

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 create a sarcastic dictionary</u></p> <p>MUST understand what ‘sarcastic’ means and identify the use of sarcasm in the text;</p> <p>SHOULD come up with your own sarcastic expressions and explain their meanings; and</p> <p>COULD use figurative language such as similes to add depth to the imagery of your writing.</p> <p>Activity: Define sarcasm; read from text; use comprehension skills to identify sarcasm; list examples of sarcasm in text and explain meanings; and compose new sarcastic comments and explain meanings.</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To identify the features of a play script</u></p> <p>MUST identify the structure of a play script – which sections should it include;</p> <p>SHOULD identify other features of a play script; and</p> <p>COULD identify what grammar and punctuation features are used in a play script.</p> <p>Activity: Read script to identify features; create mind-map; find features on another script</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To draft the script for a short scene</u></p> <p>MUST use the correct format and punctuation for a play script;</p> <p>SHOULD move the action on effectively through dialogue (what the characters say to each other); and</p> <p>COULD use scene setting and stage directions to add further detail to the dialogue.</p> <p>Activity: Recap of prior learning; watch video; draft title, character list and scene setting; draft dialogue and stage directions; self assessment.</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To edit and improve your play script</u></p> <p>MUST ensure you have used the correct punctuation and have corrected any spelling mistakes;</p> <p>SHOULD ensure you have used dialogue to tell the story; and</p> <p>COULD improve your word choices – think about using more precise verbs and figurative language.</p> <p>Activity: Identify mistakes in an example play script; edit and improve draft; reflect on writing journey.</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To predict what is going to happen next</u></p> <p>MUST use your knowledge of the characters and what has already happened to help predict what is going to happen next;</p> <p>SHOULD identify clues in the text and use inference skills to help predict what is going to happen next; and</p> <p>COULD consider different possible predictions and explain which you think is most likely to happen and why.</p> <p>Activity: I see, I think, I wonder; read from text; make a prediction based on evidence from the text; discuss and evaluate predictions.</p> <p>Resources: Lesson slides, video</p>

<p>Maths</p>	<p><u>L.O. To use formal written method to multiply</u></p> <p>MUST use place value counters to multiply numbers; SHOULD identify where numbers need to be exchanged; COULD to problem solve involving multiplication.</p> <p>Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS</p>	<p><u>L.O. To use formal written method to multiply 3-digit numbers</u></p> <p>MUST always begin multiplying in the ones column; SHOULD recognise the importance of zero as a place holder; COULD identify misconceptions in Maths.</p> <p>Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS</p>	<p><u>L.O. To divide 2-digit numbers by 1-digit numbers (part 1)</u></p> <p>MUST use recognise that dividing is the same as sharing; SHOULD use partitioning to divide numbers; COULD use exchanging to divide 2 digit numbers by 1 digit numbers.</p> <p>Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS</p>	<p><u>L.O. To divide 2-digit numbers by 1-digit numbers</u></p> <p>MUST use recognise that dividing is the same as sharing or grouping; SHOULD use partitioning and exchanging to divide numbers; COULD identify how our times tables can help in dividing numbers.</p> <p>Activity: White Rose Hub questions on PDF/Vidoe Lesson/Live Lesson - TEAMS</p>	<p>Arithmetic / times tables focus</p> <p><u>L.O. To develop arithmetic skills</u></p> <p>Activity: Today we will be taking Spring Test 1 Arithemtic Test for the second time, live during the lesson. Please submit your score via Teams following the live lesson.</p> <p>Resources: Rising Stars Year 4 Arithmetic Spring Test 1 – Second Attempt (score will be recorded)</p> <p>Please practice your times tables on TTRS</p>
<p>Guided Reading</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To explore vocabulary and its meaning</u></p> <p>Activity: identify and attempt to define unknown words; and answer vocabulary questions.</p> <p>Resources: Text: Mount Everest (on PDF lesson)</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To retrieve information from the text</u></p> <p>Activity: Recap text; answer retrieval questions based on the text.</p> <p>Resources: Text: Mount Everest (on PDF lesson)</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To explore vocabulary and its meaning</u></p> <p>Activity: identify and attempt to define unknown words; answer vocabulary questions; answer retrieval and inference questions.</p> <p>Resources: Text: Three Peaks Challenge (on PDF lesson)</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To summarise information from the text</u></p> <p>Activity: Answer questions which require the summarising of information from the text; reflect on what you think you would find challenging about the Three Peaks Challenge.</p> <p>Resources: Text: Three Peaks Challenge (on PDF lesson)</p>	<p>Reading for pleasure</p> <p>Choose a book to read to a grown up. Remember to make a note of what you've read in your reading journal.</p>
<p>Science</p>	<p><u>L.O. To identify the different components in an electrical circuit</u></p> <p>Starter: Odd one out – identify the similarities and differences between three</p>				

	<p>objects.</p> <p>In this lesson, you will learn how to build an electrical circuit. You will look at all the different components of an electrical circuit and learn the rules for building them.</p> <p>You will need a piece of paper, a pencil and a ruler for this lesson.</p> <p>https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d?step=2&activity=video</p>				
P.E.		<p>Francis Drake Class:</p> <p>Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.</p>		<p>Sir Walter Raleigh Class:</p> <p>Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.</p>	
Computing		<p>Francis Drake Class:</p> <p>Log in to Code.org for this week's challenge:</p> <p>https://studio.code.org/join</p> <p>This week's section code will be shared on Tuesday morning to give those who haven't completed last week's some more time to do so.</p>		<p>Sir Walter Raleigh Class:</p> <p>Log in to Code.org for this week's challenge:</p> <p>https://studio.code.org/join</p> <p>This week's section code will be shared on Thursday morning to give those who haven't completed last week's some more time to do so.</p>	

Foundation subjects		<p><u>Sir Walter Raleigh Class:</u></p> <p>Online workshop with British Museum (details to be uploaded to TEAMS)</p>	<p><u>Geography: To understand the different types of settlement in the UK</u></p> <p>MUST know what a settlement is;</p> <p>SHOULD know the different types of settlement in the UK;</p> <p>COULD understand the features of different types of settlement; and</p> <p>MASTERY compare and contrast different types of settlement.</p> <p>Activity: Define settlement; mind-map of different types of settlement; consider features of main types of settlements in UK; compare and contrast main types of settlements in UK; reflect on which type of settlement you would like to live in.</p> <p>Resources: Lesson PDF</p>	<p><u>Francis Drake Class:</u></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>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><u>Music</u></p> <p>Children will be using BBC Ten Pieces Tasters to develop knowledge and understanding of music.</p> <p>Children will be linking music to movements, thinking about how the sounds move and the shapes that they create.</p> <p>Activity: Taking inspiration from Gabriel Prokofiev's 'Concerto for Turntables and Orchestra' and creating a table top dance.</p> <p>Resources: Get moving and create turntable inspired choreography with Sadler's Wells...https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-tasters/zjy3382</p>