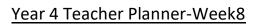


Teacher Planner Week 8 wb 1.03.21

***Please prioritise these lessons each day

	Monday	Tuesday	Wednesday	Thursday	Friday
	Oak Academy	OneNote	Oak Academy	World Book Day	Oak Academy
	To be able to find the past	To be able to spell words	To explore fronted		To be able to write
	and present tense of certain	containing the prefixes	adverbials	Book focus – Mark Anchovy :	consistently neat and joined
	suffixes	'sub' and 'tele'	https://classroom.thenati	Pizza Detective.	up handwriting
	https://classroom.thenationa	Complete the game to	onal.academy/lessons/to-		https://classroom.thenational
	<pre>l.academy/lessons/to-</pre>	practise spelling the words	explore-the-functions-of-	Video of Mrs Barrott	.academy/lessons/basic-
GPS	investigate-suffixes-past-and-	containing the prefixes sub	fronted-adverbials-	introducing the book	cursive-writing-
20 minutes	present-tense-60up6e	and tele.	<u>60u68e</u>	https://vimeo.com/51778884	60v36e?activity=video&step=
20 minutes	Click on the link above and	https://wordwall.net/resou	Click on the link above	4/8b8fac04d4	<u>1</u>
	watch the video. You may	rce/9982153/english/tele-	and watch the video. You		Click on the link above and
	need a pen and paper to	sub-prefix-match-definition	may need a pen and	Pupils to listen to the first 3	watch the video. Children will
	complete the tasks		paper to complete the	chapters of the book being	need a pen and paper to
	throughout the video.		tasks throughout the	read (audio book) using this	practise writing in cursive
			video.	link	style.
				https://www.worldbookday.c	
	OneNote	OneNote	OneNote	om/stories/mark-anchovy-	OneNote
	To be able to was speech	To be able to use fronted	To be able to check my	<u>pizza-detective/</u>	To be able to write a letter
	To be able to use speech punctuation correctly	adverbials	understanding of the		This will be the last day of
		Starter- Children to	different Year 4 Writing	Pupils to then complete a	remote learning and children
	Starter- Children to play the	complete the game below	skills	range of activities related to	might be feeling a range of
Writing ***	game below to check their	to check their	Following the series of	the book. These activities are	emotions. Today is an
1 hour	understanding of	understanding of	SPAG lessons children	explained on the world book	opportunity to write these
	apostrophes for possession.	apostrophes for	have been completing,	day page in the content	emotions down or ask any
	https://wordwall.net/resourc	possession.	children are to complete a	library on One Note.	questions they might have.
	e/539127/english/apostroph	https://wordwall.net/resou	SPAG quiz on their English		Starter-
	e-possession-used-correctly	rce/44219/english/apostro	OneNote section. The	Tasks include	
		<u>phe</u>	questions will include		





	Basin Table Children on to 1	Basin Tools Children to	and detailed along the second second		Diametra and a leader of the leader
	Main Task- Children revised	Main Task- Children to	multiple choice questions.	Making predictions about	Play the game below to check
	inverted commas last week,	recap fronted adverbials by	This will help assess skills	the book	your understanding of
	today we will be discussing	watching the teacher	that perhaps need to be	Retrieving information	features of a letter.
	using a range of punctuation	video. Why do we use	revised when children	from the text in the form	
	for speech including commas	fronted adverbials? What is	come back to school.	of a crime log	https://wordwall.net/resourc
	for clauses.	a fronted adverbial?	Plenary- Children can	Creating their own	e/11337779/english/features-
	Children to watch main	*Children to highlight the	review their answers once	detective's name and	<u>informal-letter</u> Children have
	teaching video to see today's	fronted adverbials.	they have completed the	profile	to connect the labels to the
	tasks.	**Children to add fronted	quiz and check their	Cracking a code	dots next to the right section
	*Children to correct work	adverbials to a set of	understanding.	Designing a detective	the label is describing.
	checking inverted commas	sentences.	<mark>Audio Feedback</mark>	vehicle	Main Task- Children to watch
	have been used correctly.	***Children to sort types		Learning how to draw in	teacher video explaining the
	**Children to add in inverted	of adverbials then think of		the style of the illustrator	features of a letter and how
	commas, question marks and	their own examples to add		,	we can plan/write our letter.
	exclamation marks into	to sentences.			The video will explain the
	sentences.	Written Feedback		Pupils can also access books	content of the letter which
	***Children to add in			recommended by all staff in	will give the children the
	commas for clauses and			school and listen to these	chance to write down any
	other speech punctuation			books being read. Tasks have	thoughts/questions they
	into sentences.			also been set based on the	might have about coming
	Audio Feedback			books.	back to school.
					Plenary- Children to edit their
					writing especially checking the
					punctuation they have used.
	To add two or more	To subtract two fractions	To subtract fractions		To solve problems by adding
	fractions		from whole amounts		and subtracting fractions
Maths ***		This lesson will focus on			
1 hour	Vocabulary for the week –	subtracting fractions with	This lesson will build on		This lesson will allow the
Tiloui	numerator, denominator,	the same denominator. It	what they learnt		pupils to apply everything
	fraction, improper fraction,	will build on what they	yesterday about		they have learnt this week
	mixed number fraction,	learnt last week about	subtracting fractions.		about adding and subtracting
	equivalent fraction		Today they will be		fractions to solve worded



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.

Video to be accessed via One Note

https://uwmat.sharepoint.co m/:o:/s/PyeGreenY4/EnL0ue G6aTZCs8YPXU0YUWABdxm9 i2HA-

kmxhpS946N2lw?e=0prxzr
Or

https://vimeo.com/51657847 8/615faa848e

Starter – Flashback 4. Teacher to discuss the answers and methods.

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.

improper and mixed number fractions.

One Note
https://uwmat.sharepoint.
com/:o:/s/PyeGreenY4/EnL
OueG6aTZCs8YPXU0YUWA
Bdxm9i2HAkmxhpS946N2lw?e=0prxzr
Or
https://vimeo.com/516842

Video to be accessed via

Starter – Flashback 4. Teacher to discuss the answers and methods.

959/5ad08e1d7e

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.

The task is differentiated *You MUST complete questions 1-5

subtracting fractions from whole numbers by using pictures. It will build on what they learnt last week about improper and mixed number fractions.

Video to be accessed via
One Note
https://uwmat.sharepoint
.com/:o:/s/PyeGreenY4/E
nL0ueG6aTZCs8YPXU0YU
WABdxm9i2HAkmxhpS946N2lw?e=0prxz
r

https://vimeo.com/51685 1909/7c4f575ef2

Or

Starter – Flashback 4. Teacher to discuss the answers and methods.

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

problems. (one and multistep)

Video to be accessed via One Note

https://uwmat.sharepoint.co m/:o:/s/PyeGreenY4/EnL0ueG 6aTZCs8YPXU0YUWABdxm9i2 HA-kmxhpS946N2lw?e=0prxzr

Or

https://vimeo.com/51687452 7/d667d2a090

Starter – Flashback 4. Teacher to discuss the answers and methods.

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.

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



	The task is differentiated	** You SHOULD complete	will be on drawing out the	С	omplete all of the question
	*You MUST complete	questions 1-7	problem.	a	and the reflect.
	questions 1-4	*** If you are feeling			
	** You SHOULD complete	confident, you COULD	The task is differentiated	Δ.	At the end of the video the
	questions 1-6	complete all of the	*You MUST complete	is	s an explanation of the
	*** If you are feeling	questions	questions 1-5	a	inswers and methods in o
	confident, you COULD		** You SHOULD complete	to	o address misconceptions
	complete all of the questions	At the end of the video	questions 1-7		
		there is an explanation of	*** If you are feeling		
	At the end of the video there	the answers and methods	confident, you COULD		
	is an explanation of the	in order to address	complete all of the		
	answers and methods in	misconceptions.	questions		
	order to address				
	misconceptions.		At the end of the video		
	<mark>Sticker Feedback</mark>		there is an explanation of		
			the answers and methods		
			in order to address		
			misconceptions.		
			Written Feedback		
	Myon	Myon	OneNote		OneNote
	To read a book and	To read a book and	To be able to write a	Т	o be able to complete a
	complete AR quiz.	complete AR quiz.	book review		eading quiz
Reading *** 30 minutes	Pupils will need to log onto	Continued from yesterday.	Children to watch the	li li	n order to asses children's
	Myon using their log in	Pupils will need to log onto	teacher video explaining	r	eading skills children will l
	details. They will then need	Myon using their log in	how to write a book	a	sked to complete a forms
	to click on projects at the top	details. They will then need	review. Children will be		luiz online about a specific
	of the screen – this will take	to click on projects at the	asked to pick a book of	to	ext. Teacher to read the t
	them to the projects they	top of the screen – this will	their choice and to	O	or children can read it
	have been set. Pupils have	take them to the projects	evaluate their book.	t	hemselves and then they
	been allocated projects	they have been set. Pupils	Children need to think		need to complete the quiz
	based on their reading	have been allocated	about what they liked	v	vhich they can find on the
	ability. If they have been	projects based on their	about the book, what		



	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/51632332 5/8425f60137	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/51625360 6/570f83994a	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



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.

Online Safety 30 minutes

Watch Film 2 from this page: https://www.thinkuknow.co. uk/8 10/watch/

*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.

Demonstrate ruler and elastic bands across a box Introduce experiment - water in a glass.

https://www.fleet.org.au/b log/musical-glasses/

*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

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.

Plenary video – reinforce concepts

Sticker Feedback

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 complete to year4@pyegreen.uwmat. co.uk

Video 1 – Kieran Larwood Reading a section of Podkin One Ear

https://www.youtube.com/watch?v=I-Bjw3hgLZU&feature=emb_impwoyt

Video 2 – Kieran Larwood map drawing session

https://www.youtube.com/watch?v=wLGLrWBtfyU&feature=emb_imp_woyt

distance from the sound source increases.

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?

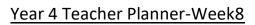
Back to teacher video –
investigation intro. How does
the distance from the sound
affect the volume.
Could do this with a partner
as they use equipment from
earlier but set this up a
variable we could control by
using a mobile phone alarm
on different volumes.

*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.





	*** 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. Feedback via phone calls			Plenary video – reinford concepts
Independent Reading 15 minutes	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.	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.		Pupils to choose a book home or a book from M read. Pupils to be encout of find somewhere quie read where they can concentrate on building reading stamina. Pupils complete AR quiz if they finish.
	Pupils to update their reading record on one note.	Pupils to update their reading record on one note.		Pupils to update their re record on one note.
Spellings 10 minutes	One Note Children to continue their next set of spellings from the Year 3 and 4 list.	One Note To practise my spellings. Children have 8 minutes to copy the correct spelling (making sure they can see		To be able to spell year 3 words Children to be tested on spellings.





These are eight, eig enough, exercise ar experience.		
Challenge- Children words with the pref subscription, subscr subheading.	fix sub -	