

Montbelle Primary School: Interim Weekly Planning Format (Revised for use in Autumn 2020 school term in preparation for potential of immediate move to remote learning)

Year/Class: Year 4 Francis Drake Class/Sir Walter Raleigh Class

Teacher: Miss Richmond/Mr Euinton

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* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Video lesson with Oak Academy:</p> <p>In this lesson, we will learn the definitions of nouns, adjectives, verbs, adverbs and prepositions. We will identify these word classes in sentences.</p> <p>https://classroom.thenational.academy/lessons/to-explore-word-class-6cu3je?activity=video&step=1</p>	<p>L.O. To make inferences from an illustration</p> <p>MUST describe an illustration and consider what it shows;</p> <p>SHOULD consider what you can infer from the clues in an illustration; and</p> <p>COULD use your inferences to make predictions about the themes and events of a story.</p> <p>Activity: Word types starter activity, consider an illustration, create a mind-map of ideas, predict what the story is going to be about</p> <p>Resources: Lesson PDF, Word document via Teams</p>	<p>L.O. To create an equipment list and give reasons for your choices</p> <p>MUST know what it means to be an explorer;</p> <p>SHOULD consider what sort of things you would take with you if you were an explorer; and</p> <p>COULD explain why you would take those things with you.</p> <p>Activity: Defining explorers starter activity, read part of text, create an explorer's equipment list with reasons for each item, create a labelled diagram of your kit bag</p> <p>Resources: Lesson PDF, Word document via Teams</p>	<p>L.O. To write in role as Oliver</p> <p>MUST write in the first person voice;</p> <p>SHOULD consider what information you need to include; and</p> <p>COULD consider how Oliver's character might affect the style you write in.</p> <p>Activity: First person pronouns starter activity, read part of text, draft a note in the first person in role as Oliver</p> <p>Resources: Lesson PDF, Word document via Teams</p>	<p>L.O. To create a character profile</p> <p>MUST consider images learn about a character;</p> <p>SHOULD consider description in the text to learn about a character; and</p> <p>COULD make further inferences from clues in the text about a character.</p> <p>Activity: Read part of text, consider images of Iris, review description of Iris in text, create character profile of Iris</p> <p>Resources: Lesson PDF, Word document via Teams</p>
Guided Reading	<p>Reading for Pleasure</p> <p>Choose a book to read by yourself or with an adult. Make sure you record your thoughts about what you have read in your reading journal.</p>	<p>L.O. To explore vocabulary and its meaning</p> <p>Activity: Scanning starter; read the text; identify and attempt to define unknown words; and answer vocabulary questions.</p> <p>Resources: Text: Varjak Paw Chapter 1</p>	<p>L.O. To retrieve information from the text</p> <p>Activity: Read text with partner aloud; answer retrieval questions based on the text.</p> <p>Resources: Text: Varjak Paw Chapter 1</p>	<p>L.O. To make inferences based on evidence from the text</p> <p>Activity: Recap text; answer inference questions based on the text, using evidence from the text.</p> <p>Resources: Text: Varjak Paw Chapter 1</p>	<p>L.O. To explain my ideas and make predictions</p> <p>Activity: Retell (in own words) key events from chapter from memory; explain how the book/characters make you feel. Make predictions using evidence from text.</p> <p>Resources: Varjak Paw Ch 1</p>

<p>Maths</p>	<p>Video lesson with Oak Academy:</p> <p>In today's lesson we will be looking at showing division and multiplication equations using pictorial representations. We will explore how multiplication is commutative and how multiplication is the inverse to division.</p> <p>https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e?activity=video&step=1</p> <p>https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e?step=3&activity=exit_quiz</p>	<p><u>L.O. To reason and problem solve with multiples of 7</u></p> <p>MUST identify patterns in 7 times tables;</p> <p>SHOULD understand that any multiplication or division statement has related multiplication and division statements;</p> <p>COULD explain how you know you are correct when reasoning and problem solving.</p> <p>Activity: Reasoning and Problem Solving questions linked to the 7 times tables – differentiated</p>	<p><u>L.O. To recall multiplication and division facts up to 12 x 12</u></p> <p>MUST use knowledge of 10, 2 and 1 times tables.</p> <p>SHOULD identify key information from a word problems.</p> <p>COULD identify misconceptions in multiplying and dividing.</p> <p>Activity: Fluency starter, RSP– differentiated questions linked to knowledge of 11x and 12x with related division facts, mastery extension</p>	<p><u>L.O. To multiply 3 numbers together</u></p> <p>MUST use number facts from 2,3,4,5 and 10 times tables;</p> <p>SHOULD use knowledge of place value to multiply;</p> <p>COULD to explain where misconceptions have happened and why they have happened.</p> <p>Activity: Fluency starter, Reasoning and Problem Solving questions – differentiated</p>	<p>Arithmetic / times tables focus</p> <p><u>L.O. To practice arithmetic skills</u></p> <p>Activity: 20 minute arithmetic test and marking</p> <p>Resources: Rising Stars Year 4 Arithmetic Autumn Test 6 – Second Attempt (final score recorded)</p>
<p>Science</p>		<p><u>L.O. To identify how electricity is generated</u></p> <p>I must share what I know about electricity.</p> <p>I should describe where electricity comes from.</p> <p>I could present my findings.</p> <p>Vocabulary: renewable, non-renewable, coal, oil, gas, solar, geothermal, wind, hydro, direct/alternating</p>			

		<p>current</p> <p>Activity: mindmap what we know and questions about electricity; write a script to accompany a short film about electricity.</p> <p>Resources: Link to BBC clip: https://www.bbc.co.uk/bitesize/clips/zwqd7ty</p> <p>PPT, Planning sheet for narrative, videos on web</p>			
Computing				<p><u>L.O. To solve problems using coding</u></p> <p>Log in to Code.org (username and password to be sent out on the day).</p> <p>Enter session access code (to be supplied on the day).</p> <p>Watch the instructional video and solve the problems set.</p> <p>You can access code.org through PC, laptop, tablet (e.g. iPad)</p>	
Foundation subjects	<p><u>PSHE: To set goals</u></p> <p>MUST consider what you want to achieve;</p> <p>SHOULD consider how you can go about achieving it;</p>		<p><u>History: To understand the development of the political structure of Rome</u></p> <p>MUST understand what a political structure is;</p>		<p><u>Music: To use music to inspire a 3D sculpture</u></p> <p>Using BBC Ten Pieces at Home, explore Anna Cline's <i>Night Ferry</i>.</p>

	<p>and</p> <p>COULD set meaningful, measurable and achievable targets to help you be successful.</p> <p>Activity: Consider what you want to achieve, consider how you can achieve it, set smaller SMART goals to help you achieve it</p> <p>Resources: Lesson PDF, Word document via Teams</p>		<p>SHOULD understand how Rome was governed in different ways throughout its history;</p> <p>COULD appreciate why the political structure of Rome changed during its history; and</p> <p>MASTERY evaluate the pros and cons of the different political structures.</p> <p>Activity: Define political structure starter activity, class discussion, create a timeline, explain different political structures, evaluate different political structures</p> <p>Resources: Lesson PDF, Word document via Teams, Knowledge Organiser</p>		<p>Next, create an abstract sculpture using inspiration from <i>Night Ferry</i>.</p> <p>You will need paper, pencil (different colours if you have them), scissors, glue, card packaging (like an empty cereal box), and any other dry art supplies you have (such as chalk, charcoal etc).</p> <p>https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-tasters/zjy3382</p>
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