

**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><b><u>L.O. To identify key events from the perspective of Iris</u></b></p> <p><b>MUST</b> make a list of key events which happen to Iris;</p> <p><b>SHOULD</b> keep the list in chronological order; and</p> <p><b>COULD</b> infer what thoughts and emotions Iris would have been having during each key event.</p> <p><b>Activity:</b> inferring emotions starter activity; read text; identify key events in chronological order; infer emotions felt by characters during key events</p> <p><b>Resources:</b> Lesson slides, video</p> | <p><b><u>L.O. To draft a diary entry</u></b></p> <p><b>MUST</b> write in the first person and the past tense;</p> <p><b>SHOULD</b> record key events in chronological order and include what thoughts and emotions Iris would have been having during each key event; and</p> <p><b>COULD</b> write successfully in character using language that Iris might use.</p> <p><b>Activity:</b> features of a diary entry starter activity; draft diary entry.</p> <p><b>Resources:</b> Lesson slides, video</p> | <p><b><u>L.O. To edit and improve your diary entry</u></b></p> <p><b>MUST</b> ensure you have used the correct punctuation and have corrected any spelling mistakes;</p> <p><b>SHOULD</b> ensure you have consistently used the first person and past tense and that everything is in chronological order; and</p> <p><b>COULD</b> improve your word choices – have you captured the character of Iris?</p> <p><b>Activity:</b> precise vocabulary starter activity; editing and improving diary entry; reflection on writing journey.</p> <p><b>Resources:</b> Lesson slides, video</p> | <p><b><u>L.O. To retrieve and infer information about a character from the text</u></b></p> <p><b>MUST</b> consider description in the text to learn about a character;</p> <p><b>SHOULD</b> make inferences about personality from a character's choices and actions; and</p> <p><b>COULD</b> record information in an appropriate medium.</p> <p>Activity: read text; create mind-map of elements of Cliff's appearance and personality.</p> <p>Resources: lesson slides, video</p> | <p><b><u>L.O. To create a character profile of Cliff</u></b></p> <p><b>MUST</b> write in the third person;</p> <p><b>SHOULD</b> describe Cliff's appearance using expanded noun phrases and interesting adjectives; and</p> <p><b>COULD</b> describe Cliff's personality based on the inferences you have made from his choices and actions.</p> <p>Activity: features of a character profile starter activity; expanded noun phrase starter activity; draft character profile of Cliff; edit and improve.</p> <p>Resources: lesson slides, video</p> |
| Maths   | <p><b><u>L.O. To subtract fractions</u></b></p> <p><b>MUST</b> subtract fractions with the same denominator;</p> <p><b>SHOULD</b> use different pictorial representations (diagrams) to subtract fractions;</p>   | <p><b><u>L.O. To subtract two fractions</u></b></p> <p><b>MUST</b> identify synonyms for subtract, such as take away and difference;</p> <p><b>SHOULD</b> use partitioning to help with subtraction ;</p> <p><b>COULD</b> find multiple solutions</p>  | <p><b><u>L.O. To subtract fractions from whole amounts</u></b></p> <p><b>MUST</b> use models to help subtract fractions;</p> <p><b>SHOULD</b> convert (change) between improper fractions and mixed numbers;</p>   | <p><b><u>L.O. To calculate fractions of amounts</u></b></p> <p><b>MUST</b> use grouping to divide;</p> <p><b>SHOULD</b> use times tables to find fraction of amounts;</p>   | <p>Arithmetic / times tables focus</p> <p><b><u>L.O. To develop arithmetic skills</u></b></p> <p><b>Activity:</b> Column Subtractions starter. Arithmetic Spring 4 1st attempt</p> <p><b>Resources:</b> Rising Stars Year 4</p>   |

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|                              | <p>COULD identify misconceptions when adding fractions.</p> <p><b>Activity/Resources :</b> White Rose Hub fluency, reasoning and problem solving questions on PDF/Video Lesson/Live Lesson - TEAMS</p>  | <p>to a calculation.</p> <p><b>Activity/Resources:</b> White Rose Hub fluency, reasoning and problem solving questions on PDF/Video Lesson/Live Lesson - TEAMS</p>  | <p>COULD identify and explain misconceptions when subtracting fractions from whole numbers.</p> <p><b>Activity/Resources:</b> White Rose Hub fluency, reasoning and problem solving questions on PDF/Video Lesson/Live Lesson - TEAMS</p>   | <p>COULD explain why we use division to find fractions of amounts.</p> <p><b>Activity/Resources:</b> White Rose Hub fluency, reasoning and problem solving questions on PDF/Video Lesson/Live Lesson - TEAMS</p>   | <p>Arithmetic Spring Test 4 – 1st Attempt (score will not be recorded)</p> <p>Please practice your times tables on TTRS.</p>                        |
| <p><b>Guided Reading</b></p> | <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> Scan for words, read text, identify and attempt to define unknown words; and answer vocabulary questions.</p> <p><b>Resources:</b> PDF Lesson<br/><b>Text:</b> Pompeii PDF</p>   | <p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To retrieve information and infer from the text</u></b></p> <p><b>Activity:</b> Recap text; answer retrieval and inference questions based on the text.</p> <p><b>Resources:</b> PDF Lesson<br/><b>Text:</b> Pompeii PDF</p> | <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> Scan for words, read text, identify and attempt to define unknown words; and answer vocabulary questions. Identify text type.</p> <p><b>Resources:</b> PDF Lesson<br/><b>Text:</b> Mount St Helens PDF</p> | <p><b>No video or live lesson for this session. PDF only</b></p> <p><b><u>L.O. To retrieve information, explain and infer from the text</u></b></p> <p><b>Activity:</b> Recap text; answer retrieval and inference questions based on the text.</p> <p><b>Resources:</b> PDF Lesson<br/><b>Text:</b> Mount St Helens 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> |
| <p><b>Science</b></p>        | <p><b><u>Science: To observe how particles behave in solids, liquids and gases</u></b></p> <p>Starter: What if...? What if water couldn't freeze?<br/>Discuss.</p> <p>How do particles behave inside solids, liquids and gases?</p> <p><b>Activity:</b> Explore: What is a particle?; how particles are arranged and behave; how scientists represent particles in diagrams in different ways</p> |   |   |  |   |

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|                  | <p>depending on the state of matter.</p> <p><b>Activity:</b> discuss starter, independent: Intro quiz, Oak Academy lesson (including worksheets), exit quiz.</p> <p><b>Resources:</b> Lesson slides (pdf), live lesson, Oak Academy Lesson</p> <p><a href="https://classroom.thenational.academy/lessons/how-do-particles-behave-inside-solids-liquids-and-gases-68wp2c">https://classroom.thenational.academy/lessons/how-do-particles-behave-inside-solids-liquids-and-gases-68wp2c</a></p> |   |  |  |  |
| <b>P.E.</b>      |   | <p><b><u>Screen Free Afternoon</u></b></p> <p>Clapping challenge...</p> <p>Practise throwing a tennis ball (or other small ball) in the air and catching it again.</p> <p>Once you are confident with throwing and catching, see how many times you can clap when the ball is in the air before you catch it again.</p> <p>How many can you do? What strategies are effective?</p> <p>And / or</p> <p>Design a new front cover for your favourite book.</p> |  | <p>Sportacus Online Exercises and/or Mrs Helps PE suggestions. Information/links to be uploaded to TEAMS.</p> <p>You can email photos of you keeping healthy to Mrs Helps at: <a href="mailto:keepinghealthy@montbelle.org.uk">keepinghealthy@montbelle.org.uk</a></p> |  |
| <b>Computing</b> |   |   |  | <p><b><u>Computing</u></b></p> <p><u>L.O. To complete an hour of code</u></p> <p>Complete this week's coding challenge at code.org.</p>  |  |

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|                     |  |  |  | https://studio.code.org/join/JV DHTN   |  |
| Foundation subjects |  | <p><b>Screen Free Afternoon</b><br/>Using your favourite Babcockspelling strategy, practise this week's spellings (homophones). Try to use each word in an ambitious sentence.</p> <p>international<br/>intergalactic<br/>intertwine<br/>intercept<br/>antidote<br/>antihero</p> | <p><b>Geography: To know what deforestation is and understand the causes of it</b></p> <p><b>MUST know what deforestation means; SHOULD understand the causes of deforestation; and COULD consider some of the possible consequences of deforestation.</b></p> <p><b>Activity:</b> what is deforestation / what causes deforestation cold task; Amazon rainforest quiz; time lapse video; comparing maps over time to see what deforestation looks like; looking at recent data re deforestation of Amazon rainforest; causes of deforestation; write explanation about deforestation and its causes</p> <p><b>Resources:</b> Lesson slides (pdf), live lesson</p> | <p><b>RE: To understand the Eightfold Path</b></p> <p>Complete the third lesson in the Buddhism sequence at Oak National Academy.</p> <p>This lesson teaches us about the Eightfold Path.</p> <p>After you have completed the lesson, try to design a poster which shows the Eightfold Path – in Buddhist imagery, it is often shown as a wheel.</p> <p><b>Lesson links:</b></p> <p><a href="#">Introductory recap quiz</a></p> <p><a href="#">Lesson video</a></p> <p><a href="#">Plenary exit quiz</a></p> | <p><b>PSHE</b><br/><b>PSHE: To understand that emotions play an important role in our mental health and wellbeing</b></p> <p>Children will be exploring feelings and emotions and how these feelings and emotions change throughout the day. Emotions can be affected by things around us.</p> <p><b>Activity:</b> discuss how other people might feel in different situations; share ideas and identify how we can affect our emotions for the better.</p> <p><b>Resources:</b> Lesson slides (pdf), Live lesson.</p> |