

Year 4 Teacher Planner-Week 4

Teacher Planner Week 5 wb 08.02.21

***Please prioritise these lessons each day

	Monday	Tuesday	Wednesday	Thursday	Friday
GPS 20 minutes	<p>To be able to spell words off the year 3 and 4 spelling list. Today we will continue to make sure we know our Year 3 and 4 spellings by playing a spelling game. To do this click the link below, then click on the Against the clock game. https://www.spellzone.com/word_lists/games-11595.htm</p>	<p>To be able to recognise pronouns Watch the video below and complete the quiz and activity underneath. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrxw</p>	<p>To be able to use prepositions Watch the video below and complete the activity and quiz underneath. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd</p>	<p>To be able to use words that use the suffixes cian, sion and tion Watch the video below and complete the tasks mentioned in the video. You will need a pen and paper to hand to complete the task.</p>	<p>To be able to recognise relative clauses Watch the video below and complete the task and quiz underneath. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt</p>
Writing *** 1 hour	<p>To be able to recognise the features of a poem</p> <p>Starter-children to mind map features of a poem they know so far on a piece of paper.</p> <p>Children to watch the video of the teacher explaining features of a poem and the features we will focus on this week when writing our poem. Children to watch the video of the teacher</p>	<p>To explore onomatopoeia words and effective language when writing a poem</p> <p>Starter-Teacher to read a text children to decide how many onomatopoeia words they can hear.</p> <p>Children to watch teacher video-</p> <p>Explain to the class that we are going to be doing some poetry writing about an inventor's workshop.</p> <p>Explain today we will be thinking about the sounds</p>	<p>To be able to write poem</p> <p>Starter: Children to watch the video of Mrs Boardman discussing how to find different synonyms to upskill our vocabulary.</p> <p>Children to watch video of Teacher introducing today's task. Using the images from yesterday children to begin to form a poem on what they can see, hear, smell and taste. Teacher to model writing</p>	<p>To be able to write a poem</p> <p>Starter: Children to watch the video of teacher discussing the use of personification.</p> <p>Children to watch the video (on the English content library) discussing how to write the next part of our poem. What language features do we need to include? Teacher to discuss poetic language devices and recap importance of using our</p>	<p>To be able to edit and perform a poem</p> <p>Starter- To check their homophone spelling knowledge children to play the quiz below. This will help them correct their spelling when editing their poem. https://wordwall.net/resource/44676/english/homophone-s-quiz</p> <p>Children to watch the video of the teacher discussing how to edit their poem. This will also</p>

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	<p>introducing today's task which is to analyse the features of a poem.</p> <p>*Children to comment on the structural features, punctuation and expanded noun phrases.</p> <p>**Children to comment on the language features such as expanded noun phrases and onomatopoeia words.</p> <p>***Children to comment on all of the above and similes/metaphors.</p> <p>Plenary-children to add more features to their spider diagram that they have learnt about in a different colour.</p> <p>Written Feedback</p>	<p>that we might hear. Discuss what onomatopoeia words are. Teacher to discuss how poems can be based on description including description of settings. Show pictures of an inventor's workshop- what could we hear? What would we see? Children to annotate/ describe a picture of the inventor's workshop including describing the different senses.</p> <p>*Children to annotate one image of the workshop using adjectives.</p> <p>**Children annotate more than one images using expanded noun phrases.</p> <p>***Children to describe more than one image and to use similes and metaphors (see extra challenge three video for support on the English content library).</p> <p>Plenary task-Teacher to model metaphors and similes.</p> <p>SEND audio feedback</p>	<p>a poem and discussing the use of poetic language devices such as onomatopoeia words/similes and metaphors.</p> <p>*Children to begin to write a poem using adjectives and the structure of a poem.</p> <p>**Children to begin to write their poem using expanded noun phrases and similes</p> <p>***Children to include all of the above and the use of similes and metaphors.</p> <p>Plenary- Children to play the following games. Challenge */**- https://wordwall.net/resource/9172825/english/complete-simile Challenge ***- https://wordwall.net/resource/7500326/english/identifying-similes-metaphors-alliteration</p> <p>Audio Feedback</p>	<p>senses to describe the workshop.</p> <p>*Children to write a poem using adjectives and the structure of a poem.</p> <p>**Children to write their poem using expanded noun phrases and similes</p> <p>***Children to include all of the above and the use of similes and metaphors.</p> <p>Plenary- Children to recap alliteration by playing the game below https://wordwall.net/resource/2009205/alliteration</p>	<p>include a demonstration of how to improve vocabulary by using a thesaurus so children are using a wide range of vocabulary. Children to edit their work.</p> <p>*Children to make sure their poem includes adjectives.</p> <p>**Children to make sure their poem includes expanded noun phrases and similes.</p> <p>***Children to make sure they use all of the above and include similes and metaphors.</p> <p>Children to watch video of the teacher explaining how to perform poetry. The video will show how children can record themselves (audio only) reading their poem. Children to record themselves reading their poem.</p> <p>PP written feedback</p>
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<p>Maths *** 1 hour</p>	<p>To understand what a fraction is</p> <p>Key vocab for the week: Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction</p> <p>This is the start of a new unit of maths work on fractions.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will explain what a fraction is and how fractions can be represented including on a number line.</p>	<p>To understand tenths</p> <p>This is the second lesson on fractions (see vocab from Monday)</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will explain what tenths are and how they can be represented including on a number line. It will also model how ten tenths is the same as a whole.</p> <p>The task is differentiated *You MUST complete questions 1-4 ** You SHOULD complete questions 1-6</p>	<p>To count in tenths</p> <p>This is the third lesson on fractions (see vocab from Monday)</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will build on what the pupils learnt yesterday about tenths and teach them how to count in tenths. Pupils will also learn about improper fractions for example $14/10$ is 1 whole and $4/10$</p> <p>The task is differentiated</p>	<p>To understand hundredths</p> <p>This is the 4th lesson on fractions. The 3 previous lessons are recap work from year 3. Today is a new year 4 objective.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will explain what hundredths are and how they can be represented including on a number line. It will demonstrate the relationship between hundredths and tenths.</p> <p>The task is differentiated (which will dependent on learning from the previous 2 days)</p>	<p>To understand equivalent fractions</p> <p>This lesson is a recap lesson on equivalent fractions from year 3. Pupils will continue to learn about equivalent fractions after half term.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will look at equivalent fractions using a fraction wall to demonstrate visually. Pupils will be introduced to the word equivalent though lots of different examples.</p> <p>The task is differentiated *You MUST complete questions 1-4</p>
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	<p>The task is differentiated *You MUST complete questions 1-4 ** You SHOULD complete questions 1-6 *** If you are feeling confident, you COULD complete all of the questions</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>*** If you are feeling confident, you COULD complete all of the questions</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>*You MUST complete questions 1-5 ** You SHOULD complete questions 1-7 *** If you are feeling confident, you COULD complete all of the questions</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>** You SHOULD complete questions 1-5 *** If you are feeling confident, you COULD complete all of the questions</p> <p>At the end of the video there is an explanation of the answers and methods in order to address misconceptions</p>
<p>Reading *** 30 minutes</p>	<p>To read a book and complete AR quiz. Pupils will need to log onto Myon using their log in details. They will then need to click on projects at the top of the screen – this will take them to the projects they have been set. Pupils have been allocated projects based on their reading ability. If they have been allocated the projects for group 1 or 2 (which it will say on Myon) they will be reading 1 book over 2 days and then completing the AR</p>	<p>To read a book and complete AR quiz. Pupils will need to log onto Myon using their log in details. They will then need to click on projects at the top of the screen – this will take them to the projects they have been set. Pupils have been allocated projects based on their reading ability. If they have been allocated the projects for group 1 or 2 (which it will say on Myon) they will be reading 1 book over 2 days and then completing</p>	<p>To be able to find difficult vocabulary in a text Children to read the text or watch the video of the teacher reading the text. Teacher to discuss difficult vocabulary in the text. *Children to find focus vocabulary in the text by highlighting it. **Children to match the vocabulary to the pictures to check understanding. ***Children to match the pictures to the vocabulary</p>	<p>To be able to make a prediction Children can recap on the text by watching yesterday’s text video. Teacher to introduce today’s task and how we can answer the question. Teacher to discuss certain parts of the text children might not know. Teacher to discuss what might happen next. *Children to answer one prediction. **Children to answer two prediction questions.</p>	<p>To be able to analyse a text Children to recap on the text by re-reading the text or watching the video of the teacher reading the text. Introduce children to the ‘close read’ task. Children to analyse the sentences underlined. Encourage the use of ‘This suggests’. *Children to choose an answer from the options that analyses the text carefully. **Children to close read one part of the text.</p>

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	quiz. If they have been allocated the project for group 3 they will be reading one book each day and completing the AR quiz.	the AR quiz. If they have been allocated the project for group 3 they will be reading one book each day and completing the AR quiz.	and add the words to the sentences. PP written feedback	***Children to answer prediction questions with support from the text. Audio Feedback	***Children to close read two parts of the text. Sticker feedback
Mental Maths 15 minutes	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.	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.	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.	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.	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.
Foundation *** 1 hour	A Recipe for Success To consider how certain inventions lead to others being made Teacher introduction video focusing on another area from last week – transport inventions. Look more deeply at what inventions there have been linked to these different types of transport.	Online Safety/PSHE Safer Internet Day To consider how we can make sure what we read on the internet is reliable and can be trusted Watch the video assembly about trust and the Internet	A Recipe for Success To consider how certain inventions lead to others being made Teacher introduction video focusing on another area from last week – entertainment. Look more deeply at what needed to be invented prior to these inventions. Eg. TV – screen, speakers,	A Recipe for Success To represent some of the inventions which have impacted on my life as an infographic Teacher introduction video bringing together the key inventions from the last few lessons. Explaining what infographics are and showing some ideas.	Art To identify how Picasso's Blue Period makes me feel and to try to imitate this style Watch the teacher video about Picasso's Blue Period. Children pause the video to annotate the pictures in their notebook to include how they feel.

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	<p>Eg. Car – indicators - lightbulb, electricity</p> <p>Break down into essential and improvements</p> <p>*do this for one form of transport + plenary task. ** do this for two forms of transport + plenary task. *** do this for three forms of transport + plenary task.</p> <p>Plenary task What are the three key inventions that keep coming up? Pupils record these on their OneNote</p>	<p>Watch the other videos produced for Safer Internet Day.</p> <p>Children create a poster of top tips to think about when they are online</p> <p>*Watch assembly and video 3 **Watch assembly plus video 1 and 3 ***Watch all videos</p>	<p>things used to make the program</p> <p>* Identify 5 inventions and what needed to be invented before them + plenary task</p> <p>** Identify 8 inventions and what needed to be invented before them + plenary task</p> <p>*** Identify 10 inventions, what needed to be invented before them and any inventions that have been made to improve them + plenary task</p> <p>Plenary task What are the three key inventions that keep coming up? Pupils record these on their OneNote</p>	<p>Children will produce an infographic that will:</p> <p>*Show the invention and the date that it was invented ** Include links between inventions ***Represent the impact that each invention has had (possibly linked to size)</p> <p>Plenary Discuss at home with someone and see if their key inventions would be similar to yours.</p>	<p>Children will attempt to produce a picture which imitates Picasso's Blue Period.</p> <ul style="list-style-type: none"> - Head down - Blue tones - Sad characters hardly moving - Distance between characters
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<p>Independent Reading 15 minutes</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>	<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>Spellings 10 minutes</p>	<p>One Note</p> <p>Children to continue their next set of spellings from the Year 3 and 4 list.</p> <p>These are complete, consider, continue, decide and describe.</p> <p>Challenge- Children to spell words with the prefix au-automatic, authority and autograph.</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p> <p>Did they beat yesterday?</p>	<p>One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see the word) 2 minutes to check how many they managed.</p> <p>Did they beat yesterday?</p>	<p>To be able to spell year 3/4 words</p> <p>Children to be tested on their spellings.</p>