  
scientist  
scenery

### 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:**



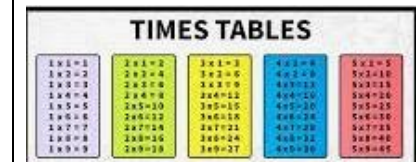
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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:  
1) practise your **TIMES TABLES** and **DIVISION FACTS**.

Use your Pupil Planners to help. BBC Supermovers have the fun videos to help too.



2) create a dictionary of 10 words from the Year 3 / 4 spelling words (found in your Pupil Planners). These 10 words should be ones that you find trickiest to spell or understand.

