

Year 4 – Parent and Pupil Support Planner Week 7.2

*** Please prioritise these lessons each day

	Thursday 25 th February	Friday 26 th February
GPS 20 minutes	OneNote To be able to edit sentences Childre to look at the sentences on their SPAG page, they need to edit the sentences by checking the punctuation.	OneNote To test my understanding of the different word classes Children to access the word classes quiz in their SPAG section on OneNote.
Writing *** 1 hour	OneNote To be able to use speech punctuation Starter: Children to look at the sentences- can they upskill the sentences by improving the adjectives used. 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 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 and engage the reader further rather than using said. Plenary- Children to check they have included adverbs to describe how someone speaks. Sticker Feedback	OneNote To be able to write a description 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. 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 are applying the skills, we have learnt this week. Children to watch teacher video on the English Content library. Teacher to discuss how we might incorporate speech into description. Teacher to recap skills such as expanded noun phases and incorporating the different word classes such as adverbs. Plenary- Children to edit their work, making sure they have used the criteria discussed in the main teaching video. Audio feedback
Maths *** 1 hour	To understand fractions greater than 1	To be able to count in fractions



	<p>Today pupils will be learning about fractions that are greater than 1 whole. These fractions will have a numerator larger than the denominator. They will also learn the meaning of the following vocabulary – improper and mixed number fraction.</p> <p>Pupils may find it helpful to use some of the virtual maths resources for fractions which can be found in the content library.</p> <p>The video can be accessed via the content library for maths https://uwmat.sharepoint.com/:o/s/PyelGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzzr Or from this link https://vimeo.com/514618854/39eb10d5e6</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 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>Their task is available to complete in their personal maths folder on one note. It will be dated 25.02.21. 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's lesson will build on what they learnt yesterday so if they did not do that lesson (25.02.21) they may want to do that first. In this lesson, they will look at counting in different fractions, considering what we say when we have gone over a whole.</p> <p>Pupils may find it helpful to use some of the virtual maths resources for fractions which can be found in the content library.</p> <p>The video can be accessed via the content library for maths https://uwmat.sharepoint.com/:o/s/PyelGreenY4/EnL0ueG6aTZCs8YPXU0YUWABdxm9i2HA-kmxhpS946N2lw?e=0prxzzr Or from this link https://vimeo.com/514622611/6f4d777b5d</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 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>Their task is available to complete in their personal maths folder on one note. It will be dated 26.02.21. 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>
Reading ***	OneNote To be able to retrieve answers from a text	OneNote To be able to summarise the text

<p>30 minutes</p>	<p>Children to read the poem. Click on the link to hear the poet reading the poem. https://childrens.poetryarchive.org/poem/autumn-gilt/</p> <p>Children to watch the teacher video discussing how we retrieve answers from the text and the types of questions we might be asked including find and copy one word question (based on this week's chosen vocabulary). Children to then answer the questions in their Whole Class Reading section.</p> <p>Audio feedback</p>	<p>Children to read the poem. Click on the link to hear the poet reading the poem. https://childrens.poetryarchive.org/poem/autumn-gilt/</p> <p>Children to watch the teacher video discussing how we can summarise the main points of a text. Teacher will discuss how summarising is an important skill and checks our understanding of a text. Children to write their own summaries based on the main points of the poem. Example answers can be found in Challenge * in the children's Whole Class Reading section on OneNote.</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>Foundation *** 1 hour</p>	<p>One Note</p> <p>To consider how we can value people for who they are on and offline Online Safety/Class Connection (35 minutes)</p> <p>Watch teacher video https://vimeo.com/516224205/fc30f0a922</p> <p>Episode 1 link https://www.thinkuknow.co.uk/8_10/watch/</p> <p>Design a poster for Selfie</p> <p>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.</p> <p>Go back to video for PSHE/Class connection (25 minutes)</p>	<p>One Note</p> <p>To plan and carry out an investigation about which materials are good sound insulators</p> <p>Watch the video below introducing the lesson and planning the investigation. https://vimeo.com/516194912/889338c823</p> <p>Gather the things that you will need (You will have to decide which materials you are going to use based on what you have at home).</p> <p>*Make sure you get permission from someone at home if you are using somebody else's device to make the sound.</p> <p>Go to your OneNote page and predict which material you think will be the best. Can you explain why?</p>

	<p>What makes a good friend? Watch next part of video and consider the question, ‘What make a good friend?’</p> <p>In their OneNote book or on a separate piece of paper, think about the qualities of a good friend. Complete the table in relation to a poor friend, an OK friend and a good friend.</p> <table><tr><td></td><td>A poor friend</td><td>An OK friend</td><td>A good friend</td></tr><tr><td>Sharing</td><td></td><td></td><td></td></tr><tr><td>Having fun</td><td></td><td></td><td></td></tr><tr><td>Choosing who to play with</td><td></td><td></td><td></td></tr><tr><td>Giving complements</td><td></td><td></td><td></td></tr><tr><td>Listening</td><td></td><td></td><td></td></tr></table>		A poor friend	An OK friend	A good friend	Sharing				Having fun				Choosing who to play with				Giving complements				Listening				<p>Carry out your investigation, recording your results on OneNote in your table.</p> <p>Complete the conclusion, explaining what you found out or write your own conclusion.</p> <p>Teacher video introducing the investigation – which variables can we keep the same?</p> <p>Go back to the plenary video and watch the end of the lesson.</p>
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Independent Reading 15 minutes	<p>Myon / Accelerated reader / own book</p> <p>To read a text and take a quiz, retrieving answers from the text.</p>	<p>Myon / Accelerated reader / own book</p> <p>To read a text and take a quiz, retrieving answers from the text.</p>																								
Spellings 10 minutes	<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.</p> <p>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>																								