

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 build a character profile of Stacey de Lacey</u></p> <p>MUST use the descriptions in the text to build up a picture of what Stacey de Lacey looks like;</p> <p>SHOULD use the description of Stacey de Lacey’s childhood to identify character traits; and</p> <p>COULD make inferences from Stacey’s behaviour and from other clues in the text to add further detail to your character profile.</p> <p>Activity: Predictions starter activity, read the text, create character profile of Stacey de Lacey</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To compare and contrast Oliver and Stacey</u></p> <p>MUST make a list of similarities and differences between Oliver and Stacey;</p> <p>SHOULD use the list of similarities and differences to help to write a comparison of the two characters; and</p> <p>COULD identify what you think the key difference between Oliver and Stacey is.</p> <p>Activity: Recap prior learning, re-read text, create list of similarities and differences between Oliver and Stacey, compare and contrast the characters.</p> <p>Resources: Lesson slides, video</p>	<p><u>L.O. To roughly plan a diary entry</u></p> <p>MUST make a list of key events;</p> <p>SHOULD keep the list in chronological order; and</p> <p>COULD infer what thoughts and emotions Stacey de Lacey would have been having during each key event.</p> <p>Activity: Inferring thoughts and emotions starter activity, read text, create chronological list of key events, create list of emotions at key events.</p> <p>Resources: lesson slides, video</p>	<p><u>L.O. To draft a diary entry</u></p> <p>MUST write in the first person and the past tense;</p> <p>SHOULD record key events in chronological order and include what thoughts and emotions Stacey de Lacey would have been having during each key event; and</p> <p>COULD write successfully in character using language that Stacey de Lacey might use.</p> <p>Activity: recap features of a diary entry, re-read text, draft diary entry</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 consistently used the first person and past tense and that everything is in chronological order; and</p> <p>COULD improve your word choices – have you captured the character of Stacey de Lacey?</p> <p>Activity: first person pronouns starter activity, editing and improving, reflecting on writing journey</p> <p>Resources: lesson slides, video</p>
Maths	<p><u>L.O. To identify unit and non-unit fractions</u></p> <p>MUST explain what numerators and denominators are;</p>	<p><u>L.O. To explore different representations of fractions</u></p> <p>MUST describe similarities and differences in fractions;</p> <p>SHOULD use vocabulary linked</p>	<p><u>L.O. To understand and identify tenths</u></p> <p>MUST understand how to count tenths;</p> <p>SHOULD recognise how tenths</p>	<p><u>L.O. To count in tenths</u></p> <p>MUST count up and down in tenths;</p> <p>SHOULD explore what happens when counting past 10/10;</p>	<p>Arithmetic / times tables focus</p> <p><u>L.O. To develop arithmetic skills</u></p> <p>Activity: Starter: 9 times tables, Arithmetic Spring 2 2nd</p>

	<p>SHOULD explain similarities and differences between unit and non-unit fractions; COULD use maths vocabulary accurately when talking about fractions.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>to fractions; COULD identify different ways to group fractions.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>are linked to dividing one whole into 10 equal parts; COULD represent tenths in different ways.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>COULD begin to identify fractions over 1 whole.</p> <p>Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS</p>	<p>attempt</p> <p>Resources: Rising Stars Year 4 Arithmetic Spring Test 2 – Second Attempt (score will be recorded)</p> <p>Please practice your times tables on TTRS</p>
Guided Reading	<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: PDF Lesson Text: The Fat Man (PDF)</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: PDF Lesson Text: The Fat Man (PDF)</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To make inferences based on evidence from the text</u></p> <p>Activity: 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>Resources: PDF Lesson Text: The Fat Man (PDF)</p>	<p>No video or live lesson for this session. PDF only</p> <p><u>L.O. To use evidence from the text to visualise a character</u></p> <p>Activity: Scan the text. Use evidence from the text to draw the Fat Man.</p> <p>Resources: PDF Lesson Text: The Fat Man (PDF)</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>
Science	<p><u>L.O. To investigate insulators and conductors</u></p> <p>Starter: Odd One Out – Battery Bonanza. Which battery is the odd one out and why.</p> <p>Learn what an electrical conductor and an electrical insulator are. Investigate to see which materials are insulators and which are conductors.</p>				

	Lesson Video: https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t?step=2&activity=video				
P.E.		<u>Screen Free Afternoon</u> Create a ten-minute workout using ideas from Mrs Helps, Sportacus, Joe Wicks or anywhere else. Include exercises for the arms, legs and core. Make sure you write the workout down. Can you show someone in your bubble your workout and get them to join in.		Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.	
Computing	Log in to Code.org for this week's coding challenge: https://studio.code.org/join This week's section code: LZYSGD				
Foundation subjects		<u>Screen Free Afternoon</u> Using your favourite Babcockspelling strategy, practise this week's spellings. Try to use each word in an ambitious sentence. guide guitar guard guidebook guest guardian guarantee guess	<u>Geography</u> <u>L.O. To identify the counties and settlements local to me</u> MUST know what a county is; SHOULD identify the counties around London; COULD locate examples of different types of settlement in South East England; and MASTERY consider how settlements can change over time.	<u>History</u> <u>L.O. To understand the reasons why the Romans wanted to conquer Britain</u> MUST consider practical reasons such as what Britain had to offer; SHOULD consider tactical reasons such as how it showed Rome's power; and COULD explain what you think the most important cause was.	<u>Music</u> <u>L.O. To understand how rhythm affects musical mood and movement</u> Children will be using BBC Musical Menu to develop knowledge and understanding of rhythm. Activity: Watch video about rhythm and pulse. Then look at how rhythm and pulse affect movement. Resources: BBC Musical Menu

			<p>Resources: lesson PDF</p> <p>Activities: recap prior learning, define county, find and label on a map London and its surrounding counties, find other cities, towns and villages on a map of SE England.</p> <p><u>French</u></p> <p><u>L.O. To introduce and describe yourself in French</u></p> <p>This afternoon, please work your way through the first Oak National Academy video lessons in the unit C'est Moi!</p> <p>You will recap how to introduce yourself and learn how to describe yourself in French in the first lesson.</p> <p>https://classroom.thenational.academy/lessons/introducing-and-describing-yourself-in-french-6hh62r</p>	<p>Resources: lesson PDF</p> <p>Activities: consider reasons for invasions, watch video, read through slides, create mind map or bullet point list of reasons for why the Romans invaded Britain, evaluate the importance of those reasons</p> <p><u>French</u></p> <p><u>L.O. To count to 12 and say your age in French</u></p> <p>This afternoon, please work your way through the second Oak National Academy video lessons in the unit C'est Moi!</p> <p>You will recap counting to 12 and learn how to say your age in French in the second lesson.</p> <p>https://classroom.thenational.academy/lessons/counting-to-12-and-saying-your-age-cmv6ae</p>	<p>https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk</p>
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