

Primary Weekly Overview



AVANTI HALL

Primary Planning

Class: Year 4 – Cedar Class

Week beginning: 18/01/21

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.

Reading:

What have you been reading recently? Comics, books, instructions to a game or the back of a cereal packet? Reading is really important. Learning to read accurately, fluidly, and with good comprehension (understanding) will help you learn in all of your lessons. Did you know..., learning to read is also about listening and understanding as well as working out what's printed on the page? Through hearing stories, you learn about a wide range of words; this helps you to build your own vocabulary: the more words you know the more you will learn! This week, there will be a new reading resource in your google classroom that you can choose to use to help you practise your reading skills; it uses lots of different types of text including stories, pictures, stories to listen to, and video clips. I think you will find this reading adventure exciting as you will learn about a different destination (place) in the U.K (United Kingdom). I wonder what you will find out about the Lake District Year 4. How many new words will you learn? Remember the more words you know, the more you will learn.

Happy reading

<https://drive.google.com/file/d/13tzuxblg9WEUe4MILt9oL534i-CA8cMF/copy>



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English

<p>LO – Imagining and punctuating direct speech</p> <p>Quiz: Secret strings</p> <p>Narrative Poem: The Owl and the Pussycat</p> <ol style="list-style-type: none"> Chn to read the Narrative Poem Words and say if they recognise the poem. Discuss whether this counts as a narrative poem. Talk through an imagined scene of when the owl and pussy-cat meet the pig and when they ask turkey to marry them. Make up own dialogue. Write that dialogue into speech bubbles and then convert into single lines of punctuated dialogue. 	<p>LO – To write a narrative including direct speech</p> <p>Quiz: Quiz on dialogue punctuation</p> <p>Poem: Conversations with a 2yr Old</p> <ol style="list-style-type: none"> Read Conversations with a 2 year Old out loud. Add punctuation and reporting clauses to the speech from the poem. Use (some or all if you can!) of the correctly punctuated sentences to write a story. <p>Review: Share extracts from the children’s stories in google meet in afternoon.</p>	<p>LO – To write an anecdote and draft a poem</p> <p>Quiz: On dialogue punctuation</p> <p>Poem: Have you Ever?/ Trousers Down</p> <ol style="list-style-type: none"> Read Have you Ever? and Trousers Down And explain that it contains anecdotes. Talk through structure of an anecdote: Intro (setting/characters), problem, explain, something funny happened, conflict. Show anecdote elements. Children to orally tell an anecdote of their own. 	<p>LO – Editing anecdote poems.</p> <p>Quiz: On anecdote features</p> <p>Narrative poem: Robin Hood’s Bay</p> <ol style="list-style-type: none"> Read Robin Hood’s Bay and think about how it is similar to Analyse poetic features (secret strings) of Robin Hood’s Bay Make changes to yesterday’s draft adding the features we have found in Robin Hood’s Bay <p>Review Share changes to drafts. Before and after. Children to give feedback on each other’s changes.</p>	<p>LO – To practice and perform narrative poems.</p> <p>Quiz: Dialogue, secret strings and anecdote features.</p> <p>Narrative poem: The Torch</p> <ol style="list-style-type: none"> Watch Michael Rosen perform The Torch and comment on his pace, voice, facial expression, gestures. Children to practise reading their poems aloud, using pictures, but can read their writing. Not learning by heart unless want to! To perform poems on a one-off google meet. Parents invited too!
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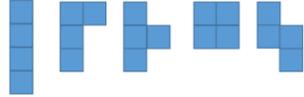
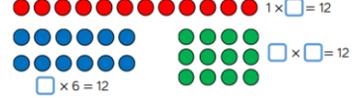


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		<p>4. Draft: To write down their anecdote just as they said it.</p> <p>Review: Sharing anecdotes in google meet.</p>		<p>Review: To give feedback on other's poems.</p>



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Maths

<p>L.O To understand and investigate area</p> <p>Quiz: Times tables quiz on learned times tables</p> <p>To understand that area is the space taken up by a 2D shape or surface.</p> <p>Investigate different shapes that can be made using sticky notes. And find area of objects using sticky notes.</p> <p>This is a square sticky note. </p> <p>Estimate how many sticky notes you need to make these shapes?</p>  <p>To listen to Mr C's ppt.</p> <p>To complete area worksheet.</p> <p>Review: To share the areas of the objects children have found.</p>	<p>L.O To count squares to calculate area</p> <p>Quiz: Sticky note area (reasoning q's)</p> <p>Practice counting 1cm squares to calculate area.</p> <p>Discuss efficient methods of counting squares using times tables.</p> <p>Jack uses his times-tables to count the squares more efficiently.  There are 4 squares in 1 row. There are 3 rows altogether. 3 rows of 4 squares = 12 squares</p> <ol style="list-style-type: none"> Watch Mr C's video going through ppt and follow along by answering q's in slides. Complete worksheet independently. <p>Review: Answer reasoning q's involving missing pieces from squared shapes.</p>	<p>L.O To make rectilinear shapes using squares</p> <p>Quiz: On equating area to arrays</p> <p>Use fixed number of squares to make different rectilinear shapes.</p> <p>Explore moving one square at a time.</p>  <ol style="list-style-type: none"> Watch Mr C's video going through ppt and follow along by answering q's in slides. Complete worksheet independently. <p>Review: Reasoning q's involving adding and moving squares to form standard shapes.</p>	<p>LO: To compare the area of different rectilinear shapes</p> <p>Quiz: On whether 2 shapes have the same area – i.e can one be moved to make another.</p> <p>Using < > = to compare rectilinear shapes and ordering shapes in size.</p> <ol style="list-style-type: none"> Watch Mr C's video going through ppt and follow along by answering q's in slides. Complete worksheet independently <p>Review: Children to explain how they know one shape has a bigger area than another or vice versa.</p>	<p>LO: To review factors, using arrays</p> <p>Quiz: On areas of rectilinear shapes. Calculating area with unsquared shapes.</p> <p>Use area knowledge and link to arrays.</p> <p>Use arrays to find factors of numbers.</p>  <p>Use physical counters to make arrays and find factors by making rectilinear shapes.</p> <p>Answer q's from last week's worksheet using new counters.</p> <p>Review: Children to prove that a number is or isn't a factor of another.</p>
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Topic

<p>LO: To describe the human impact on the physical world</p> <p>Quiz: On map symbols</p> <p>Look at a number of images of contrasting mountainous regions.</p> <p>Use skills of observation to determine what is human made and what is natural.</p> <p>Discuss examples of the human impact and whether these are positive or negative.</p> <p>To answer <i>who, what, where, why and when</i> questions.</p>	<p>LO: To conduct an enquiry on the effect of altitude on types of plant.</p> <p>Quiz: On human vs natural</p> <p>Take a sample of wildlife at two different altitudes and record and plot data.</p> <p>Use a fixed size instrument (hula hoop) and record the different plants found within. Recording number optional.</p> <p>Repeat experiment in high and low altitude area. I.e up and down a hill.</p> <p>Display data using photos or representations.</p> <p>Discuss reasons for differences, if any!</p>	<p>LO: To understand how species have adapted to live in high altitude environment.</p> <p>Quiz: On fair tests.</p> <p>Look at animal species that have adapted to live at high altitude. Explore their characteristics and features and summarise how they have adapted to live in hostile environment.</p> <p>Children to choose animal pictures to annotate their specialised features and create a short presentation.</p> <p>Include extra detail about what the animal eats, what eats the animal, interesting facts, behaviour and survival tactics.</p> <p>E.g snow leopards, mountain goats.</p>	<p>LO: To represent different climates using a range of materials.</p> <p>Quiz: On specialized animal features</p> <p>Children to demonstrate how plants grow in different climates.</p> <p>Use a range of materials including grass, stones, moss, leaves, sand and sticks to recreate different climates.</p> <p>Write a short piece of information about what plants grow in this environment (using pictures if possible) and why those plants have adapted to that environment.</p> <p>Review: Showcase creations in our google meet.</p>	<p>Craft</p> <p>Lo: To create Adi weaving pattern.</p> <p>Quiz: Show plants and children to give reasoned answers as to what climate they are from.</p> <p>Look at examples of Adi weaving. Discuss geometrical patterns and colours used.</p> <p>Use weaving board to create own Adi weaving pattern.</p> <p>Cut the patterns from weaving board and hold with sticks to create mini-wall hangings.</p>
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		Review: Present findings in our google meet.		



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Additional

RE

LG: To understand the Exodus story and examine the 10 commandments

Children to retell the story of Moses.

Mr C to tell the story of Exodus, when the Jews left Egypt in more detail.

Discuss the 10 commandments and whether they are good rules to live by.

Activity, what rules would you add/ delete/ change and why.