

Year 4 Teacher Planner-Week 7

Teacher Planner Week 7 wb 22.02.21

***Please prioritise these lessons each day

	Monday	Tuesday	Wednesday	Thursday	Friday
GPS 20 minutes	<p>OneNote</p> <p>To be able to recognise different homophones</p> <p>Take the quiz in the Spag content library to test your understanding and practise the different homophone spellings.</p>	<p>BBC Bitesize</p> <p>To be able to spell with the suffix 'tion'</p> <p>Click on the link below and complete the activities and quiz underneath. https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zyv4qhv</p>	<p>OneNote</p> <p>To be able to use a wide range of conjunctions</p> <p>Take the forms quiz in the Spag content library to test your understanding of conjunctions and applying them to different types of sentences.</p>	<p>OneNote</p> <p>To be able to edit sentences</p> <p>Childre to look at the sentences on their SPAG page, they need to edit the sentences by checking the punctuation.</p>	<p>OneNote</p> <p>To test my understanding of the different word classes</p> <p>Children to access the word classes quiz in their SPAG section on OneNote.</p>
Writing *** 1 hour	<p>OneNote</p> <p>To be confident in recognising the different word classes</p> <p>Starter- Children to sort the different word classes into the different columns to test their initial understanding of the different word classes (columns to include adjectives, nouns, adverbs and verbs).</p> <p>Main Task-To make sure we are confident in recognising adjectives, nouns, adjectives and verbs we are going to</p>	<p>OneNote</p> <p>To be able to use expanded noun phrases</p> <p>Starter- Children to read a paragraph written from a story, they are to add in the missing capital letters and full stops. This is a skill we need to keep revising in Year 4.</p> <p>Main Task- Now we have practised identifying the different word classes we will now practise using expanded noun phrases including using the correct punctuation.</p>	<p>OneNote</p> <p>To be able to use prepositions</p> <p>Starter: Children to play adjective game. On a piece of paper using the image in the starter (on the English content library) how many adjectives can they add to describe the picture. Children to watch the teacher video, children to try and see if they can beat the number of adjectives the teacher has used.</p>	<p>OneNote</p> <p>To be able to use speech punctuation</p> <p>Starter: Children to look at the sentences- can they upskill the sentences by improving the adjectives used.</p> <p>Main Task- Today we will be practising using speech punctuation and using the other skills we have looked at this week to write detailed sentences that includes speech ad expanded noun phrases. For example, "Give me the ball" screamed</p>	<p>OneNote</p> <p>To be able to write a description</p> <p>Starter: Today children will be using the skills they have learnt this week to describe a character or setting. Using the starter time children to find an image they want to describe.</p> <p>Main Task- Teacher to model writing a description. Children can describe what they want today whether it is a fantasy setting/character or even a character/setting from a well-known story as long as they</p>

Year 4 Teacher Planner-Week 7



	<p>revise the skills and practise recognising them.</p> <p>Children to watch the teaching video of Mrs Boardman explaining these different terms and how we can locate them in a sentence. Key questions that will be answered in the video include what are word classes? How can we use these in sentences? Challenge 3 – children to watch extra challenge video where different types of nouns are to be discussed including proper nouns and common nouns. Children to then complete related tasks that can be found on their English OneNote library.</p> <p>*Children to highlight the different vocabulary in different sentences (nouns, adjectives and verbs).</p> <p>**Children to highlight different vocabulary in different sentences (nouns,</p>	<p>Children to watch the teaching video to recap this skill and confidently recognise expanded noun phrases. Children to then complete differentiated tasks to expanded noun phrases including recognising them and writing their own. Challenge 3 to watch the extra teaching video to explain their challenge further.</p> <p>*Children to be given sentences with expanded noun phrases in- can they highlight the expanded noun phrase? There may be some missing commas they need to add in too.</p> <p>**Children to be given simple sentences- they need to add in their own expanded noun phrase.</p> <p>*** Children need to watch the challenge 3 video which discusses using expanded noun phrases after the noun and with prepositions.</p>	<p>Main Task- Children to recap prepositions and how we can use them. Watch the video of the teacher introducing the task and discussing prepositions and the importance of using them. Questions answered in the video include- What are prepositions? When do we use them? How can we use them in descriptions? Children completing challenge ** and *** to watch extra challenge video.</p> <p>*Children to highlight prepositions in the sentence.</p> <p>**Children to watch extra challenge video. First, children need to identify prepositions in a text then add given prepositions into correct sentences (using a forms quiz).</p> <p>*** Children to highlight prepositional phrases (explained in challenge 2/3 video) and add them</p>	<p>Edward in a shrill, high-pitched tone. Teacher to recap the punctuation needed for speech and potential speech verbs we could use to improve our sentences.</p> <p>*Children to add the correct punctuation into sentences including speech marks, capital letters and full stops.</p> <p>**Children to add the correct speech punctuation and improve the speech verbs used in the sentences.</p> <p>***Children using a conversation opener on their OneNote English section, to complete the conversation by writing their own sentences using the correct speech punctuation, speech verbs and to try and add fronted adverbials.</p> <p>Plenary- Have you used adverbs? Can you add them to your sentences?</p> <p style="text-align: center;">Sticker Feedback</p>	<p>are applying the skills, we have learnt this week. Teacher to discuss how we might incorporate speech into how description too. Teacher to recap skills such as expanded noun phrases and incorporating the different word classes such as adverbs.</p> <p>*Children to use adjectives to write their description.</p> <p>**Children to add expanded noun phrases and the correct punctuation to their description.</p> <p>***Children to add expanded noun phrases, the correct punctuation and prepositional phrases (there will be an extra video to support challenge 3 and recap from Wednesday's lesson).</p> <p>Plenary- Children to read through their work making sure they edit their sentences.</p> <p style="text-align: center;">Audio Feedback</p>
--	---	---	---	---	---

Year 4 Teacher Planner-Week 7

	<p>adjectives, verbs and adverbs).</p> <p>***Children to answer SPAG style questions on word classes. Children will also complete a task linked to different types of nouns.</p> <p>Plenary- Children to complete word classes quiz which can be found on OneNote in the English content library.</p> <p>SEN audio feedback</p>	<p>Plenary- Children to look at some sentences that have been written- they are to 'teacher mark them'. What has been done well? What could be improved? Do they use expanded noun phrases?</p> <p>Written feedback</p>	<p>to sentences with expanded noun phrases.</p> <p>Plenary- Preposition spelling test- have a read of the prepositions on your English content library, practise spelling them and see if you can spell them correctly by asking someone in your household to test you.</p> <p>PP audio /written feedback</p>		
<p>Maths *** 1 hour</p>	<p>To find equivalent fractions (Day 2)</p> <p>Key vocab for the week: Tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction</p> <p>This lesson builds on the work they did on equivalent fractions before half term.</p>	<p>To find equivalent fractions (Day3)</p> <p>This lesson builds on the work they did on equivalent fractions yesterday and introduces multiplying and dividing the numerators and denominators to find equivalent fractions.</p> <p>Video to be accessed via One Note</p>	<p>To be able to simplify fractions</p> <p>This lesson will introduce what it means by simplifying fractions and fractions in their simplest form. It will build on what they learnt yesterday.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YU</p>	<p>To understand fractions greater than 1</p> <p>This lesson will introduce fractions where the numerator is larger than the denominator. It will introduce the vocabulary mixed number and improper fraction.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YU</p>	<p>To be able to count in fractions</p> <p>This lesson will build on yesterday's work and look at counting in different fractions, considering what we say when we have gone over a whole.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YU</p>

Year 4 Teacher Planner-Week 7

	<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 teach pupils how to find equivalent fractions using a fraction wall. They will begin to see patterns with the numerators and denominators.</p> <p>The task is differentiated *You MUST complete questions 1-3 ** You SHOULD complete questions 1-4 *** 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</p>	<p>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 teach pupils how to multiply and divide parts of the fraction to identify equivalent fractions. The video models how to do this.</p> <p>The task is differentiated *You MUST complete questions 1-4 ** 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</p>	<p>WABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will model how to simplify fractions by finding the greatest common factor of the numerator and the denominator.</p> <p>The task is differentiated *You MUST complete questions 1-3 and the reflect ** You SHOULD complete questions 1-4 and the reflect *** If you are feeling confident, you COULD complete all of the questions and the reflect</p> <p>At the end of the video there is an explanation of the answers and methods</p>	<p>6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will introduce improper fractions and model what they look like with pictorial images. The video will teach pupils how to identify how many wholes in an improper fraction using picture representations.</p> <p>The task is differentiated *You MUST complete questions 1-3 ** You SHOULD complete questions 1-4 *** 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>PP audio / written feedback</p>	<p>6aTZCs8YPXU0YUWABdxm9i2HA-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 a range of number lines and counting sequences and modelling how to continue the count by recapping on improper and mixed number fractions.</p> <p>The task is differentiated *You MUST complete questions 1-3 ** You SHOULD complete questions 1-4 *** 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>SEND audio feedback</p>
--	--	--	--	---	--

Year 4 Teacher Planner-Week 7



	order to address misconceptions. Sticker Feedback	in order to address misconceptions. SEND audio feedback	in order to address misconceptions. Written feedback		
Reading *** 30 minutes	<p style="text-align: center;">Myon To read a book and complete AR quiz.</p> <p>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 quiz. If they have been allocated the project for group 3 they will be reading one book each day and completing the AR quiz.</p>	<p style="text-align: center;">Myon To read a book and complete AR quiz.</p> <p>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 quiz. If they have been allocated the project for group 3 they will be reading one book each day and completing the AR quiz.</p>	<p style="text-align: center;">OneNote To be able to recognise difficult vocabulary in a poem</p> <p>Children to read the poem. Click on the link to hear the poet reading the poem. Teacher to then highlight difficult vocabulary children may not know and give details about the poem in the teaching video. Questions that will be focussed on in the video include- What features does the poem use? What is the poem describing? Children to then complete a task of matching the pictures to the vocabulary to check their understanding of the text. *To match the pictures to the vocabulary. **To match the pictures to the vocabulary.</p>	<p style="text-align: center;">OneNote To be able to retrieve answers from a text</p> <p>Children to read the poem. Click on the link to hear the poet reading the poem. Children to watch the teacher video discussing how we retrieve answers from the text and the types of questions we might be asked. *Children to answer find and copy questions linked to the focus vocabulary. **Children to answer find and copy questions and two retrieval questions. ***Children to answer 5 find and copy/ retrieval questions. Audio Feedback</p>	<p style="text-align: center;">OneNote To be able to summarise the text</p> <p>Children to read the poem or click on the link to listen to the poem. Children to watch the teacher video discussing how we can summarise a text. Teacher will highlight how poems can be interpreted differently depending on what the reader thinks. Teacher to model answer a summary question. *Children to choose the answer that best summarises the poem. **Children to write their own summary on the poem. ***Children to write their own summary on the poem including using evidence from the text (this will be discussed in the teaching video).</p>

Year 4 Teacher Planner-Week 7



			***To add the missing vocabulary (from the poem) to sentences.		
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	<p>To understand that sound is made by vibrations</p> <p>Teacher video with initial questions about sound. https://vimeo.com/511302138/d4d0edc900</p> <p>Direct children to Video 1 https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb and watch the video.</p> <p>Direct chn to watch video Video 2 https://www.bbc.co.uk/bitesize/clips/ztwkjxs</p> <p>Back to teacher video for further explanation</p>	<p>To understand how we hear sounds</p> <p>Watch the Teacher video which explains how the sound travels from the source to the ear. https://vimeo.com/510710717/4a6fa951a9</p> <p>Voiceover explanation using https://www.amplifon.com/uk/interactive-ear/index.html</p> <p>* Label the parts of the ear</p>	<p>Take Over Wednesday! Be creative – do something that makes you happy!</p> <p>We will email suggested ideas from one of our partner schools in the MAT. You do not have to do these – they are just ideas to support you. Pack away the electronic devices and move away from the screen! Have fun! Please send photographs of the activities you</p>	<p>To consider how we can value people for who they are on and offline</p> <p>Online Safety/Class Connection 35 mins Watch Episode 1 https://www.thinkuknow.co.uk/8_10/watch/</p> <p>Pose the questions below: What did you think? What did you like about Play Like Share? What different things do Sam, Ellie and Alfie do online?</p>	<p>To plan and carry out an investigation about which materials are good sound insulators</p> <p>Teacher video introducing the investigation – which variables can we keep the same? The variable that we are going to change is the material for the sound insulation. Explain how chn can set up this investigation. How could we measure?</p>

Year 4 Teacher Planner-Week 7



	<p>Teacher demo tuning fork in water and ping-pong ball on string. Pupils explain demos on their OneNote page</p> <p>To understand that the stronger the vibration the louder the volume</p> <p>Children watch the video https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk</p> <p>Teacher video introducing data logger and the unit of measure dB *Explain how we can see vibrations that are being made. ** Explain how we can see vibrations that are being made. Complete the volume quiz grouping things by their volume. *** Explain how we can see vibrations that are being made. Complete the volume quiz grouping things by their volume. Explore things around the home and add them to their grid as to how loud they think they are. https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk Plenary video – answers to volume Audio Feedback</p>	<p>** Label the parts of the ear and match the glossary terms *** Label the parts of the ear and create a glossary</p> <p>Supplementary video https://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zkdkmfr</p> <p>Plenary Recap the explanation of how the ear works and explain the bell jar video https://www.bbc.co.uk/bitesize/clips/z29c87h Sticker Feedback</p>	<p>complete to year4@pyegreen.uwmat.co.uk</p>	<p>What problem did Alfie face at the beginning of the cartoon? How did the gamer make Alfie feel? What did Alfie do when he realised something wasn't right What happened when Selfie's video was made public? How did it make them feel?</p> <p>Design a poster for Selfie Children create a poster for Sam, Ellie and Alfie's new band Selfie. Encourage them to come up with a design that shows off each character's talents and personality. *Watch the video **Watch the video and create a poster that shows off each character's talents</p> <p>25 mins PSHE/Class connection</p>	<p>*Pupils predict what they think will happen, carry out the investigation and complete the teacher prepared table and then a cloze activity to explain what they have found out. ** Pupils predict what they think will happen, explaining their prediction. They carry out the investigation and complete the teacher prepared table and then a cloze activity to explain what they have found out. *** Pupils predict what they think will happen, explaining their prediction. They carry out the investigation and complete the teacher prepared table and then write their own conclusion linking the results back to their prediction.</p> <p>Plenary Reinforce materials which are good sound insulators are also potentially good heat insulators.</p> <p>Read All About Sound – MyOn</p>
--	--	--	---	--	---

Year 4 Teacher Planner-Week 7



					https://www.myon.co.uk/reader/index.html?a=aas_aasou_s16
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>
Spellings 10 minutes	<p>One Note</p> <p>Children to continue their next set of spellings from the Year 3 and 4 list.</p> <p>These are different, difficult, disappear, early and earth.</p> <p>Challenge- Children to spell words with the prefix ous- poisonous, dangerous and various.</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>OneNote</p> <p>To be able to spell year 3/4 words</p> <p>Children to be tested on their spellings.</p>

Year 4 Teacher Planner-Week 7



				Did they beat yesterday?	
PE	PE page put on OneNote for pupils to access throughout the week. The page includes links to the videos produced by the sports coaches and also information about the weekly PE challenge. This week's challenge is a fitness challenge. On the One Note page there is poster demonstrating the exercises and a score sheet.				