


WB 16th November 2020	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Vocabulary Ninja - Word of the Day</b>	<p>A new word of the day on each PowerPoint screen – starting with Grasshopper words for years 3/4. These can be found in PowerPoint or pdf format <a href="#">here</a>.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
<b>English</b>  <b>T4W</b> <b>The Apple That Spoke</b>	<p><b><u>WALT: be able to write for different purposes.</u></b></p> <p>Using the story map and actions from re-telling, write the middle of the story.</p>	<p><b><u>WALT: be able to write for different purposes.</u></b></p> <p>Using the story map and actions from re-telling, write the end of the story.</p>	<p><b><u>WALT: be able to check for improvements</u></b></p> <p>Using a green editing pen edit your work to make improvements.</p>	<p><b><u>WALT: be able to take pride in my work</u></b></p> <p>Write your completed story in your publishing book. Remember to include your edits.</p>	<p><b><u>WALT: be able to make substitutions</u></b></p> <p>Re-visit the original story and make substitutions for the fruit, people and animals.</p>
<b>Maths</b>	<p><i>In school the Class Teacher will use a presentation, demonstrate and model methods when teaching. The children are then given a range of practical and recording tasks to explore and consolidate their learning. At home you will be provided with alternative lessons for maths which are linked to the same learning objectives being carried out in school over the course of the week.</i></p>				
	<p>Starter – Listen to <a href="#">Supermovers</a></p> <p><b><u>WALT: understand division as repeated subtraction or sharing</u></b></p> <p>Watch video <a href="#">here</a> and <a href="#">here</a> and complete the activities.</p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to use arrays to represent division facts</u></b></p> <p>Watch video <a href="#">here</a> and complete the activities.</p> <p>Check out Array Display <a href="#">here</a></p>	<p>Starter – Listen to <a href="#">Todd &amp; Ziggy</a></p> <p><b><u>WALT: be able to know division facts for the 3 times table</u></b></p> <p>Watch video <a href="#">here</a> and complete the activities.</p> <p>Play the game <a href="#">here</a>.</p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: be able to know division facts for the 4 times table</u></b></p> <p>Watch video <a href="#">here</a> and complete the activities.</p> <p>Play the game <a href="#">here</a>.</p>	<p>Starter – Play <a href="#">Daily 10</a></p> <p><b><u>WALT: recognise the inverse relationship between multiplication and division</u></b></p> <p>Watch video <a href="#">here</a> and complete activities.</p>
<b>Spelling - No Nonsense Spelling</b>	<p>This week we are going to be re-visiting suffixes from Year 2: ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’</p> <p>Watch the video <a href="#">here</a> and play the Small Town Superhero game <a href="#">here</a>. Navigate to suffixes by clicking the yellow arrows.</p>				

<b>Handwriting</b>	Focus on lead in and lead outs of each letter in the alphabet, joining and neatness.				
<b>Foundation Subjects</b>	<p><b>PSHE - Jigsaw</b></p> <p><b>ICT</b></p> <p>WALT: be able to touch type. Re-visit last week. Log onto Purple Mash and type '2Type' in the search bar. Click on it and then watch the posture tip video and the typing instruction video. After that work your way through the videos and games under the 'First Steps:' subheading.</p> 	<p><b>Geography</b></p> <p>WALT: be able to locate the world's countries using maps</p> <p>Revisit continents <a href="#">here</a> and look at the world's countries <a href="#">here</a>.</p> <p>Watch video <a href="#">here</a> and complete the quiz.</p> <p>Explore the world's countries <a href="#">here</a></p> <p><b>Science</b></p> <p>WALT: be able to understand different light sources.</p> <p>Watch the video <a href="#">here</a> and discuss, draw or write about the different sources of light.</p>	<p><b>RE</b></p> <p>WALT: understand How do Christians find and use ancient wisdom from the Bible?</p> <p>(Introduce knowledge organiser)</p> <p>Scroll down to see RE lesson guidance and activities.</p> <p><b>P.E</b></p> <p><b>Netball</b></p> <p><u>WALT: use a range of throwing and catching techniques</u></p>	<p><b>Art</b></p> <p>WALT: be able to use line.</p> <p>Watch the video <a href="#">here</a> or <a href="#">here</a> and have a go at drawing different lines.</p> <p><b>P.E with sports coach</b></p> <p><b>Netball</b></p> <p><u>WALT: use a range of throwing and catching techniques</u></p>	<p><b>French</b></p> <p>WALT: be able to greet people in different ways (Introduce knowledge organiser)</p> <p>Watch the video <a href="#">here</a> and then practice saying the greetings in French.</p> <p><b>Golden Time</b></p>

## **RE Lesson - Wednesday**

### **How do people decide what matters most and what is the best way to live?**

- Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live?
- In a talking circle (or in smaller groups if you prefer), ask pupils: what matters most? Have these ten words on A4 cards on the floor: care, safety, life, family, God, love, cleverness, trying hard, friends, yourself. Ask a pupil: which matters least? Number ten. Work up to number one by asking one pupil each time, then ask other pupils to swap two of the cards.
- Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on. Come back to this later in the unit of work.

### **Writing a class book of wise words**

- Provide for the pupils to show what they are learning throughout this unit by setting the challenge to the class to create pages for their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still it could be inspiring. It will not be finished until the end of the unit of work, but starting thinking now matter. Would any of the 'what matters most' words above get into your class's 'holy book'?
- All pupils, during the unit of work, will be asked to choose a story, saying, wise sentence or something else to go into the class 'holy book'. Each pupils thinks about wise words and creates a page for the class's 'sacred book' with their own choice – or composition – of wise words included.
- Encourage pupils to spend time thinking about the words they choose, and presenting them with calligraphic skill, suitable imagery, or in some other special manner. Songs, holy books, family wisdom or quotations websites are interesting starting points for this choice.