



AVANTI HALL

Primary Planning: Year 4 – Cedar Class

Week beginning: 01/03/21

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

Reading

The next two weeks are all about brilliant books that have been turned into magnificent movies, and I really hope these will spark lots of excitement and engagement in our classroom and for the children learning remotely.

There are two weeks featuring two of the most successful British movie series of all time – Harry Potter and How to Train Your Dragon! Each week contains an extract from the book and a trailer from the first movie. There is also some non-fiction to enjoy as we explore the Harry Potter sets and a brilliant picture book called The Trouble With Dragons! 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.

Spellings

Group 1

car start park arm garden artist star are were our

Group 2

find mind behind old cold gold hold told every everybody

Group 3

gardener gardening limited limiting offering offered benefited benefiting focused focusing

Group 4

information adoration sensation preparation education location exaggeration concentration imagination organisation

	English Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LO – To identify conventions in mythical literature.</p> <p>Quiz: On powerful verbs and verb choices</p> <ol style="list-style-type: none"> 1. Listen to a telling of the original Beowulf poem in Old English and note any familiar words. 2. List some conventions of hero myths like Beowulf, using worksheet resource. 3. Brainstorm and develop ideas for own hero myth by acting them out. 4. Challenge: To build tension before hero meets monster. 5. Show how characters are feelings through facial expressions. <p>Review: Share performances with class.</p>	<p>LO – To plan a hero myth</p> <p>Quiz: Myth conventions</p> <ol style="list-style-type: none"> 1. Mime pulling out a magical object from out of a pot and using it. 2. Complete planning sheet to map out own myth story idea. 3. Challenge: to use show-not-tell techniques to show character feelings. <p>Review: Children to share their story plans and partners to give feedback</p>	<p>LO – To write my own hero myth</p> <p>Quiz: Intuit feelings from example show-not-tell sentences</p> <ol style="list-style-type: none"> 1. Use class examples and improve sentences by expanding and adding descriptive phrases. 2. Children to use plan and checklist to inform how they write their myth. 3. Stop to read sections aloud and check for meaning and interest. 4. Continue to write first draft using checklist and plans. 5. Challenge – Use superlatives in description of hero. <p>Review: Tick off areas of checklist used.</p>	<p>LO – To edit and evaluate my writing and organise paragraphs around a theme</p> <p>Quiz: Power of 3 (tricolon) to describe settings.</p> <ol style="list-style-type: none"> 1. Revisit organising paragraphs around a theme. 2. Remind children how to use dictionaries to check for spelling. 3. Use editing toolkit to tick off ways to check and improve your writing. 4. Challenge: To use comparing phrase and alliteration. <p>Review: Read and give feedback to a partner.</p>	<p>LO – To present my story to an audience</p> <p>Quiz: Complete these character feeling sentences</p> <ol style="list-style-type: none"> 1. Watch clip of someone reading a part of Beowulf and note they ways they make it dramatic and engaging. 2. To practise reading your story aloud using volume, speed, body languages and emphasis. 3. Read live or record a reading of your story to share with the class.

	Maths Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LO: Fractions a set of objects</p> <p>Quiz: On converting improper fractions to mixed number fractions.</p> <ol style="list-style-type: none"> 1. Circling a fraction of objects 2. Using bar models to find fractions of numbers. 3. Linking fractions to dividing by a number. 4. Finding a fraction of a larger number using base 10. 5. Finding a fraction of a larger number using place counters. 6. Finding a fraction of a larger number using division. 7. Word questions. <p>Review: How are these processes similar how are they different?</p>	<p>L.O Fractions a set of objects</p> <p>Quiz: On division</p> <ol style="list-style-type: none"> 1. Use counters and bars to find fractions of numbers. 2. Estimating fractions of numbers by choosing answers. 3. Finding a fraction of a larger number using base 10. 4. Finding a fraction of a larger number using place counters. 5. Word and reasoning questions. <p>Review: Use 'this is true, because . . .' sentences.</p>	<p>L.O Fractions of a quantity</p> <p>Quiz: On division</p> <ol style="list-style-type: none"> 1. Find fraction of number using bar model with number line. 2. Word/real life question. 3. Find fractions of quantity using division and multiplication. 4. Estimate answers through multiple choice. 5. Sorting different fraction and equal and unequal amounts. <p>Review: What is the same to fractions of a set?</p>	<p>LO: Calculate quantities.</p> <p>Quiz: mixed and improper fractions</p> <ol style="list-style-type: none"> 1. Find fraction of number using bar model with number line. 2. Varied fluency questions changing fraction by 10 and number by 2. 3. Bar model examples, what is the whole amount (total quantity) 4. Find whole amount without bar model. 5. Word/real life example questions. <p>Review: What is always true about these types of questions. . . .</p>	<p>LO:</p> <p>Whole Unit Fractions Assessment</p>

	Topic Monday	Topic Tuesday	Topic Wednesday	Topic Thursday	Craft/Yoga
	<p>LO: To explain the three contenders to the throne</p> <p>Quiz: On Anglo-Saxon jobs and villages</p> <ol style="list-style-type: none"> To find out the three contenders to the throne. Use information scrolls to learn about a contender's claim to the throne. Write a poster, leaflet or speech telling people why this man should become king for chosen contender. <p>Review: Read/present information to class.</p> <p>Who has made the best argument? Class vote for who should become King.</p>	<p>LO: Create a picture timeline that sequences the events of 1066</p> <p>Quiz: On contenders to the throne</p> <ol style="list-style-type: none"> To use date and other information to correctly sequence events of 1066. Write a PEE paragraph to explain what is the most important event and why. Look at a scene from the Bayeux Tapestry and describe what is happening. Introduction to Battle of Stamford Bridge. <p>Review: Children discuss what is the most significant event of 1066.</p>		<p>LO: To understand and recreate The Battle of Stamford Bridge</p> <p>Quiz: On events of 1066</p> <ol style="list-style-type: none"> Children to explain what they can see in a painting of the battle. Children to read differentiated source material to understand main events of battle. Write an explanation of how Harold Hardrada instead of Harold Godwinson would have won. <p>Review: To discuss how much to Harold Godwinson win by? Just won, Easily won, Total defeat?</p>	