

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><u>L.O. To design a seawig</u></p> <p>MUST explain what a seawig is;</p> <p>SHOULD create a list using bullet points; and</p> <p>COULD explain your choices.</p> <p>Activity: Read from text; use comprehension skills to identify qualities of seawigs; create list of items with reasons for inclusion; and design own seawig.</p> <p>Resources: Lesson slides, video, seawig template</p>	<p><u>L.O. To identify the features of instructional writing</u></p> <p>MUST identify the structure of instructional writing;</p> <p>SHOULD identify correct order for instructional writing; and</p> <p>COULD identify which vocabulary choices are appropriate for instructional writing.</p> <p>Activity: Read instructions to identify features; watch video; create mind-map; find features on another set of instructions</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To draft the introduction and equipment list of your instructions</u></p> <p>MUST include everything you need in your equipment list;</p> <p>SHOULD explain why you need each item on your list; and</p> <p>COULD use figurative language to improve your writing – for example rhetorical question in introduction, alliteration and assonance</p> <p>Activity: Expanded noun phrases starter activity; rhetorical questions; drafting introduction; drafting equipment list.</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To draft the step-by-step instructions and conclusion of your instructions</u></p> <p>MUST use chronological order;</p> <p>SHOULD use imperative verbs; and</p> <p>COULD ensure your instructions are clear and descriptive by using precise vocabulary</p> <p>Activity: Chronological order starter; imperative verbs task; draft step-by-step instructions; draft concluding paragraph</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To edit and improve your instructions</u></p> <p>MUST make sure your instructions make sense and are easy to follow;</p> <p>SHOULD correct any spelling or grammar errors; and</p> <p>COULD improve your choices of vocabulary.</p> <p>Activity: Grammar starter; read through draft concentrating on one aspect at a time; editing and improving</p> <p>Resources: Lesson slides, video</p>
Maths	<p><u>L.O. To develop my understanding of factor pairs</u></p> <p>MUST use knowledge of times tables;</p> <p>SHOULD use mathematical vocabulary;</p> <p>COULD find all possible solutions to a Maths problem.</p>	<p><u>L.O. To develop my mental multiplication skills</u></p> <p>MUST partition numbers into tens and ones to multiply;</p> <p>SHOULD use a range of methods to multiply;</p> <p>COULD identify which methods are most effective.</p>	<p><u>L.O. To use written methods of multiplication</u></p> <p>MUST partition numbers into tens and ones to multiply;</p> <p>SHOULD use a range of written methods to multiply;</p> <p>COULD identify when it would be more efficient to use a mental</p>	<p><u>L.O. To multiply 2-digits by 1-digit (no exchange)</u></p> <p>MUST use repeated addition to multiply a 2-digit number by a 1-digit number;</p> <p>SHOULD use the formal method of column multiplication;</p> <p>COULD apply your knowledge of</p>	<p>Arithmetic / times tables focus</p> <p><u>L.O. To practice arithmetic skills</u></p> <p>Activity: Please complete the 22 minute test independently in advance of the live lesson. During the lesson we will discuss how to solve each</p>

	Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS	Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS	method of multiplication. Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS	partitioning independently. Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS	question. Resources: Rising Stars Year 4 Arithmetic Spring Test 1 – First Attempt (score will not be recorded) Please practice your times tables on TTRS
Science		<p><u>L.O. To write a report about electricity</u></p> <p>I must explain what I know about electricity.</p> <p>I should describe how electricity is generated.</p> <p>I could discuss the impact of different types of energy (e.g. renewable and non-renewable types).</p> <p>Vocabulary: renewable, non-renewable, coal, oil, gas, solar, geothermal, wind, hydro, direct/alternating current, generate</p> <p>Activity: 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, video on web, information sheet for planning</p>			

P.E.				Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.	
Foundation subjects	<p>RE: To tell the story of Siddhartha Gautama</p> <p>MUST know who Siddhartha Gautama was and who he became</p> <p>SHOULD explain key events in his life in a storyboard (with prompts); and</p> <p>COULD tell the story of his life in a storyboard independently.</p> <p>Activity: Buddhism starter activity; key events from life of Siddhartha Gautama; watch video; create storyboard</p> <p>Resources: Lesson slides</p>		<p>Francis Drake Class: Online workshop with British Museum (details to be uploaded to TEAMS)</p> <p>Sir Walter Raleigh Class:</p> <p>History: To understand the development of the political structure of Rome</p> <p>MUST understand what a political structure is;</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</p>		<p>PSHE: New beginnings and change</p> <p>MUST consider your own experiences of new beginnings and changes;</p> <p>SHOULD consider how you felt when you experienced new beginnings and changes; and</p> <p>COULD think about strategies that could make new beginnings and changes easier in future</p> <p>Activity: Discussion; self reflection; identifying strategies.</p> <p>Resources: Lesson slides</p>

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