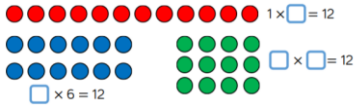
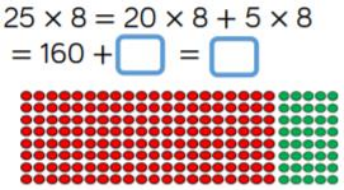
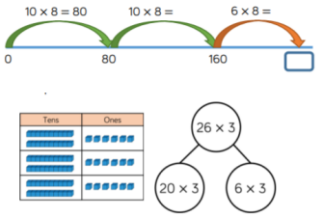
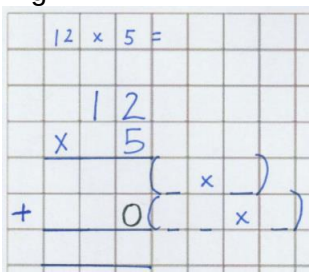
AVANTI HALL

Primary Planning: Year 4 – Cedar Class

Week beginning:11/01/21

Planned learning for English, Maths, Science and the wider curriculum.

	English Monday 11th	Tuesday 12th	Wednesday 13th	Thursday 14th	Friday 15th
	LG – To describe animals using expanded noun phrases **Quiz:** Circle the adjectives and adverbs. Continuing with our work on narrative poems: **How the Bumble-bee Got His Stripes** 1. Chn to read through poem and slides on expanded noun phrases. 2. Children to orally discuss each of the six animals appearance using pictures as a prompt. 3. Chn to write a sentence including an expanded noun phrase for each animal. 4. Prepare to share in Google meet. Chn can give each other feedback.	**LG – To write expanded noun phrases with preposition led phrases** **Quiz:** Features of narrative poems. Narrative poem: **The Dragon Who Ate Our School** 1. Chn to read the poem. 2. Chn to list all the things the dragon ate. 3. Chn to orally describe the objects, using noun phrases. 4. Chn to read through slide 10 on phrases led by prepositions. 5. Chn to write preposition led sentences to describe objects eaten by dragon. Review: Identify the preposition in other chn's sentences during google meet.	**LG – To write a narrative poem as a story using expanded noun phrases and time connectives.** **Quiz:** Identify features of narrative poem in example poems. Using **How the Bumble-bee Got His Stripes** and **The Dragon Who Ate Our School** 1. Write a summary of one of the poems in note form. Example in slides. 2. Read **time connectives** slide to show how to link sentences. 3. Children to rehearse orally using noun-phrases and time connectives to retell the story in their own words. 4. Write their rehearsed sentences.	**LG – To read and perform a narrative poem.** **Quiz:** Identify the noun phrases and time connectives Narrative poem: **Maggie and the Dinosaur** 1. Read through the poem, and listen to Mr C's audio recording to hear pace and rhythm. 2. Read and re-read poem to learn poem by heart. Option: Draw a picture for each stanza. 3. Perform poem on your own until you can recite at least one verse by heart. Review Perform poem with class in google meet.	**LG – To write in the voice of a character from a narrative poem.** **Quiz:** Recite Maggie and the Dinosaur poem. Narrative poem: **The Child Who Was Wild** 1. Chn to read 'wild words' and suggest what the poem might be about. 2. Read **The Child Who Was Wild** by Michael Rosen and discuss if predictions were correct. 3. Watch video of CC explaining secret strings for Maggie and Dinosaur poem. 4. Chn to find and mark any secret strings in **The Child Who Was Wild** poem using different

			Review: Share a sentence during our google meet and give positive feedback.		colours for different features. Review: Be ready to share secret strings in google meet.
	Maths Monday	Tuesday	Wednesday	Thursday	Friday
	L.G To understand and find factor pairs **Quiz:** On either 6's, 9's or 12 times tables. Children to learn that a factor is a whole number that multiplies by another whole number to make a product Develop understanding of factor pairs using examples. To work systematically to find factor pairs e.g: 12 – 1 x 12, 2 x 6 and 3 x 4. Using visuals:  1. Watch Mr C's video going through ppt. 2. Complete worksheet.	**L.G To use efficient multiplication methods** **Quiz:** On factor pairs Children to develop mental multiplication methods using partitioning and factor pairs. Using visuals:  1. Watch Mr C's video going through ppt and follow along by answering q's in slides. 2. Complete worksheet independently. Review: Answer reasoning q's	**L.G To use efficient written methods of multiplication** **Quiz:** On reasoning q's for efficient multiplication. To recognise efficient methods when multiplying 2-digits by 1-digit. Using number lines, base 10 and partitioning methods to obtain answer.  1. Watch Mr C's video going through ppt and follow along by answering q's in slides.	**LG: Recap multiplying 2-digits by 1-digit.** **Quiz:** On reasoning q's for efficient written methods. Answering formal short multiplication method questions, including extra information as to what is being calculated at each step. E.g  1. Watch Mr C's video going through ppt and follow along by answering q's in slides.	**LG:** Multiply 3-digits by 1 digit. Quiz: Missing number q's for 2-digit multiplication. 2 methods for chn to choose from. CC to show both and explain in video/ppt. Expanded form or short multiplication. Chn to choose preferred method and answer practice questions. Ext: Reasoning questions. Review: Short multiplication chn to talk through method in google meet.

	Review: Complete Mr C's talk through reasoning questions. Answers in google meet.	Discuss preferred methods used in google meet.	2. Complete worksheet independently. Review: Answer reasoning q's	2.Complete worksheet independently Review: Explain incorrect methods	
	Topic Monday	Topic Tuesday	Topic Wednesday	Topic Thursday	Craft/Yoga
	LG: Explore a range of contour maps and represent contour lines in 3D. **Quiz:** On grid references. The children are to trace contour lines with their fingers, noting that they join places of the same height and form patterns that help us to imagine what the land actually looks like. Use cardboard sheets or other objects to create a form on the carpet. Drape with a white cloth. Or paper mache. Explore how the closer the contour lines, the steeper the slope. Contour lines on OS maps also give height in metres.	**LG: To finish contour representations by adding realistic features.** Quiz: On contour lines *Plan* To paint papermache 3D representations of contours. I.e a hill or mountain. Need to check with parents as to feasibility.	**LG: To understand and explain how mountains are formed.** **Quiz:** On grid reference, contour lines and other map features. Watch the animation and documentaries that explain how mountains are formed, noting down the key words and technical language used to describe the process. Look at a range of diagrams that show the five main mountain types, adding labels and captions to explain them clearly. Order images to show how a mountain forms and annotate each stage. Build the different types of mountain using soil, sand and other soft materials.	**LG: To locate and name geographical features on an OS map.** **Quiz:** On mountain formation. Look at and analyse Ordnance Survey maps of a mountainous region of the UK such as the Lake District or Snowdonia, identifying various local human and geological features. Use keys to decipher symbols they see. On the maps. Make a sketch map to represent what they have discovered.	

			Make sure each mountain type has just the right shape!		