

## Year 4 Teacher Planner-Week 4



	Monday	Tuesday	Wednesday	Thursday	Friday
SPaG session 20 minutes	<p><b>To use standard English correctly</b></p> <p>Watch the video clip below explaining standard English  <a href="https://www.bbc.co.uk/bitesize/articles/zp9jktz">https://www.bbc.co.uk/bitesize/articles/zp9jktz</a>                      Children to organise statements into two sections, standard English and non-standard English.                      *Children to organise three sentences.                      ***Children to organise all of the sentences into the different headings.                      ***Children to convert three non-standard English sentences into standard English.</p>	<p><b>To use standard English correctly</b></p> <p>Look at the multiple choice quiz on OneNote. Choose the answer that uses the correct standard English. The quiz will give you a mark at the end.</p>	<p><b>To use homophones correctly</b></p> <p>Children to watch the clip below  <a href="https://www.bbc.co.uk/bitesize/topics/zghpk2p/articles/z3cxrwx">https://www.bbc.co.uk/bitesize/topics/zghpk2p/articles/z3cxrwx</a>                      Children to answer the multiple choice quiz testing their knowledge on the use of their, they're and there.</p>	<p><b>To recognise the correct tense</b></p> <p>Children to watch the video below.  <a href="https://www.bbc.co.uk/bitesize/topics/zrqtfr/articles/z3dbg82">https://www.bbc.co.uk/bitesize/topics/zrqtfr/articles/z3dbg82</a>                      *Children to complete the activity under the video where they match the tense to the matching verb.                      **Children to complete the tense quiz under the video located if you click on the link above.                      ***Childre to look at the sentences and to say whether they are in the past, present or future tense.</p>	<p><b>To use homophones correctly</b></p> <p>Children to watch the clip below.  <a href="https://www.bbc.co.uk/bitesize/topics/zghpk2p/articles/zc84cwx">https://www.bbc.co.uk/bitesize/topics/zghpk2p/articles/zc84cwx</a>                      *Children to complete the activity under the video where they need to use the correct homophone.                      **Children to complete the homophone quiz under the video above.                      ***Children to complete the multiple choice quiz on OneNote.</p>
Writing session 45 minutes	<p><b>To be able to recognise key features of an explanation text</b></p> <p>Play the clip below  <a href="https://www.literacyshed.com/shirtmachine.html">https://www.literacyshed.com/shirtmachine.html</a>                      Play the clip and then watch the video below of Mrs</p>	<p><b>To be able to recognise key features of an explanation text</b></p> <p>Children to look at the selection of explanation texts (if you need a recap look back at yesterday's clip of Mrs Boardman</p>	<p><b>To be able to use open and closed questions to form an explanation</b></p> <p>Re-watch the clip of the Shirt machine  <a href="https://www.literacyshed.com/shirtmachine.html">https://www.literacyshed.com/shirtmachine.html</a></p>	<p><b>To be able to recognise imperative verbs</b></p> <p>Mrs Boardman to recap verbs and introduce imperative verbs in the video and the use for them in instructions and how it links to our</p>	<p><b>To be able to write a set of instructions</b></p> <p>Children to watch the video of Mrs Boardman explaining instructions and why we might want to include them in our final explanation linked to the shirt machine. Use the</p>

## Year 4 Teacher Planner-Week 4

	<p>Boardman discussing features in an explanation text.</p> <p>Children to explain the similarities the video has to an explanation text.</p> <p>*To explain three similarities the clip has to an explanation text.</p> <p>**To explain five similarities the clip has to an explanation text.</p> <p>***To be able to explain the similarities the clip has to an explanation text including commenting on language used.</p> <p>Children to watch plenary video of Mrs Boardman explaining the explanation features.</p>	<p>explaining the features of explanation texts). They are to write down their features and discuss why this makes them an explanation text.</p> <p>Watch the video of Mrs Boardman who will go through each text and discuss each of the text's features. Differentiation through the different texts.</p> <p>*Children to highlight/annotate the features of an explanation text.</p> <p>** Children to highlight/annotate the features of an explanation text.</p> <p>*** Children to highlight/annotate the features of an explanation text including commenting on language such as conjunctions and prepositions.</p> <p style="background-color: yellow;">Sticker feedback.</p>	<p>Children to watch Mrs Boardman explaining open and closed questions and why they are important to explanations. Explain our questions will help build our future explanation of the Shirt Machine.</p> <p>Children to sort open and closed questions into the two headings.</p> <p>Children can access the different levels of challenge on OneNote.</p> <p>*Children to punctuate open and closed questions.</p> <p>** Children to sort open and closed questions into the two categories.</p> <p>*** Children to write their own open ended and closed ended questions to ask the Uncle about the shirt machine.</p> <p>These questions will help formulate our subheadings for our explanation.</p> <p>Children to watch plenary video going through the answers.</p>	<p>explanation/ explanation texts on the OneNote English content library.</p> <p>Teacher to play Simon Says on pre-recorded video. Children to play the game and complete the following tasks.</p> <p>*Children to write down the imperative verbs Mrs Boardman uses in her set of instructions in the game.</p> <p>** Children to write down the imperative verbs Mrs Boardman uses and add them to their own sentences e.g. if they head insert in the video-children to add insert into their own sentences with as much detail as possible.</p> <p>***Children to look at a set of instructions for a simple task. First they must identify the imperative verbs then find synonyms for them e.g. put – synonym can be deposit/set/lay. Separate video for challenge three to explain synonyms and the importance of using specific technical verbs for instructions/explanations.</p> <p style="background-color: yellow;">SEND audio feedback</p>	<p>sentence as a starter 'Now, when he gets an idea for a new sort of shirt... pulls the giant power switch down into the on position.'</p> <p>*Children to order/sequence a set of instructions explaining how the shirt machine works. Instructions will already be written. Extension children to underline the imperative verbs.</p> <p>**Children to fill in missing details for a simple set of instructions for the shirt machine. Children will be reminded to add in expanded noun phrases and imperative verbs as a feature of instructions.</p> <p>***Children to write a set of their own instructions for the shirt machine.</p> <p>Teacher to add a plenary video discussing importance of detail and editing our work.</p> <p style="background-color: yellow; text-align: center;">Audio Feedback</p>
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## Year 4 Teacher Planner-Week 4



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<p>Maths session 45 minutes</p>	<p><b>To divide 2 digit numbers by one digit numbers where there is a remainder.</b></p> <p>Flashback 4 video to recap on previous learning. Tch to talk through the strategies and go over new vocab.</p> <p>Video to introduce the LO – to divide 2 digit numbers by one digit numbers with a remainder. Teacher to talk through the vocab for the lesson.</p> <p>Tasks available to complete on one note or they can print out the sheet *Pupils must complete questions 1-3 ** Pupils should complete questions 1-5 *** Pupils could complete questions 1-5 and the additional challenge question.</p>	<p><b>To divide 2 digit numbers by one digit numbers where there is a remainder.</b></p> <p>This is a recap lesson to address any misconceptions that have arisen from the previous days learning.</p> <p>Flashback 4 video to recap on previous learning. Tch to talk through the strategies and go over new vocab.</p> <p>Teacher video to model using the various virtual maths resources to support the understanding of division. Revise vocabulary.</p> <p>Tasks available to complete on one note or they can print out the sheet *Pupils must complete task 1</p>	<p><b>To divide 3 digit numbers by one digit numbers.</b></p> <p>Flashback 4 video to recap on previous learning. Tch to talk through the strategies and go over new vocab.</p> <p>Video to introduce dividing a three digit number. Make links between the previous work on two digit numbers. Model using the virtual resources used yesterday. Revise vocabulary</p> <p>Tasks available to complete on one note or they can print out the sheet *Pupils must complete questions using the pictorial representations (task 1) ** Pupils should complete task 1 and 2.</p>	<p><b>To divide 3 digit numbers by one digit numbers.</b></p> <p>Flashback 4 video to recap on previous learning. Tch to talk through the strategies and go over new vocab.</p> <p>This is a recap lesson to address any misconceptions that have arisen from the previous days learning.</p> <p>Tch to go over the methods / strategies taught yesterday. Remodel how to solve HTO divided by O using both place value grid and partitioning using a part whole model.</p> <p>Tasks available to complete on one note or they can print out the sheet *Pupils must complete questions using the pictorial representations (task 1) ** Pupils should complete task 1 and 2.</p>	<p><b>To solve correspondence problems</b></p> <p>Flashback 4 video to recap on previous learning. Tch to talk through the strategies and go over new vocab.</p> <p>Teacher to introduce what is meant by correspondence problems. Model solving questions from Power Maths. Teacher to reinforce vocabulary for the lesson.</p> <p>Tasks available to complete on one note or they can print out the sheet *Pupils must complete task 1 ** Pupils should complete tasks 1 and 2 *** Pupils could complete both tasks and the challenge.</p> <p>There is also a video to watch at the end of the lesson that explains the answers and methods.</p> <p style="text-align: right; background-color: #ffff00;">Sticker Feedback</p>

## Year 4 Teacher Planner-Week 4

	<p>There is also a video to watch at the end of the lesson that explains the answers and methods.</p> <p style="text-align: center;"><b>Written Feedback</b></p>	<p>** Pupils should complete tasks 1 and 2          *** Pupils could complete both tasks and the challenge.</p> <p>There is also a video to watch at the end of the lesson that explains the answers and methods.</p> <p style="text-align: center;"><b>SEND audio feedback</b></p>	<p>*** Pupils could complete both tasks and the challenge.</p> <p>There is also a video to watch at the end of the lesson that explains the answers and methods.</p>	<p>*** Pupils could complete both tasks and the challenge.</p> <p>There is also a video to watch at the end of the lesson that explains the answers and methods.</p> <p style="text-align: center;"><b>Audio Feedback</b></p>	
<p>Reading session 30 minutes</p>	<p><b>To be able to understand difficult vocabulary in a text</b></p> <p>Watch the video of Mrs Boardman reading the text. Look at the vocabulary highlighted in the text. Children are to then explain the definitions of the vocabulary. Watch the second clip of Mrs Boardman going through the definitions of each word.          *Children to find the definitions for four words.          **Children to find the definitions for five words.          ***Children to find all of the definitions for all of the words highlighted in the text. They are then to choose</p>	<p><b>To be able to explain the features of a text</b></p> <p>Watch the clip below of Mrs Boardman explaining the features of an explanation text. Children to read or watch the clip of Mrs Boardman reading the text. Children to list the features the text includes that would be expected in an explanation text.          *Children to list three features of an explanation text.          **List five features of an explanation text.          ***Children to use two stars and a wish to evaluate the text. Two</p>	<p><b>To be able to explain how the author engages the reader</b></p> <p>Children to re-read or watch the video of Mrs Boardman explaining the text which you can find on the WCR section in OneNote.          Watch the clip of Mrs Boardman discussing how authors can engage the reader. Children to write a sentence to suggest how the author of Until I met Dudley engages the reader.          *Children to tick the features they believe the</p>	<p><b>Myon/ Accelerated Reader</b>          Project set for over the 2 days to read and quiz on differentiated books (one book each day)          Differentiated books          * Buzz Beaker and the Super-Fast car          ** Cycling champion (over 2 days)          *** Blizzard – a survive story (over 2 days)</p>	<p><b>Myon/ Accelerated Reader</b>          Project set for over the 2 days to read and quiz on differentiated books (one book each day)          Differentiated books          * Buzz Beaker and the secret speed          ** Cycling champion (over 2 days)          *** Blizzard – a survive story (over 2 days)</p>

## Year 4 Teacher Planner-Week 4

	<p>three and add them to sentences.</p>	<p>features they think the explanation text uses well and one improvement the text can make.</p>	<p>author uses to engage the reader.                  **Children to focus on one feature that the author uses to engage the reader and explain why it does so.                  *** Children to focus on three features that the author uses to engage the reader and explain why they do so.</p> <p style="background-color: yellow;">PP audio feedback</p>		
<p>Mental Maths 15 minutes</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.                  Sticker Feedback</p>	<p>TT Rockstars – Battle of the Bands 4B vs 4C                  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                  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.                  PP sticker feedback</p>
<p>Foundation session 45 minutes</p>	<p><b>Jigsaw /PSHE</b>  <b>To know that sometimes our hopes and dreams cannot come true and to recognise how disappointment feels.</b></p> <p>Recap of the meaning of resilience from last week.</p>	<p><b>To create a simple circuit and experiment to see if I can affect the brightness of a bulb</b></p> <p>Video of Mr Nugent creating a circuit with the resources in school.</p>	<p><b>To identify electrical insulators and conductors</b></p> <p>Video of Mr Nugent discussing electrical conductors and insulators.</p>	<p><b>To explore the work of Pablo Picasso and the artistic movement of Cubism.</b></p> <p>Powerpoint voiceover of Picasso’s early life as well as brif intro to his blue period</p>	<p>To be active and stay fit                  PE weekly challenge                  PE with Joe</p>

## Year 4 Teacher Planner-Week 4

	<p>*Use scenario cards to think about how the people may feel and what they might do in that situation.</p> <p>**Use scenario cards to think about how the people may feel and what they might do in that situation. How could they overcome the hurt that this situation may have caused?</p> <p>***Use scenario cards to think about how the people may feel and what they might do in that situation. How could they overcome the hurt that this situation may have caused?</p> <p style="text-align: center;"><b>Sticker Feedback</b></p>	<p>Children <a href="#">Click on this link</a> to access a simulation to make a circuit which makes a bulb light up.</p> <p>* Use the components on the left hand side to create a circuit that lights up a bulb using wires, batteries, lightbulbs and a switch.</p> <p>** Use the components on the left hand side to create a circuit that lights up a bulb using wires, batteries, lightbulbs and a switch. How can you make the bulb brighter or dimmer?</p> <p>*** Use the components on the left hand side to create a circuit that lights up a bulb using wires, batteries, lightbulbs and a switch. Can you find more than one way to make the bulb brighter or dimmer?</p> <p>Complete the forms quiz.</p> <p style="text-align: center;"><b>Audio Feedback</b></p>	<p>Children <a href="#">Click on this link</a> and create a simple circuit using wires, batteries and a lightbulb.</p> <p>*Test the other elements from the left hand menu to see which are electrical conductors and which are insulators.</p> <p>**Test the other elements from the left hand menu to see which are electrical conductors and which are insulators. What do you notice about the material that electrical conductors are made from?</p> <p>*** Watch the <a href="#">physics live video</a>. Predict which items you think are electrical conductors and which are electrical insulators</p> <p style="text-align: center;"><b>SEND audio feedback</b></p>	<p>and cubism. Focus for this is portraits.</p> <p>* Using magazines and newspapers to create a collage of different people to make a new face</p> <p>** Using magazines and newspapers to create a collage of different people to make a new face. Can you show the mood of the artist or the person that they are creating?</p> <p>*** Using magazines and newspapers to create a collage of different people to make a new face. Can you show the mood of the artist or the person that they are creating?</p> <p>Explain how you have used colours or angles to show how the person is feeling.</p> <p>Looking at other paintings – The Guernica and a quiz to recap what they can remember about Picasso.</p>	
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## Year 4 Teacher Planner-Week 4



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 update their reading record on one note.</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 complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</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 complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</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 complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</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 complete AR quiz if they finish.</p> <p>Pupils to update their reading record on one note.</p>
Spellings 10 minutes	<p><b>One Note</b></p> <p>To develop my spellings</p> <p>Children to look at the next five words on the Year 3 and 4 spelling list.</p> <p>Breath, breathe, build, busy and business</p> <p>Challenge words Spellings including the prefix dis</p> <p>Disappoint, disapprove and disjointed</p>	<p><b>One Note</b></p> <p>To practise my spellings.</p>	<p><b>One Note</b></p> <p>To practise my spellings.</p>	<p><b>One Note</b></p> <p>To practise my spellings.</p>	<p>To be able to spell year 3/4 words</p> <p>Children to be tested on their spellings.</p>