

**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 describe a setting</u></b></p> <p><b>MUST</b> use expanded noun phrases to describe a setting;  <b>SHOULD</b> use the five senses to describe a setting; and  <b>COULD</b> include figurative language to add depth to the imagery you create by your description.</p> <p><b>Activity:</b> Expanded noun phrase starter, descriptive notes (5 senses), descriptive sentences (expanded noun phrases and figurative language)</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. To make inferences about a character from an image</u></b></p> <p><b>MUST</b> think about who the people in the painting are;  <b>SHOULD</b> think about why they are at the docks; and  <b>COULD</b> create a back-story for the character.</p> <p><b>Activity:</b> Inference starter, consider people in forefront of painting, focus on one person, make inferences about character</p> <p><b>Resources:</b> Lesson slides, video</p>	<p><b><u>L.O. To plan a short story</u></b></p> <p><b>MUST</b> consider what happened to your character on the day they went to the docks;  <b>SHOULD</b> consider who else is involved and how they are involved; and  <b>COULD</b> consider how you want your story to end.</p> <p><b>Activity:</b> Story mountain starter, plan opening, build-up, dilemma, resolution, ending, plenary</p> <p><b>Resources:</b> lesson slides, video</p>	<p><b><u>L.O. To draft a short story</u></b></p> <p><b>MUST</b> use your plan as the foundation for your short story;  <b>SHOULD</b> use the third person voice and past verb tense consistently; and  <b>COULD</b> use correct punctuation for speech.</p> <p><b>Activity:</b> how to write speech starter, draft opening, build-up, dilemma, resolution, ending, self-assessment</p> <p><b>Resources:</b> lesson slides, video</p>	<p><b><u>L.O. To edit and improve your short story</u></b></p> <p><b>MUST</b> ensure you have used the correct punctuation and have corrected any spelling mistakes;  <b>SHOULD</b> ensure you have consistently used the third person and past tense; and  <b>COULD</b> improve your word choices – can you use figurative language to add depth?</p> <p><b>Activity:</b> editing and improving, reflecting on writing journey</p> <p><b>Resources:</b> lesson slides, video</p>
<b>Maths</b>	<p><b><u>L.O. To investigate equivalent fractions</u></b></p> <p><b>MUST</b> understand what is meant by equivalent;  <b>SHOULD</b> compare two fractions and explain similarities and differences;  <b>COULD</b> find different ways to represent fractions.</p>	<p><b><u>L.O. To develop my understanding of equivalent fractions</u></b></p> <p><b>MUST</b> use a number line to understand fractions;  <b>SHOULD</b> compare unit fractions on a number line;  <b>COULD</b> use a systematic approach to problem solving</p>	<p><b><u>L.O. To compare fractions</u></b></p> <p><b>MUST</b> find fractions equivalent to <math>\frac{1}{2}</math> ;  <b>SHOULD</b> explore how to find more than two equivalent fractions;  <b>COULD</b> identify misconceptions when comparing fractions.</p> <p><b>Activity:</b> White Rose Hub</p>	<p><b><u>L.O. To calculate equivalent fractions</u></b></p> <p><b>MUST</b> use diagrams to spot patterns in equivalent fractions;  <b>SHOULD</b> use my knowledge of multiplication and division to find equivalent fractions;  <b>COULD</b> find multiple (more than one) answers to a question.</p>	<p>Arithmetic / times tables focus</p> <p><b><u>L.O. To develop arithmetic skills</u></b></p> <p><b>Activity:</b> Arithmetic Spring 3 1st attempt</p> <p><b>Resources:</b> Rising Stars Year 4 Arithmetic Spring Test 3 – First Attempt (score will not be</p>

	Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS	involving fractions. Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS	questions on PDF/Video Lesson/Live Lesson - TEAMS	Activity: White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS	recorded) Please practice your times tables on TTRS
<b>Guided Reading</b>	<b>No video or live lesson for this session. PDF only</b> <b><u>L.O. To explore vocabulary and its meaning</u></b> <b>Activity:</b> identify and attempt to define unknown words; and answer vocabulary questions. <b>Resources:</b> PDF Lesson <b>Text:</b> Enormous Eruptions (PDF)	<b>No video or live lesson for this session. PDF only</b> <b><u>L.O. To retrieve information from the text</u></b> <b>Activity:</b> Recap text; answer retrieval questions based on the text. <b>Resources:</b> PDF Lesson <b>Text:</b> Enormous Eruptions (PDF)	<b>No video or live lesson for this session. PDF only</b> <b><u>L.O. To explore vocabulary and make inferences</u></b> <b>Activity:</b> identify and attempt to define unknown words; and answer vocabulary/inference questions. <b>Resources:</b> PDF Lesson <b>Text:</b> Volcanoes of the World(PDF)	<b>No video or live lesson for this session. PDF only</b> <b><u>L.O. To summarise information from the text.</u></b> <b>Activity:</b> Summarise information from the text through retrieval style questions. <b>Resources:</b> PDF Lesson <b>Text:</b> Volcanoes of the World(PDF)	<b>Reading for pleasure</b> Choose a book to read to a grown up. Remember to make a note of what you've read in your reading journal.
<b>Science</b>					
<b>P.E.</b>		<b><u>Screen Free Afternoon</u></b> Create a dance routine to your favourite song. Think about the tempo, dynamics and rhythm and try to choreograph your moves to complement the music and lyrics.		Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.	
<b>Computing</b>					
<b>Foundation subjects</b>	<b>Art</b> <b><u>L.O. To closely examine a painting</u></b>	<b>Screen Free Afternoon</b> Using your favourite Babcockspelling strategy,	<b>DT</b> <b><u>L.O. To experiment with different ways of joining</u></b>	<b>DT</b> <b><u>L.O. To design a model cargo ship</u></b>	<b>DT</b> <b><u>L.O. To create a model cargo</u></b>

	<p>Explore Men of the Docks painting by George Bellows.</p> <p>Explore the history of the painting, where the painting is set and the story behind the painting, as well as the style of the artist.</p> <p><b>Activity:</b> zoom in on an area of the painting and recreate it filling in finer details using your imagination</p> <p><b>Resources:</b> Lesson slides (pdf), live lesson</p>	<p>practise this week's spellings. Try to use each word in an ambitious sentence.</p> <p>mixture adventure capture feature moisture nature picture vulture</p>	<p><b>cardboard</b></p> <p>Explore different ways of joining cardboard together.</p> <p><b>Activity:</b> Practise skills in preparation for making model later in the week.</p> <p><b>Resources:</b> lesson slides, live meeting, cardboard, glue, scissors, sticky tape</p>	<p>Explore different types of cargo ships, layout and loading style.</p> <p>Sketch different styles of cargo boats to better understand their use, look and design.</p> <p>Understanding materials available to choose a suitable design for model cargo ship.</p> <p><b>Activity:</b> Design (draw and label a model cargo ship)</p> <p><b>Resources:</b> Lesson slides (pdf), live lesson</p>	<p><b>ship</b></p> <p>Using your plan from yesterday and the skills learned on Wednesday, your task is to build a model cargo ship from recycled or reused materials.</p>
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