

Year 4 – Parent and Pupil Support Planner Week 6.2

***** Please prioritise these lessons each day**

	Thursday 11 th February	Friday 12 th February
GPS 20 minutes	<p><u>To be able to use words that use the suffixes cian, sion and tion</u></p> <p>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. https://classroom.thenational.academy/lessons/to-investigate-suffixes-tion-cian-sion-ssion-6xhkje</p>	<p><u>To be able to recognise relative clauses</u></p> <p>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>OneNote</p> <p>To be able to write a poem</p> <p>Starter: Children to watch a video of the teacher discussing personification if completing Challenge ***</p> <p>If completing challenge */** children to answer a quiz on expanded noun phrases.</p> <p>Main Task- Children will continue their poem by writing the final two verses. Teacher to explain the task and model the final two verses. The video will explain features we need to include such as adjectives and onomatopoeia words. The teacher will discuss these in detail and provide examples that children might want to use in their poem. The teacher will also provide line openers that children may want to use to continue to write their poem. Childre to write the final two verses of their poem describing what they can see and hear.</p> <p>Plenary- Children to recap alliteration by playing the game below https://wordwall.net/resource/2009205/alliteration</p>	<p>OneNote</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.</p> <p>https://wordwall.net/resource/44676/english/homophones-quiz</p> <p>Main Task- Teacher to first discuss editing poetry and what we can do to make sure it reads well and includes the features previously discussed. Children will be encouraged to read their own poem out loud to check for errors and to hear how it sounds to other people. Children to then watch the video of the teacher performing poetry, children will see how entertaining poetry can be and how it can be fun to perform it. Children will have the opportunity to perform their own poem or one suggested by the teacher. Children can record their performances using the audio button in the toolbar- this will be explained further on the video.</p>
Maths *** 1 hour	<p>To understand hundredths</p>	<p>To understand equivalent fractions</p>



	<p>Today pupils will be looking at how hundredths are represented as fractions. Please make sure that you have completed Monday and Tuesday's lesson before this one.</p> <p>The video can be accessed via the contents library for maths https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzz</p> <p>Pupils to complete the first part of the lesson on paper, which is the Flashback 4. They then need to mark their work as the teacher goes through the answers.</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. Pupils to pause the video in order to answer the questions during the video.</p> <p>Their task is available to complete in their personal maths folder on one note. It will be dated 11.02.21. They can complete on one note or on paper.</p> <p>Once they have completed their task, or if they get stuck, play the end of the video where there is an explanation of the answers and methods in order to address misconceptions.</p>	<p>Today pupils will be investigating fractions that are equivalent (the same size but look different when written down.) Pupils may find it helpful to use some of the virtual maths resources for fractions which can be found in the contents library. Please do not worry if they find this tricky as we will be doing more work on this after half term.</p> <p>The video can be accessed via the contents library for maths https://uwmat.sharepoint.com/:o:/s/PyeGreenY4/EnL0ueG6aTZCs8YPU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzz</p> <p>Pupils to complete the first part of the lesson on paper, which is the Flashback 4. They then need to mark their work as the teacher goes through the answers.</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>Their task is available to complete in their personal maths folder on one note. It will be dated 11.02.21. They can complete on one note or on paper.</p> <p>Once they have completed their task, or if they get stuck, play the end of the video where there is an explanation of the answers and methods in order to address misconceptions.</p> <p>Written feedback</p>
<p>Reading *** 30 minutes</p>	<p>OneNote To be able to make a prediction Children can recap on the text by watching the teacher read the text video on the Whole Class Reading content library. Teacher to introduce today's task and how we can answer the question on the teaching video. This includes discussing what a prediction is and how we</p>	<p>OneNote 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. In the main teaching video, the teacher will introduce children to the 'close read' task which the children have done before in school. This is where children look at the sections underlined and think about how the characters</p>



	<p>can make one using the text to help us. Children to answer the questions on their Whole Class Reading OneNote section.</p> <p>Audio Feedback</p>	<p>are feeling or what has happened in this part of the text that is important. They then annotate the underlined section by adding a text box and writing their answers.</p> <p>Encourage the use of 'This suggests' as this can help the children form sentences using this opener. Children can access their challenges on their Whole Class Reading OneNote page.</p>
<p>Mental Maths 15 minutes</p>	<p>TT Rockstars – Sound check</p> <p>Pupils to log onto TT Rockstars to play as many games on sound check as possible. Can you send a photo or an email with your best score. We are aiming for 25/25 without using any resources to support.</p>	<p>Fluent in Five</p> <p>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>Foundatio n *** 1 hour</p>	<p>One Note</p> <p>To represent some of the inventions which have impacted on my life as an infographic</p> <p>Watch the video bringing together the key inventions from the last few lessons. Explaining what infographics are and showing some ideas. https://vimeo.com/508793650/51c5f01382</p> <p>Decide on what information you will include. If you need to research dates of inventions, please use https://swiggle.org.uk/ as this is a safe search site.</p> <p>Children must produce an infographic that shows the invention and the date that it was invented. They should include links between inventions and they could represent the impact that each invention has had (possibly linked to size)</p> <p>Plenary</p> <p>Discuss at home with someone and see if their key inventions would be similar to yours.</p>	<p>One Note</p> <p>To identify how Picasso's Blue Period makes me feel and to try to imitate this style</p> <p>Watch the video about Picasso's Blue Period. https://vimeo.com/508858797/1af4656cbd</p> <p>Children pause the video to annotate the pictures in their notebook to include how they make them feel.</p> <p>Children should produce a picture that imitates Picasso's Blue Period. It does not need to be a portrait and can be anything which uses blue tones and the ideas of being sad.</p> <p>If you wish to create a portrait, you could consider the following:</p> <ul style="list-style-type: none">- Head down- Blue tones- Sad characters hardly moving- Distance between characters



<p>Independent Reading 15 minutes</p>	<p>Myon / Accelerated reader / own book To read a text and take a quiz, retrieving answers from the text.</p>	<p>Myon / Accelerated reader / own book To read a text and take a quiz, retrieving answers from the text.</p>
<p>Spellings 10 minutes</p>	<p>Continue to practise spellings. Again, make sure that children can see the correct spelling. How many times can they write the words in 8 minutes. Spend 2 minutes at the end checking the spellings are accurate.</p>	<p>Pupils to be tested on their weekly spellings by an adult at home. Can you send us your results?</p>