

Year 4 Teacher Planner-Week3

	Monday	Tuesday	Wednesday	Thursday	Friday
SPaG session 20 minutes	<p>To be able to use adverbs</p> <p>Children to watch the clip below on adverbs.</p> <p>https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgs_gxfr</p> <p>Children to be given some sentences on their English section. They are to add adverbs in the correct place to improve the sentences.</p>	<p>To be able to punctuate speech</p> <p>Children to answer a multiple choice quiz. They will need to pick the correct answers that show how speech is used correctly.</p> <p>This can be found on Onenote.</p>	<p>To be able to use fronted adverbials</p> <p>Watch the clip on BBC Bitesize that explains fronted adverbials.</p> <p>https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3</p> <p>Complete the simple sentences by adding fronted adverbials.</p>	<p>To be able to use fronted adverbials</p> <p>Children to look at sentences/paragraph that contain fronted adverbials.</p> <p>Can they highlight them and check they have been used correctly?</p> <p>*Children to check three sentences. **Children to check five sentences. ***Children to check a small paragraph and suggest new fronted adverbials to add to the paragraph.</p>	<p>To be able to edit my work</p> <p>Watch the video of Mrs Boardman explaining how to edit and improve our work. Children to use this time to read their plan again and decide what they want to include in their story today.</p>
Writing session 45 minutes	<p>To write a character description using expanded noun phrases and apostrophes for possession</p> <p>Following Friday's lesson when we wrote a setting description we are now going to use those skills to write a villain for our</p>	<p>To be able to plan a three part story</p> <p>Children will plan their three part story using the planning question sheet on One Note so they are ready to write their</p>	<p>To be able to write a short story</p> <p>Watch the video with Mrs Boardman. How can we open our story? Children to focus on the opener and how the characters become aware that someone is missing.</p>	<p>To be able to write a short story</p> <p>Watch the video of Mrs Boardman detailing how to write the problem/middle of the story.</p>	<p>To be able to write a short story</p> <p>Watch the video of Mrs Boardman introducing how to write the rest of the story. How will our problem be solved? How will the story end?</p>

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	<p>three part story. Children to watch clip of Mrs Boardman describing her villain using expanded noun phrases and apostrophes.</p> <p>Children to write a character description on their villain ready to add to their story.</p> <p>*To write a short description with expanded noun phrases **To write a description with expanded noun phrases and apostrophes for possession ***To write a description with expanded noun phrases, apostrophes for possession and similes/metaphors.</p> <p>PP Audio Feedback</p>	<p>story. You can type your answers over the boxes if you double click.</p> <p>SEN audio feedback</p>	<p>*Children to begin to write their story opener. **To write the story opener using expanded noun phrases and correct punctuation. ***To write their opener using expanded, noun phrases, speech and fronted adverbials</p> <p>Audio feedback.</p>	<p>Children to focus on meeting the villain and finding out the problem.</p> <p>*Children to write their story problem (middle). **To write their problem (middle of the story) using noun phrases and correct punctuation. ***To write their story problem (middle) using expanded, noun phrases, speech and fronted adverbials.</p>	<p>*Children to write their story ending. **Children to write the story ending using noun phrases and correct punctuation. ***To write their ending using expanded, noun phrases, speech and fronted adverbials.</p> <p>Written feedback</p>
<p>Maths session 45 minutes</p>	<p>Recap lesson – Multiply a two digit number by a one digit number</p> <p>Tch made video to consolidate TUXU formal compact method. Teaching to go over the layout and the method to ensure pupils fully grasp. * Mark Mrs Barrott's work on One Note. If they are wrong –</p>	<p>To multiply three digits by 1 digit</p> <p>Watch White Rose video https://vimeo.com/492456871</p> <p>* Complete questions 1 and 2. Use your multiplication square</p>	<p>To divide 2 digit by 1 recap (practical) no remainder</p> <p>Watch White Rose video https://vimeo.com/492601303</p> <p>* Complete questions 1-3 ** Complete questions 1-6 *** . Complete 1-6 and the challenge question 7.</p>	<p>To divide 2 digit by 1 no remainders</p> <p>Watch White Rose video https://vimeo.com/497573248 (You may not need to watch all the video today – see below)</p> <p>* Watch video up to 4m 28 secs and complete questions 1-3</p>	<p>To divide 2 digit by 1 recap remainders</p> <p>Watch White Rose video https://vimeo.com/497601665</p> <p>* Complete questions 1-3 ** Complete questions 1-5 *** Complete all the questions.</p>

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	<p>can they explain what she has done wrong?</p> <p>** Complete task on Mathletics (needs setting –multiply 1 digit number)</p> <p>*** In addition complete reasoning and problem solving tasks on one note.</p> <p>SEN Audio Feedback</p>	<p>(in the contents library) to help with your facts. If you do not feel confident with three digit x one digit. Keep practicing two digit x one digit (as yesterday)</p> <p>** Complete questions 1-5</p> <p>*** . Complete all questions on the sheer and additional challenge</p> <p>Challenge - Write down 5 multiplication calculations where the answer will have 2 ones.</p> <p>Written Feedback</p>	<p>PP sticker feedback.</p>	<p>** Watch up to 6m 30 secs and complete 1-8</p> <p>*** .Watch all of the video and complete 1-8 and the challenge – 9.</p> <p>Sticker Feedback</p>	
<p>Reading session 30 minutes</p>	<p>Myon/ Accelerated Reader Project set for over the 2 days to read and quiz on differentiated books (one book each day)</p> <p>Differentiated books</p> <p>* Henry Ford</p> <p>** Alexander Graham Bell</p> <p>*** The television</p>	<p>Myon/Accelerated Reader Project set for over the 2 days to read and quiz on differentiated books (one book each day)</p> <p>Differentiated books</p> <p>* The first cars</p> <p>** Communication Long Ago and today</p> <p>*** The Light Bulb</p>	<p>To be able to understand difficult vocabulary in a text</p> <p>Watch video of Mrs Boardman reading the text and discussing difficult vocabulary.</p> <p>Ask the children to answer find and copy questions linked to the vocabulary mentioned in the video.</p> <p>*To answer three find and copy questions</p>	<p>To be able to sequence events of a text</p> <p>Watch the video of Mrs Boardman introducing how to sequence events in a text.</p> <p>Children to order events of the story that are jumbled up.</p> <p>*Order three events</p> <p>** Order five events</p> <p>**Order five events and answer challenge question</p>	<p>To be able to explain character's feelings.</p> <p>Mrs Boardman to film a video explaining APE.</p> <p>Children to answer an APE question.</p> <p>*Children to choose the best answer from a set of example answers.</p> <p>**children to answer an APE question</p>

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			<p>** To answer 5 find and copy questions including questions such as find the word that is similar in meaning</p> <p>***Children to answer the challenge- Which word supports the fact the giant was in a rage?</p>	<p>using question opener – what happened next.</p> <p>Audio Feedback</p>	<p>***Children to answer an APE question and explain their opinion on the story.</p> <p>PP audio feedback</p>
Mental Maths 15 minutes	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p> <p>Sticker Feedback</p>	<p>TT Rockstars – Battle of the Bands 4B vs 4C</p> <p>Pupils will have today to earn as many points by playing garage, studio or sound check.</p>	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p>	<p>TT Rockstars – Sound check</p> <p>Ask the pupils to play as many games on sound check as possible. Pupils encouraged to send a picture of their best score.</p>	<p>Fluent in Five questions – Pupils to access Fluent in five page on one note where there is a forms for them to fill in their answer. Pupils to be encouraged to work out on paper. Forms will mark the questions and give feedback.</p>
Foundation session 45 minutes	<p>Geography – continents / world map skills. Can they identify continents?</p> <p>Which continent do they think most inventions come from?</p> <p>Research which country inventions come from and drag the images onto a world map.</p> <p>* Place 4 inventions on the world map</p> <p>** Place 8 inventions on the world map.</p> <p>***Add own inventions onto the world map.</p>	<p>History - To make a judgement based on evidence.</p> <p>Today we are going to look at evidence from the past to make a judgement on who we think should take credit for inventing the light bulb.</p> <p>What is the difference between</p>	<p>PSHE / Jigsaw – To understand how it feels and to talk about hopes and dreams.</p> <p>Today we are going to be thinking about our hopes and dreams for the future.</p> <p>Show picture of Michael Jordan.</p> <p>Get the pupils to watch the video of someone reading Salt in my Shoes. A book about Michael Jordan.</p> <p>https://m.youtube.com/watch?v=...</p>	<p>Computing - To understand how to keep safe on the internet.</p> <p>Today we will be reading a book called Oscar's Adventures in the Online World.</p> <p>Once they have read / listened to the book, pupils will need to complete the tasks below</p> <p>* complete the activities on One Note</p>	<p>PE</p> <p>School Games Jumping Challenge – Pupils to practise and record their best result for the following jumps: speed bounce, vertical jump, standing long jump.</p> <p>PE with Joe – pupils to access You Tube video of PE with Joe Wicks and complete the 30 minute workout.</p>

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	<p>Which continent did most of the inventions come from?</p> <p>Audio Feedback</p>	<p>fact and opinion? Explain.</p> <p>Discuss the word patent- A patent for an invention is granted by government to the inventor, giving the inventor the right to stop others, for a limited period, from making, using or selling the invention without their permission</p> <p>Pupils to watch the video about two inventors Edison and Swan https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item1052914/grade2/module1043858/index.html?source=search-all-all&source-keywords=swan</p> <p>Username: student35074 Password: griffin</p>	<p>h?feature=youtu.be&v=i_XgPEhk7Gc</p> <p>What really made his dream come true? Draw out that it is often hard work, perseverance that allow us to achieve our dreams rather than 'quick fixes'. Use Michael's story to introduce resilience and the importance of having a positive attitude to be resilient.</p> <p>What is their hopes and dreams for the future? How does it make them feel to have a dream?</p> <p>Task - to communicate their hopes and dreams * Draw a picture of a hope or dream they have. ** Draw a picture of a hope or dream they have and write sentences to explain what their hope or dream is. *** In addition to ** Write what they think they will need to do to achieve this hope or dream.</p> <p>Remind pupils to keep this work somewhere safe if they</p>	<p>** Create a poster teaching other children what you have learnt from this book.</p>	
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		<p>Who do they think should get the credit?</p> <p>Explain that we are going to sort some facts to help us answer two questions by sorting the facts based on whether they support Edison or Swan.</p> <p>* Sort facts for one of the questions and make a judgement.</p> <p>** Sort facts for both of the questions and make judgements.</p> <p>*** As above but create a presentation of their judgement. Choice of method.</p> <p>SEN audio feedback</p>	<p>have done it on paper as they will need it next week.</p> <p>Sticker Feedback</p>		
Independent Reading 15 minutes	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can concentrate on building reading stamina. Pupils to complete AR quiz if they finish.</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can concentrate on</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can concentrate on building reading stamina. Pupils to</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can concentrate on building reading stamina. Pupils to</p>	<p>Pupils to choose a book from home or a book from Myon to read. Pupils to be encouraged to find somewhere quiet to read where they can concentrate on building reading stamina. Pupils to</p>

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	Pupils to update their reading record on one note.	building reading stamina. Pupils to complete AR quiz if they finish. Pupils to update their reading record on one note.	complete AR quiz if they finish. Pupils to update their reading record on one note.	complete AR quiz if they finish. Pupils to update their reading record on one note.	complete AR quiz if they finish. Pupils to update their reading record on one note.
Spellings 10 minutes	To be able to spell year 3/4 words Children to be given next set of year 3/4 words. Ms Boardman to demonstrate on a video. Challenge use of the pronoun dis.	To be able to spell year 3/4 words Children to practise their spellings and be able to see their spellings whilst writing them out. They have 8 minutes to practise them.	To be able to spell year 3/4 words Children to practise their spellings and be able to see their spellings whilst writing them out. They have 8 minutes to practise them.	To be able to spell year 3/4 words Children to practise their spellings and be able to see their spellings whilst writing them out. They have 8 minutes to practise them.	To be able to spell year 3/4 words Children to be tested on their spellings.