

Year 4 Teacher Planner-Week8



	<p>Main Task- Children revised inverted commas last week, today we will be discussing using a range of punctuation for speech including commas for clauses. Children to watch main teaching video to see today's tasks. *Children to correct work checking inverted commas have been used correctly. **Children to add in inverted commas, question marks and exclamation marks into sentences. ***Children to add in commas for clauses and other speech punctuation into sentences.</p> <p style="text-align: center;">Audio Feedback</p>	<p>Main Task- Children to recap fronted adverbials by watching the teacher video. Why do we use fronted adverbials? What is a fronted adverbial? *Children to highlight the fronted adverbials. **Children to add fronted adverbials to a set of sentences. ***Children to sort types of adverbials then think of their own examples to add to sentences.</p> <p style="text-align: center;">Written Feedback</p>	<p>multiple choice questions. This will help assess skills that perhaps need to be revised when children come back to school. Plenary- Children can review their answers once they have completed the quiz and check their understanding.</p> <p style="text-align: center;">Audio Feedback</p>	<ul style="list-style-type: none"> • Making predictions about the book • Retrieving information from the text in the form of a crime log • Creating their own detective's name and profile • Cracking a code • Designing a detective vehicle • Learning how to draw in the style of the illustrator <p>Pupils can also access books recommended by all staff in school and listen to these books being read. Tasks have also been set based on the books.</p>	<p>Play the game below to check your understanding of features of a letter.</p> <p>https://wordwall.net/resource/11337779/english/features-informal-letter Children have to connect the labels to the dots next to the right section the label is describing. Main Task- Children to watch teacher video explaining the features of a letter and how we can plan/write our letter. The video will explain the content of the letter which will give the children the chance to write down any thoughts/questions they might have about coming back to school. Plenary- Children to edit their writing especially checking the punctuation they have used.</p>
<p>Maths *** 1 hour</p>	<p style="text-align: center;">To add two or more fractions</p> <p>Vocabulary for the week – numerator, denominator, fraction, improper fraction, mixed number fraction, equivalent fraction</p>	<p style="text-align: center;">To subtract two fractions</p> <p>This lesson will focus on subtracting fractions with the same denominator. It will build on what they learnt last week about</p>	<p style="text-align: center;">To subtract fractions from whole amounts</p> <p>This lesson will build on what they learnt yesterday about subtracting fractions. Today they will be</p>		<p style="text-align: center;">To solve problems by adding and subtracting fractions</p> <p>This lesson will allow the pupils to apply everything they have learnt this week about adding and subtracting fractions to solve worded</p>

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	<p>This lesson will focus on adding fractions with the same denominator. It will build on what they learnt last week about improper and mixed number fractions.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc Or https://vimeo.com/516578478/615faa848e</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will look at how we add two or more fractions with the same denominator. This will be done with a range of pictorial images to support changing improper fractions to mixed number fractions.</p>	<p>improper and mixed number fractions.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc Or https://vimeo.com/516842959/5ad08e1d7e</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will look at how we subtract a fraction from another with the same denominator. This will be done with a range of pictorial images to support changing improper fractions to mixed number fractions.</p> <p>The task is differentiated *You MUST complete questions 1-5</p>	<p>subtracting fractions from whole numbers by using pictures. It will build on what they learnt last week about improper and mixed number fractions.</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc Or https://vimeo.com/516851909/7c4f575ef2</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will teach the pupils how we draw the wholes and split them into the number of parts the denominator says and then take away the fraction. The emphasis</p>	<p>problems. (one and multi-step)</p> <p>Video to be accessed via One Note https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzc Or https://vimeo.com/516874527/d667d2a090</p> <p>Starter – Flashback 4. Teacher to discuss the answers and methods.</p> <p>The main input of the video will model how they can use what they have learnt this week to solve worded problems. The emphasis will be on drawing the problem.</p> <p>The task is differentiated *You MUST complete questions 1-3 and the reflect ** You SHOULD complete questions 1-5 and the reflect *** If you are feeling confident, you COULD</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. Sticker Feedback</p>	<p>** 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>will be on drawing out the problem.</p> <p>The task is differentiated *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. Written Feedback</p>		<p>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 in order to address misconceptions.</p>
<p>Reading *** 30 minutes</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</p>	<p style="text-align: center;">Myon To read a book and complete AR quiz.</p> <p>Continued from yesterday. 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</p>	<p style="text-align: center;">OneNote To be able to write a book review</p> <p>Children to watch the teacher video explaining how to write a book review. Children will be asked to pick a book of their choice and to evaluate their book. Children need to think about what they liked about the book, what</p>		<p style="text-align: center;">OneNote To be able to complete a reading quiz</p> <p>In order to asses children’s reading skills children will be asked to complete a forms quiz online about a specific text. Teacher to read the text or children can read it themselves and then they need to complete the quiz which they can find on their</p>

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	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.	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.	they didn't like, who was their favourite character etc. The teacher video will further explain the questions children need to consider.		Whole Class Reading OneNote section. 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.		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	To be aware of my own feelings when changes happen PSHE/Class Connection 30 minutes https://vimeo.com/516323325/8425f60137	To investigate how pitch can be adapted and explain why this happens. Teacher video input – what is pitch? Selection of pitches for children to order low to high.	Take Over Wednesday! Be creative – do something that makes you happy!	World Book Day Mr Nugent - One of my favourite books https://vimeo.com/516253606/570f83994a	Starter: To find patterns between the volume of a sound and the strength of the vibrations that produced it Main: To recognise that sounds get fainter as the

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	<p>With a week to go before coming back to school we are mindful of the mixed emotions that many of our pupils may be feeling. Today will be an opportunity for children to explore what they are looking forward to about returning to school, what they will miss about home and what they are worried about.</p> <p>Online Safety 30 minutes</p> <p>Watch Film 2 from this page: https://www.thinkuknow.co.uk/8_10/watch/</p> <p>*Children complete work explaining how they feel about coming back to school. ** Children complete work explaining how they feel about coming back to school and watch the video about sharing pictures and videos online – discuss with someone at home.</p>	<p>Demonstrate ruler and elastic bands across a box Introduce experiment - water in a glass. https://www.fleet.org.au/blog/musical-glasses/</p> <p>*put an approximate amount of water in the glasses and carry out the investigation **measure the amount of water they are going to use ***measure the amount of water they are going to use more scientifically with equal increments</p> <p>Chn predict which they think will have the highest/lowest pitch. Chn set up and carry out the investigation. Chn write a conclusion based on what they have found out.</p> <p>Plenary video – reinforce concepts Sticker Feedback</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!</p> <p>Please send photographs of the activities you complete to year4@pyegreen.uwmat.co.uk</p>	<p>Video 1 – Kieran Larwood Reading a section of Podkin One Ear https://www.youtube.com/watch?v=I-Bjw3hgLZU&feature=emb_imp_woyt</p> <p>Video 2 – Kieran Larwood map drawing session https://www.youtube.com/watch?v=wLGLrWBtFYU&feature=emb_imp_woyt</p>	<p>distance from the sound source increases.</p> <p>Teacher video input. How do we make a louder sound? Gather some basic equipment – strong tub from recycling/saucepan or similar. Can chn change the volume using the same items?</p> <p>Back to teacher video – investigation intro. How does the distance from the sound affect the volume. Could do this with a partner as they use equipment from earlier but set this up a variable we could control by using a mobile phone alarm on different volumes.</p> <p>*Carry out investigation using household equipment **Carry out investigation using tech with volume control (controlling a further variable) ***Carry out investigation using tech with volume control. Repeat with a different pitch.</p>
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	<p>*** Children complete work explaining how they feel about coming back to school and watch the video and create a poster with tips about sharing pictures and videos online.</p> <p style="background-color: yellow;">Feedback via phone calls</p>				<p>Plenary video – reinforce concepts</p>
<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>Spellings 10 minutes</p>	<p style="text-align: center;">One Note</p> <p>Children to continue their next set of spellings from the Year 3 and 4 list.</p>	<p style="text-align: center;">One Note</p> <p>To practise my spellings.</p> <p>Children have 8 minutes to copy the correct spelling (making sure they can see</p>			<p>To be able to spell year 3/4 words</p> <p>Children to be tested on their spellings.</p>

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	<p>These are eight, eighth, enough, exercise and experience.</p> <p>Challenge- Children to spell words with the prefix sub - subscription, subscribe and subheading.</p>	<p>the word) 2 minutes to check how many they managed.</p>			
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