

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 |
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| English | <p><u>L.O. To consider arguments for and against</u></p> <p>MUST read the text carefully;</p> <p>SHOULD consider why you think Cliff should stay or go; and</p> <p>COULD consider things from Cliff's point of view – what reasons might he be thinking of whether to stay or go?</p> <p>Activity: for and against starter; read text; identify reasons for and against Cliff going to the Hallowed Shallows.</p> <p>Resources: Lesson slides, video</p> | <p><u>L.O. To draft a note to convince Cliff to go to the Hallowed Shallows</u></p> <p>MUST use the arguments for which you identified yesterday;</p> <p>SHOULD use persuasive techniques; and</p> <p>COULD use appropriate literary devices such as rhetorical questions.</p> <p>Activity: ethos, logos, pathos starter; recap text; draft note to convince Cliff to go; make 3 improvements.</p> <p>Resources: Lesson slides, video</p> | <p><u>L.O. To draft a note to convince Cliff to settle</u></p> <p>MUST use the arguments against which you identified on Monday;</p> <p>SHOULD use persuasive techniques; and</p> <p>COULD use appropriate literary devices such as rhetorical questions.</p> <p>Activity: rhetorical questions starter; recap text; draft note to convince Cliff to settle; make 3 improvements.</p> <p>Resources: Lesson slides, video</p> | <p><u>L.O. To write in character as Cliff</u></p> <p>MUST write in the first person;</p> <p>SHOULD consider what decision Cliff should make giving clear reasons why; and</p> <p>COULD capture Cliff's character in your writing style.</p> <p>Activity: first person pronouns starter; recap text; draft response note in character as Cliff; make 3 improvements.</p> <p>Resources: lesson slides, video</p> | <p><u>L.O. To write a reasoned discussion</u></p> <p>MUST give reasons for and against Cliff leaving and state which he should do;</p> <p>SHOULD write in the third person and in formal language; and</p> <p>COULD</p> <p>Activity: third person pronouns starter activity; formal language starter activity; draft reasoned discussion; make 3 improvements.</p> <p>Resources: lesson slides, video</p> |
| Maths | <p><u>L.O. To identify fractions greater than 1</u></p> <p>MUST use diagrams to show that fractions can be split into wholes and parts;</p> <p>SHOULD add equal parts to make one whole;</p> <p>COULD explain how to convert between improper</p> | <p><u>L.O. To count in fractions</u></p> <p>MUST use a number line to help with counting in fractions;</p> <p>SHOULD add and subtract fractions greater than one whole (1);</p> <p>COULD explain and correct mistakes when counting fractions.</p> | <p><u>L.O. To add fractions</u></p> <p>MUST add fractions with the same denominator;</p> <p>SHOULD add more than two fractions together;</p> <p>COULD identify misconceptions when adding fractions.</p> <p>Activity/Resources: White Rose Hub questions on PDF/Video</p> | <p><u>L.O. To add more than two fractions</u></p> <p>MUST identify when an answer gives an improper fraction;</p> <p>SHOULD use known facts such as number bonds to add fractions efficiently;</p> <p>COULD know when you have found all possible solutions to a</p> | <p>Arithmetic / times tables focus</p> <p><u>L.O. To develop arithmetic skills</u></p> <p>Activity: Column Subtractions starter. Arithmetic Spring 3 2nd attempt</p> <p>Resources: Rising Stars Year 4 Arithmetic Spring Test 3 – 2nd</p> |

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| | fractions and mixed numbers. Activity/Resources : White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS | Activity/Resources : White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS | Lesson/Live Lesson - TEAMS | number problem. Activity/Resources : White Rose Hub questions on PDF/Video Lesson/Live Lesson - TEAMS | Attempt (score will be recorded) Please practice your times tables on TTRS |
| Guided Reading | No video or live lesson for this session. PDF only <u>L.O. To explore vocabulary and its meaning</u> Activity: identify and attempt to define unknown words; and answer vocabulary questions. Resources: PDF Lesson Text: Vlad the Drac Ch. 2 (PDF) | No video or live lesson for this session. PDF only <u>L.O. To retrieve information from the text</u> Activity: Recap text; answer retrieval questions based on the text. Summarise chapter. Resources: PDF Lesson Text: Vlad the Drac Ch. 2 (PDF) | No video or live lesson for this session. PDF only <u>L.O. To make inferences based on evidence from the text</u> Activity: answer inference questions; predict what happens next. Resources: PDF Lesson Text: Vlad the Drac Ch. 2 (PDF) | No video or live lesson for this session. PDF only <u>L.O. To give a detailed explanation based on evidence from the text</u> Activity: explain why Vlad is unhappy with his nickname; suggest alternative nicknames. Resources: PDF Lesson Text: Vlad the Drac Ch. 2 (PDF) | Reading for pleasure Choose a book to read to a grown up. Remember to make a note of what you've read in your reading journal. |
| Science | <u>Science:</u> To identify the <u>properties of solids, liquids and gases</u> Starter: Zoom Out: White Crystals – what are these? In this lesson, we will learn about the three states of matter, the properties of each state of matter and how to identify which state of matter a substance is in. Activity: identifying different materials as solid, liquid or gas Resources: Lesson slides (pdf), live lesson, Oak | | | | |

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| | Academy Lesson https://classroom.thenational.academy/lessons/what-are-the-properties-of-solids-liquids-and-gases-6gv30d | | | | |
| P.E. | | <p><u>Screen Free Afternoon</u> Close up art</p> <p>Can you find something to do a detailed, close-up sketch of a small object. Try to make your sketch fill the paper you are drawing on.</p> <p>Ideas: hand, eye, leaf, flower, apple, pocket-sized teddy bear, shell etc.</p> | | Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS. | |
| Computing | | | | <p><u>Computing</u> <u>L.O. To complete an hour of code</u></p> <p>Complete this week's coding challenge at code.org.</p> <p>https://studio.code.org/join/LZYSGD</p> | |
| Foundation subjects | | <p><u>Screen Free Afternoon</u> Using your favourite Babcockspelling strategy, practise this week's spellings (homophones). Try to use each word in an ambitious sentence.</p> <p>peace piece main mane fare</p> | <p><u>History</u> <u>L.O. To understand the reasons why the Romans wanted to conquer Britain</u></p> <p>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.</p> | <p><u>French</u> <u>L.O. To say the months of the year in French</u> <u>L.O. To say which month your birthday is in in French</u></p> <p>The third and fourth lessons in the unit 'C'est Moi!'.</p> <p>In the third lesson, we will learn the months of the year in French.</p> | <p><u>Music</u> <u>L.O. To understand how rhythm affects musical mood and movement</u></p> <p>Children will be using BBC Musical Menu to develop knowledge and understanding of dynamics.</p> <p>Activity: Watch video about dynamics. Then look at how dynamics affect mood or tell a</p> |

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| | | fair | <p>Activity: Explain reasons why the Romans invaded Britain and which reasons you think were most important</p> <p>Resources: Lesson slides (pdf), live lesson</p> | <p>In the fourth lesson, we will learn how to say which month our birthday is in in French.</p> <p>Lesson links:</p> <p>Lesson 3 - To say the months of the year in French</p> <p>Lesson 4 - To say which month your birthday is in in French</p> | <p>story.</p> <p>Resources: Lesson slides (pdf), Live lesson, BBC Ten Pieces Musical Menu Lesson videos</p> <p>https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk</p> |
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