

Primary Weekly Overview



AVANTI HALL

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.

This week's theme: Respect

Reading: FRED Reading Resource. This is a PowerPoint presentation that is posted on Google Classroom each week. Through the links on the PowerPoint, you will have access to a range of texts, books and spoken word related to a weekly theme. Each day, there is a short word-level activity, vocabulary task and a further activities to practise essential reading skills: clarifying, summarizing, inference & deduction. All-important skills to help you become a fluent and accurate reader.

In addition, keep reading your own reading books.

Happy reading



Monday	Tuesday	Wednesday	Thursday	Friday
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English

<p>LO – I can read a challenging text and show my understanding</p> <p>Quiz: On anecdotal poems</p> <p>Text: The Great Kapok Tree</p> <ol style="list-style-type: none"> 1. Watch a short video introduction: https://www.youtube.com/watch?v=3vijLre760w Listen out for and note down three new pieces of information. 2. Locate the amazon rainforest on a map. And read the introduction. 3. Produce an illustration with written detail about the animals and plants in the text. 4. Ext: Make a prediction about what will happen in the story. 	<p>LO – I can write in the voice of a character.</p> <p>Quiz: On Amazon information from yesterday.</p> <p>Text: The Great Kapok Tree</p> <ol style="list-style-type: none"> 1. Read Kapok Tree Information and discuss the 3 most interesting things you have learned. 2. Discuss what sort of book this is? Fiction? Non-fiction? 3. Choose one of the animals and say his 'lines' from the book, talking with an adult. 4. Write a conversation between your character and a logger. What might you persuade the logger to do? 	<p>LO – To expand and improve sentences</p> <p>Quiz: On who's talking</p> <p>Text: The Great Kapok Tree</p> <ol style="list-style-type: none"> 1. Read the next section of the book. And discuss how the author makes the book so descriptive. 2. Highlight adjectives, adverbs and comparing sentences 3. Improve the sentences Mr C has provided using better adjectives adverbs and comparisons. 4. Use improved sentences to improve their dialogue from yesterday 	<p>LO – I can write a persuasive argument in the role of a character</p> <p>Quiz: adverbs, adjectives and comparisons.</p> <p>Text: The Great Kapok Tree</p> <ol style="list-style-type: none"> 1. Read the last pages of the book and discuss what you think the men will do when confronted by the rainforest animals. 2. Stage a mock argument between the animals and loggers between you and your parent. 3. Write a letter from the man to the logging company explaining why he couldn't bring himself to cut down the Kapok Tree. <p>Review:</p>	<p>LO – I can use paragraphs in non-fiction writing</p> <p>Quiz: In and out of character and letter writing</p> <p>Text: The Great Kapok Tree</p> <ol style="list-style-type: none"> 1. Look carefully at the endpaper of the book. Why have these animals been chosen for the border? 2. If we were to write a report on rainforests what would our sections be called? 3. Group Mr C's sentences into groups to form a paragraph. <p>Review: What were the sections called and how did we group them?</p>
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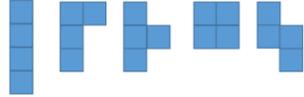
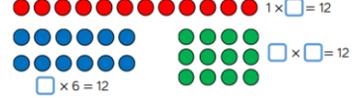


Monday	Tuesday	Wednesday	Thursday	Friday
	Review: Share conversations in google meet in afternoon.	Review: Share improved sentences in google meet.	Share some of the letters in our google meet.	



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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: 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: Use maps to follow the journey of a river</p> <p>Quiz: On river behaviours</p> <p>Locate the River Dart in either an atlas or Google Maps.</p> <p>Notice the scale of map (10km bar for google maps).</p> <p>Find Dartmoor National Park and find features that show this to be higher ground (altitude).</p> <p>Notice that Dartmoor feeds the river Dart and this is its source. And where the river meets the sea is called its mouth. Hence Dartmouth.</p> <p>Activity: Trace the tributaries of the Dart River, namely the East and West Dart Rivers.</p> <p>Or</p>	<p>LO: To understand and represent features of a river</p> <p>Quiz: On river features</p> <p>Look at the map of the largest rivers in the UK. Find our nearest major river.</p> <p>Watch the BBC clip on the River Clyde and make a note of Key words. (Mr C has made a bank of Key words too).</p> <p>Use collage technique to make a model of a river labelling the previously learned and newly learned features of rivers.</p> <p>Review: River terms definition game</p>	<p>LO: To demonstrate a good understanding of the watercycle</p> <p>Quiz: On water cycle (from last topic)</p> <p>Review watercycle and self-mark quizzes.</p> <p>Watch Mr C's slide presentation video to understand that the seas are salty and rivers are fresh water. And what happens to salt during evaporation.</p> <p>Label and annotate task sheet on the watercycle adding information about the salt and the different ways water can travel back to the sea.</p> <p>Review: Story pass around circle tell the story of a drop of water.</p>	<p>Craft</p> <p>LO: To create a river mosaic</p> <p>To use perspective and use of basic curves to show a river appearing from horizon line to the front of the picture.</p> <p>To use a range of different shaped/sized pieces of tissue paper and colours to make mosaic river and painted river banks..</p> <p>To use colour blending to create cloud in background.</p> <p>Review: To give feedback to others on their work.</p>
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Monday	Tuesday	Wednesday	Thursday	Friday
Draw and write an annotated diagram of what you have noticed.	Trace the path of the Dart River from source to sea. Adding place names to your picture.			



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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.