

	Monday	Tuesday	Wednesday	Thursday	Friday
SPaG session 20 minutes	<p>To identify apostrophes of possession.</p> <p>Espresso video https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361721/grade2/module305326/collection361841/section361750/index.html?source=search-all-all-all&source-keywords=apostrophes%20possession Username: student35074 Password: griffin</p> <p>BBC video to consolidate https://www.bbc.co.uk/bitesize/topics/zvwwrmb/articles/zd9yds</p> <p>* Watch the videos ** Rewrite the sentences *** Complete the quiz</p>	<p>To use speech punctuation accurately.</p> <p>video on Espresso</p> <p>Chn complete the activity underneath and then complete the two quizzes.</p> <p>* Complete the activity ** Complete first quiz *** Complete second quiz</p>	<p>To use speech punctuation accurately.</p> <p>Watch Teacher video recapping rules for speech punctuation.</p> <p>* Chn add punctuation to sentences with reported clauses at the end. ** Chn add punctuation to sentences with a mixture of reported clauses at the start and the end. *** Chn add punctuation to sentences with a mixture of reported clauses at the start, middle and end.</p>	<p>To identify nouns and adjectives.</p> <p>Watch the BBC video https://www.bbc.co.uk/bitesize/topics/zvwwrmb/articles/z3nfw6f</p> <p>Highlight the expanded noun phrases</p> <p>Do the quiz.</p> <p>In OneNote, highlight the expanded noun phrases in the text.</p>	<p>To recap prepositions.</p> <p>Watch the BBC video https://www.bbc.co.uk/bitesize/topics/zvwwrmb/articles/zv38srd</p> <p>Highlight the prepositions</p> <p>Do the quiz.</p> <p>Use the spin wheel to generate a preposition. https://wordwall.net/resource/51387/english/preposition-spinner</p> <p>Think of a sentence for each prepositions.</p>
Writing session 45 minutes	<p>To write a character description using apostrophes of possession.</p> <p>Teacher video explaining the task – to describe Gadgetman for the police.</p> <p>Label the picture of Gadgetman</p> <p>* Write independent sentence about Gadgetman, each using an apostrophe</p>	<p>To identify vocabulary that makes the story interesting to the reader.</p> <p>Video of teacher reading Chapter 2. Explanation of task – looking for vocabulary which engages the reader</p> <p>* Identify words that are designed to gain the reader's attention and explain why</p>	<p>To write a conversation including direct speech.</p> <p>Teacher video recapping the story and Read p35. Set task – to write a conversation.</p> <p>* Conversation with accurate punctuation between Beans and Detective Warner. ** Conversation with accurate punctuation between Beans and</p>	<p>To create a bank of noun phrases to describe a setting.</p> <p>Teacher video and explanation of task – to create noun phrases and expanded noun phrases.</p> <p>* Annotate at least 3 pictures ** Annotate 4 pictures *** Annotate all pictures</p> <p>SEN Audio Feedback</p>	<p>To describe a setting using prepositions and noun phrases.</p> <p>Video of teacher demonstrating how to use the noun phrases from yesterday, mixed with prepositions to create a good quality setting description written in first person.</p>

	<p>** Write a character description, thinking about the order of the sentences</p> <p>*** Write a character description in the style of a story.</p> <p>PP Written Feedback</p> <p>SEN Audio Feedback</p>	<p>** Chn write their own sentences applying some of the words and phrases from the text.</p> <p>*** Chn write their own sentences applying some of their own words and phrases.</p>	<p>Detective Warner with interjections from Ann and Louisa.</p> <p>*** Conversation with accurate punctuation between Beans and Detective Warner, developing the reported clause.</p> <p>Written Feedback</p>		<p>*Write a description of the setting with prepositions and noun phrases.</p> <p>** Write the description of the setting where they use fronted adverbials</p> <p>***Write the description of the setting where they use fronted adverbials. Ext to include the character's feelings.</p> <p>Audio Feedback</p>
<p>Maths session 45 minutes</p>	<p>To multiply 3 single digit numbers.</p> <p>Watch White Rose video</p> <p>* Complete questions 1-4. If you would like to practice this some more, get a dice and roll it 3 times so you have 3 numbers. Then multiply them together. Repeat this.</p> <p>** Complete questions 1, 2, 3, 4, 5 and 6 while you watch the video. Then have a go at the challenge question 7.</p> <p>*** Complete questions 1, 2, 3, 4, 5 and 6 while you watch the video. Then have a go at the challenge questions 7, 8 and 9.</p> <p>Sticker Feedback</p>	<p>To identify factor pairs.</p> <p>* Complete questions 1-3. If you would like to practice this some more, try drawing factor bugs for other numbers. Use the multiplication grid in the contents library to help you.</p> <p>** Complete questions 1-6 while you watch the video.</p> <p>*** Complete all of the questions.</p> <p>Audio Feedback</p>	<p>To use written methods for multiplication using partitioning.</p> <p>* Complete questions 1. If when you are watching the next part of the video and the number line is confusing you, practice using the partitioning demonstrated for the first question with other two digit x one digit questions.</p> <p>** Complete questions 1-4 while you watch the video. You might want to try question 5 too.</p> <p>*** Complete all the questions while you watch the video. Then try my reasoning question.</p> <p>PP Written Feedback</p>	<p>To multiply a 2 digit number by a single digit number.</p> <p>* Complete questions 1-4. You might want to try question 5 and 6.</p> <p>** Complete questions 1-6 while you watch the video. Then have a go at the challenge question 7 using the end of the video to help you.</p> <p>*** Complete all questions. Then try my challenge question at the end. This will prepare you for tomorrow's lesson.</p> <p>Written Feedback</p>	<p>To multiply a 2 digit number by a single digit number.</p> <p>* Complete questions 1 and 2. For these questions you will use a place value grid or the expanded method. Make up some more two digit x one digit questions to practice this method.</p> <p>** Complete questions 1-4. If you don't feel confident using the short method, please use the expanded method.</p> <p>*** Complete all questions.</p> <p>Sticker Feedback</p>

Reading session 30 minutes	To read a text, identifying unfamiliar vocabulary. Teacher video of the book being read with appropriate pauses for the children to think about/discuss the meaning of the unfamiliar vocabulary.	To develop familiarity with new vocabulary. Rewatch teacher video thinking about the new vocabulary. *Picture match with the new vocabulary. **Can the children write a sentence for three of the words. ***Can the children write a sentence for all of the words	To find and copy answers from the text. Teacher explanation modelling find and copy types of questions. Children can recap the text by watching teacher read the text from Monday's lesson. *Answer three simpler word definitions located in paragraphs one and two. ** Answer all find and copy questions style questions (3). *** Children to answer questions including those that ask to find words with similar meaning/ find a phrase. SEN Audio Feedback	To identify features of a non-fiction text. Teacher explanation on features of a non-fiction text. *Write down three features of a non-fiction text ** write down five features of a non-fiction text ***Children to mark/evaluate the text (2 stars and a wish) to discuss two structural features the text includes and one structural feature it could add in to improve.	To retrieve information from a text. Replay teacher video reading the text. *Retrieval question multiple choice quiz using forms **Retrieval question multiple choice quiz using forms ***Retrieval question using multiple choice quiz include questions that ask why the author has included this etc
Mental Maths 15 minutes	TT Rockstars Studio timed session created for all children	Mathletics	TT Rockstars	Mathletics	TT Rockstars
Foundation session 45 minutes	Historical Reasoning To identify the order that I think inventions were made.	History To reflect on a timeline of inventions. Teacher explanation and discussion about the real	Science To understand electrical safety in the home. Work through activity http://www.switchedonkid	Science To identify objects which need different types of electricity for power.	PE with Joe.

	<p>Listen to the teacher explanation about trying to put the inventions in order. Chn either manipulate on screen or download inventions and put them in order of when they think they were invented</p> <p>*A list of must inventions **further short list of other inventions *** Chn give Audio Feedback</p>	<p>sequence the inventions were created. Set challenge: * Write a paragraph/create a video to say what surprised you and why. ** Write a paragraph/create a video to say what surprised you and why. They then explain how they think some of the inventions may be linked. Sticker Feedback</p>	<p>s.org.uk/electrical-safety-in-your-home</p> <p>*Chn identify as many dangers as they can. **Chn identify as many dangers that they can and explain why three things are dangerous *** Chn identify as many things as they can. List what they think the 3 most dangerous things are and explain why.</p>	<p>Teacher explanation about how things can be powered by electricity. *Chn sort given objects into mains/battery/tricky devices ** Chn sort given objects into mains/battery/tricky devices. They then add some by looking around their house. *** Chn sort given objects into mains/battery/tricky devices. They then add some by looking around their house. Pose question to collect children's opinions. Why do we have different types of batteries?</p>	
Independent Reading 15 minutes	<p>To read a text and take a quiz, retrieving answers from the text.</p> <p>MyOn and Accelerated Reading</p>	<p>To read a text and take a quiz, retrieving answers from the text.</p> <p>MyOn and Accelerated Reading</p>	<p>To read a text and take a quiz, retrieving answers from the text.</p> <p>MyOn and Accelerated Reading</p>	<p>To read a text and take a quiz, retrieving answers from the text.</p> <p>MyOn and Accelerated Reading</p>	<p>To read a text and take a quiz, retrieving answers from the text.</p> <p>MyOn and Accelerated Reading</p>
Spellings 10 minutes	<p>To develop my spellings</p> <p>Look at the words and what is tricky about them on the video with the teacher talking over them.</p> <p>5 spellings */** y3/4 words</p>	<p>To practise my spellings.</p> <p>Chn have 8 mins to practise the spellings from yesterday using Fast Spellings technique.</p>	<p>To practise my spellings.</p> <p>Chn have 8 mins to practise the spellings from yesterday using Fast Spellings technique.</p>	<p>To practise my spellings.</p> <p>Chn have 8 mins to practise the spellings from yesterday using Fast Spellings technique.</p>	<p>Spelling test.</p> <p>Chn complete spelling test on paper</p>

	*** Using words containing prefixes from Y4 GPS list.				
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