



Primary Planning

Class: Year 4 – Cedar Class

Week beginning:25/01/21

Outline: This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Theme: Express Yourself

Reading: https://docs.google.com/presentation/d/1-2TSBlu87GDmD51ZWYh_KmKUTxjW7Uj8/edit#slide=id.p1

Fred reading resource: The incredible stories of an unbelievably awesome young woman! The bravery and global impact of Greta Thunberg will hopefully inspire you in many ways! As always, there is daily vocabulary and retrieval practice, plus a range of questions to explore together and independently, all based around the KS2 reading content domains!

There is a look at the picture book Greta and the Giants, a Newsround clip and then an extract from Greta’s Story to enjoy!

English

LO – Explore the setting of ‘The Shaman’s Apprentice’

Quiz: On paragraphs

Text: The Shaman’s Apprentice

LO – To read and discuss ‘The Shaman’s Apprentice

Quiz: On the setting of the story

Text: The Shaman’s Apprentice

LO – To add description to sentences based on the ‘The Shaman’s Apprentice’

Quiz: On the events of the text

LO – Create a drama based on ‘The Shaman’s Apprentice’

Quiz: adverbs, adjectives and adverbials.

LO – Verbs in the past and present tense

Quiz: Playscript lay-out

Text: The Shaman’s Apprentice



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<ol style="list-style-type: none"> 1. 'What am I thinking of?' They choose a plant and give clues to their partner, starting by describing its appearance before moving to saying what it can be used for. 2. Look at the front cover of the book and talk about where the plants come from. 3. Children talk with their partner about three things they notice and three things they imagine from the illustration showing the village and the river. 4. They go on to write a paragraph of 100 words or so to describe what they think village life is like. They describe the houses, the leisure activities of the children, where their food comes from, what clothes 	<ol style="list-style-type: none"> 1. Discuss the idea that the shaman's knowledge was proved to be valuable in the end and explain that many of our own modern medicines are indeed plant-based and have been used by people in villages for centuries. 2. Answer the 'why' questions from the google slides. 3. Draw an 'emotion graph' to show how the feelings change over the course of the story. 4. Read a section from the text, practicing one's pace and expression. <p>Review: Perform our readings in the round.</p>	<p>Text: The Shaman's Apprentice</p> <ol style="list-style-type: none"> 1. Highlight the verbs on 2nd double page. Notice their rhythm when read aloud. 2. Spot the prepositional phrases. 3. Teach and point out examples of fronted adverbials. 4. Add description and adverbials to the clauses worksheet. <p>Review: Share improved sentences in our google meet.</p>	<p>Text: The Shaman's Apprentice</p> <ol style="list-style-type: none"> 1. When is the turning point of the book? 2. Discuss how much of a shock this must have been. 3. Act out a scene as the villagers. 4. Write up the scene that has been acted out by the group. <p>Review: Share our scenes and possible act them out over google meet.</p>	<ol style="list-style-type: none"> 1. Read through the word list and discuss the type of word, synonyms, 2. Read Mr C's version of the first paragraph. How has it been changed? 3. Watch/ read presentation to revise present and past tense. 4. Rewrite the second paragraph to change it into the past tense. <p>Review: Identify verbs and their tense from third page.</p>



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<p>people wear, and what they do when someone is ill</p> <p>Review: Discuss whether children would like to live in Kwamala in google meet.</p>				



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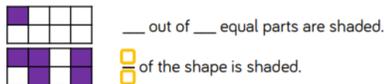
Maths

L.O Unit and non-fractions

Quiz: Times tables quiz on learned times tables

Children recap their understanding of unit and non-unit fractions from Year 2. They explain the similarities and differences between unit and non-unit fractions.

Children are introduced to fractions with denominators other than 2, 3 and 4, which they used in Year 2. Ensure children understand what the numerator and denominator represent.



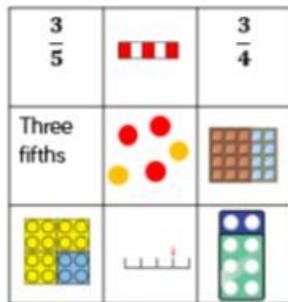
Review: Complete sentences on numerators, unit and non-unit fractions.

L.O What is a fraction

Quiz: Unit and non-unit fractions

Children explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line.

They explore and recap the meaning of numerator and denominator, non-unit and unit fractions.



Review: Math talk reasoning.

L.O Tenth

Quiz: On sorting fraction terms

Children explore what a tenth is. They recognise that tenths arise from dividing one whole into 10 equal parts.

Children represent tenths in different ways and use words and fractions to describe them. For example, one tenth and 1/10.

- One tenth
- Two tenths
- Three tenths
- One tenth less than eight tenths



Review: Missing fraction trees.

LO: Count in tenths

Quiz: On tenths

Children count up and down in tenths using different representations.

Children also explore what happens when counting past 10. They are not required to write mixed numbers, however children may see the 11/10 as 1 1/10 due to their understanding of 1 whole.



Review: Spot the mistake maths talk.

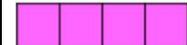
LO: Equivalent Fractions

Quiz: On counting in tenths.

Children begin by using Cuisenaire or number rods to investigate and record equivalent fractions. Children then move on to exploring equivalent fractions through bar models.

Children explore equivalent fractions in pairs and can start to spot patterns.

The pink Cuisenaire rod is worth 1 whole.



- Which rod would be worth $\frac{1}{4}$?
- Which rods would be worth $\frac{2}{4}$?
- Which rod would be worth $\frac{1}{2}$?

Review: Odd one out Fractions.



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Topic

<p>LO: Understand how water behaves and form rivers</p> <p>Quiz: On endangered mountain species</p> <p>On a (outdoor) slope, set up some different ground types. Soil, gravel, sand, hard ground and notice what happens when water is poured onto the slope from a watering can. You can measure the time it takes for water to run to the bottom of the slope. Notice how some ground types absorb the water.</p> <p>Imagine your small slope is a mountain or hill. Notice how the trickles join to form larger streams.</p> <p>Notice how, when the stream is powerful enough, bits of the ground are carried by the water and may leave a path.</p>	<p>LO: To understand what happens when a river reaches the coast.</p> <p>Quiz: On water cycle</p> <p>Look at examples of estuaries, mudflats and salt marshes.</p> <p>To know why estuaries are so important for wildlife.</p> <ol style="list-style-type: none"> 1. Use the resources to research the formation of above river mouth features. 2. Create a leaflet for visitors to a nature reserve that explains how mudflats and salt marshes are formed and what wildlife they might find. 	<p>LO: To learn about the ten major world rivers and their continents.</p> <p>Quiz: River-coast features</p> <p>Revisit the 7 continents, famous rivers and share river facts.</p> <p>Watch Mr C's presentation on world rivers and choose a river to research.</p> <p>Use a variation of sources to create a presentation on a world river.</p> <p>Present your presentation to the class including information suggested by the task sheet.</p> <p>Plenary: How many of the 10 major rivers in the world do the children remember?</p>	<p>LO: To make a boat to journey to sea</p> <p>Quiz: On facts from yesterday and the 10 major rivers and their continents</p> <p>To trace the journey of a river of your choosing that ends in the sea.</p> <p>To make a boat from natural materials that is buoyant and will survive the journey to sea.</p> <p>Write a log that will note the key features of the river and will warn the crew of what to look for.</p> <p>Test your boat floats!</p> <p>Review: Share boat in our google meet.</p>	<p>Dance</p> <p>LO: To create a river dance</p> <p>Listen to the piece of classical musical that represents the journey of a river.</p> <p>Understand the nature of a river changes on it's journey to the sea.</p> <p>Recall geographical concepts and vocabulary that relate to rivers.</p> <p>Watch the Moldau presentation for choreography inspiration.</p> <p>Begin to choreograph a dance that portrays the changing mood of a river on its journey.</p>
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Draw and write an annotated diagram of what you have noticed.				
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Additional

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