

**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

Class email\*: [francisdrakeclass@montbelle.org.uk](mailto:francisdrakeclass@montbelle.org.uk)  
[sirwalterraleigh@montbelle.org.uk](mailto:sirwalterraleigh@montbelle.org.uk)

\* 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
<b>English</b>	<p><b><u>L.O. To represent the imagery of the text visually</u></b></p> <p><b>MUST</b> consider the adjectives used in the text;</p> <p><b>SHOULD</b> consider the adjectives used in the text; and</p> <p><b>COULD</b> consider what you see in your mind when you read the text.</p> <p><b>Activity:</b> Consider text imagery in text; Wordsworth's Daffodils; read text; draw to represent imagery in paragraph from text.</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. To use similes to help create imagery</u></b></p> <p><b>MUST</b> identify the key aspects you're trying to describe;</p> <p><b>SHOULD</b> create a list of all things which come to your mind when you consider those aspects; and</p> <p><b>COULD</b> choose something from the list to use as you comparison in a simile.</p> <p><b>Activity:</b> Simile recap starter; read text; draft descriptive sentences using similes.</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. To use personification to help create imagery</u></b></p> <p><b>MUST</b> understand what personification is;</p> <p><b>SHOULD</b> consider which human-like qualities other things might have; and</p> <p><b>COULD</b> express these ideas clearly using precise vocabulary.</p> <p><b>Activity:</b> Personification starter and video; read text; draft descriptive sentences using personification.</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. To compose, edit and improve a list poem</u></b></p> <p><b>MUST</b> choose 8 descriptive sentences from the previous lessons and create a list poem with them;</p> <p><b>SHOULD</b> ensure that every sentence has either a simile or personification; and</p> <p><b>COULD</b> add depth to your imagery by using more figurative language.</p> <p><b>Activity:</b> Figurative language starter; create list poem from previous work; edit and improve poem.</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. SPAG review</u></b></p> <p><b>Complete a short SPAG paper to go through with the class or by watching the video.</b></p> <p><b>Activity:</b> SPAG review paper</p> <p><b>Resources:</b> Lesson slides, video</p>
<b>Maths</b>	<p><b><u>L.O. To divide 2-digit numbers by 1-digit numbers (part 3)</u></b></p> <p>Steps to Success:</p> <p><b>MUST</b> recognise that dividing is linked to repeated</p>	<p><b><u>LL.O. To divide 2-digit numbers by 1-digit numbers (part 4)</u></b></p> <p>Steps to Success:</p> <p><b>MUST</b> use counters to divide and find remainders;</p>	<p><b><u>L.O. To divide 3-digit numbers by 1-digit numbers</u></b></p> <p>Steps to Success:</p> <p><b>MUST</b> use counters and part-whole models to help with</p>	<p><b><u>L.O. To problem solve involving multiplication</u></b></p> <p>Steps to Success:</p> <p><b>MUST</b> use codes to help problem solve;</p>	<p>Arithmetic / times tables focus</p> <p><b><u>L.O. To develop arithmetic skills</u></b></p> <p><b>Activity:</b> Please ensure you have completed as much of</p>

	<p>subtraction;</p> <p>SHOULD identify remainders when dividing; COULD explain why some division questions might have remainders.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>SHOULD identify misconceptions in dividing; COULD find all possible answers to a division question.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>division;</p> <p>SHOULD divide numbers with or without remainders; COULD identify the most efficient way to divide depending on the numbers.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>SHOULD find all possible solutions to a problem; COULD use a systematic approach (organised system) to finding the answer to a problem.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>the Spring 2 Test as you can in 22 minutes before the lesson begins.</p> <p><b>Resources:</b> Rising Stars Year 4 Arithmetic Spring Test 2 – First Attempt (score will not be recorded)</p> <p>Please practice your times tables on TTRS</p>
<b>Guided Reading</b>	<p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To explore vocabulary and its meaning</u></b></p> <p><b>Activity:</b> identify and attempt to define unknown words; and answer vocabulary questions.</p> <p><b>Resources:</b> PDF Lesson</p> <p><b>Text:</b> Varjak Paw (PDF)</p>	<p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To retrieve information from the text</u></b></p> <p><b>Activity:</b> Recap text; answer retrieval questions based on the text.</p> <p><b>Resources:</b> PDF Lesson</p> <p><b>Text:</b> Varjak Paw (PDF)</p>	<p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To make inferences based on evidence from the text</u></b></p> <p><b>Activity:</b> Recap text and scan to find evidence to support answers to inference-style questions. Inference questions need the reader to look for clues in the text to tell us more about the characters and the story.</p> <p><b>Resources:</b> PDF Lesson</p> <p><b>Text:</b> Varjak Paw (PDF)</p>	<p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To explain my ideas and make predictions</u></b></p> <p><b>Activity:</b> Scan the text. Use the text and personal knowledge to answer explanation-style questions and make predictions.</p> <p><b>Resources:</b> PDF Lesson</p> <p><b>Text:</b> Varjak Paw (PDF)</p>	<p><b>Reading for pleasure</b></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>
<b>Science</b>	<p><b><u>L.O. To draw circuit diagrams</u></b></p> <p>Starter: Zoomed In – What is this object which has been magnified 5 times. Does it remind you of anything? What about the materials? Colours? Shapes? Etc.</p> <p>In this lesson, you will be learning how electrical circuits</p>				

	<p>are represented as diagrams. You will learn the symbol for each component and draw your own circuit diagrams.</p> <p>You will need a piece of paper, a pencil and a ruler for this lesson.</p> <p><b>Lesson Video:</b>  <a href="https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c?step=2&amp;activity=video</a></p>				
P.E.				Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.	
Computing		<p><b><u>L.O. To explain how to stay safe online</u></b></p> <p><b>Must describe ways to stay safe online;</b></p> <p><b>Should identify how safe I am online; and</b></p> <p><b>Could rewrite the SMART rules and present them as a poster for KS1 children</b></p> <p>Also, log in to Code.org for this week's challenge:  <a href="https://studio.code.org/join">https://studio.code.org/join</a></p> <p>This week's section code will be shared in the morning to give those who haven't completed</p>			

		last week's some more time to do so.			
<b>Foundation subjects</b>			<p><b><u>Art: To develop perspective drawing techniques to show distance</u></b></p> <p><b>This lesson has been split across two days to give children the opportunity to develop their skills.</b></p> <p><b>Activity:</b></p> <p><b>Lesson 1:</b> Discuss what is meant by perspective. Look at how different artists have used perspective techniques to create depth and distance in their drawings/paintings. Finding the vanishing point in a range of paintings/drawings, practice drawing perspective figures using the horizon line as a guide.</p> <p><b>Lesson 2:</b> Practise drawing blocks above and below the horizon line. Step by step draw a perspective of a street with houses and trees.</p> <p><b>Resources:</b> Lesson PDF</p> <p>Website link: <a href="https://www.bbc.co.uk/bitesize/clips/zvq6sbk">https://www.bbc.co.uk/bitesize/clips/zvq6sbk</a></p>	<p><b><u>RE: To understand the Four Noble Truths of Buddhism</u></b></p> <p>This afternoon you will be taking part in an Oak National Academy lesson.</p> <p>It is the second lesson in their series of lessons about Buddhism.</p> <p>In this lesson, you will learn about the Threefold Path to enlightenment and the Four Noble Truths of Buddhism.</p>	