



*Year 4 Term 2 week 6*  
*Week beginning 07.12.2020*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<p><b>NUMBER WORK:</b> To add 1 digit and 2 digit numbers together.</p> <p>Children to be given a selection of calculations where they need to add a 1-digit numbers to a 2-digit number. Recap over the methods used to solve addition calculations.</p>	<p><b>NUMBER WORK:</b> To add two 2-digit numbers together.</p> <p>Children to be given a selection of calculations including two 2-digit numbers being added together without any carrying.</p>	<p><b>NUMBER WORK:</b> To add 1-digit and 3-digit numbers together.</p> <p>Children to have a selection of calculations including 3-digit numbers adding some 1-digit numbers without having to carry.</p>	<p><b>NUMBER WORK:</b> To subtract a 1-digit number from a 2-digit number.</p> <p>Using a variety of calculations, children to subtract a 1-digit number from a 2-digit number. Recap over the method used to solve subtraction calculations. No borrowing.</p>	<p><b>NUMBER WORK:</b> To subtract two 2-digit numbers.</p> <p>Using a range of calculations, children need to use a known method to subtract two 2-digit numbers away from each other. No borrowing.</p>
<p><b>MATHS:</b> <b>WALT – Interpret and construct simple block diagrams.</b></p> <p>Introduce block diagrams and what they are. Using an example on the board, discuss with the children what the questions are asking of us and how we use the information presented in the block diagram to help us create our answers.</p> <p>Using a topic of their choice, children to gather information from around the class that they can use in their own block diagram.</p>	<p><b>MATHS:</b> <b>WALT – Answer simple questions about totalling and comparing categorical data.</b></p> <p>Discuss with the children the types of questions we can be asked around a selection of data or a chart. Show the children an example on the board, and use this to get them to answer simple questions based about totalling and comparing the data, which is given to them.</p> <p>Children to answer totalling and comparing questions using different charts given to them.</p>	<p><b>MATHS:</b> <b>WALT – Recognise, find and write fractions of a discrete set of objects and numbers</b></p> <p><b>Starter:</b> fraction matching. Children to match the correct fraction to the image.</p> <p>Recap on what fractions are and how/why, we use them. Introduce todays focus on looking at recognising, finding and writing <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{3}</math> of a set of objects or numbers.</p> <p>Using a selection of numbers and amounts of objects, the children to show the above fractions of each of them.</p>	<p><b>MATHS:</b> <b>WALT – Recognise, find and write fractions of a discrete set of objects and numbers</b></p> <p><b>Starter:</b> fraction recap, go back over what <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{1}{3}</math> are and how they look as a fraction.</p> <p>Introduce today's fractions of <math>\frac{1}{5}</math>, <math>\frac{1}{6}</math>, <math>\frac{1}{7}</math>, <math>\frac{1}{8}</math>, <math>\frac{1}{9}</math> and <math>\frac{1}{10}</math>. Using a selection of numbers and amounts of objects, children to recognise, find and write the above fractions of them.</p> <p>Extend the children to look at when the numerator is more than 1 and the process you have to go through to answer the questions.</p>	<p><b>MATHS:</b> <b>WALT – Begin to compare and order unit fractions on a number line</b></p> <p><a href="https://www.youtube.com/watch?v=k5C5PdZ_Yys&amp;feature=youtu.be">https://www.youtube.com/watch?v=k5C5PdZ_Yys&amp;feature=youtu.be</a> – Number line</p> <p>Introduce the children to fractions on a number line using the video above. Children to fill in their number lines with the correct fraction intervals ensuring they are looking carefully at how many intervals they have.</p> <p><a href="https://www.bing.com/videos/search?q=comparing+fractions&amp;adlt=strict&amp;view=detail&amp;mid=E808D932597BCF3DABF9E808D932597BCF3DABF9&amp;rvmid=3CA90FA76E0C1F39A0FB3CA90FA76E0C1F39A0FB&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=comparing+fractions&amp;adlt=strict&amp;view=detail&amp;mid=E808D932597BCF3DABF9E808D932597BCF3DABF9&amp;rvmid=3CA90FA76E0C1F39A0FB3CA90FA76E0C1F39A0FB&amp;FORM=VDRVRV</a> – Comparing</p> <p>Using the video above, introduce the children to comparing fractions using visual representations of fractions to support understanding. Children to compare a range of fractions.</p>
<b>GUIDED READING:</b>	<b>GUIDED READING:</b>	<b>DEAR TIME:</b>	<b>GUIDED READING:</b>	<b>DEAR TIME:</b>



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<p><b>WALT:</b> Empathies with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.</p> <p>Using an example text, children to read it to gauge how the character is feeling or what they are thinking. Children to write down the different points of view of the character/s,</p>	<p><b>WALT:</b> Increasing familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.</p> <p>Introduce Pandora's Box. Read this to orally learn the story. Children to create a comic strip retelling the story of Pandora's Box</p>	<p>Quiet reading for 15 minutes. CT/TA to hear children read.</p>	<p><b>WALT:</b> Predict what might happen by quoting directly from the text.</p> <p>Give children a short extract of writing. Based on what they have read and understood from the piece of text, what can they predict might happen next?</p>	<p>Quiet reading for 15 minutes. CT/TA to hear children read.</p>
<p><b>ENGLISH:</b> <b>SPAG WALT:</b> Begin to use a dictionary to check the meaning of new words.</p> <p>Using the words below, children need to use a dictionary to locate their meaning. Model how to use a dictionary effectively.</p> <p><b>WALT – Identify the structure and language features of a wishing tale.</b></p> <p>Using the key text – The King of the Birds, children to go through and identify the structural features and language features within the story using a colour-coded system.</p>	<p><b>ENGLISH:</b> <b>WALT- Represent a story.</b></p> <p>Children to represent the key text using a txt map form. Model drawing the first half of the text map and how not every word needs a picture in order for us to remember the story.</p>	<p><b>ENGLISH:</b> <b>SPAG WALT:</b> Explain what the present perfect form of verbs are.</p> <p><a href="https://www.bing.com/videos/search?q=what+is+meant+by+the+present+perfect+form+of+verbs+for+kids&amp;ru=%2fvideos%2fsearch%3fq%3dwhat%2bis%2bmeant%2bby%2bthe%2bpresent%2bperfect%2bform%2bof%2bverbs%2bfor%2bkids%26FORM%3dHDRSC3&amp;adlt=strict%2cstrict&amp;view=detail&amp;mid=7E93A005007549C7B0997E93A005007549C7B099&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=what+is+meant+by+the+present+perfect+form+of+verbs+for+kids&amp;ru=%2fvideos%2fsearch%3fq%3dwhat%2bis%2bmeant%2bby%2bthe%2bpresent%2bperfect%2bform%2bof%2bverbs%2bfor%2bkids%26FORM%3dHDRSC3&amp;adlt=strict%2cstrict&amp;view=detail&amp;mid=7E93A005007549C7B0997E93A005007549C7B099&amp;&amp;FORM=VDRVRV</a></p> <p>Children to use some present perfect form of verbs in written sentences.</p> <p><b>WALT – Retell a story.</b></p> <p>Using their text map, children to you actions/role play/drama to retell the story in partners and small groups to each other and then to the class.</p>	<p><b>ENGLISH:</b> <b>WALT- Retell a story.</b></p> <p>Children to Hot seat characters from the story gather information about why they want their specific wish and what it would mean to them to have it granted for them.</p> <p>Children to be in groups of 4-5, so each get a chance to be the characters of the story and the interviewers.</p>	<p><b>ENGLISH:</b> <b>WALT – Understand a characters feelings and emotions.</b></p> <p>Using Yann from the key text, discuss with the children what we already know about him from the story.</p> <p>How is he feeling as a character? How do we know he is feeling this? Why is he feeling this way? What evidence is there in the text that helps us understand how he is feeling?</p> <p>Children to write how Yann is feeling throughout the story with support from the text to ensure their answers refer to what they already know as well as assumptions/predictions we could make.</p>
<p><b>MUSIC:</b> <b>WALT – Sing in unison.</b></p>	<p><b>COMPUTING:</b></p>	<p><b>HISTORY:</b></p>	<p><b>SCIENCE:</b> <b>WALT – Explain how water changes state.</b></p>	<p><b>RE:</b></p>



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<p>Children to learn Christmas song and be able to sing in unison along with the instrumental music.</p>	<p><b>WALT – Generate repeating patterns.</b> Using a range of different computing programs, children to use their Romans images along with others to create basic and complex repeating patterns.</p>	<p><b>WALT – Understand what the religious beliefs the Romans had.</b> Using information collected during the lesson about different Gods and Goddess, children need to choose one and create an information poster about them.</p>	<p>Children need to complete three investigations around how water changes state. Within each investigation they need to observe the changes the water makes and why/how this happens. Using this information, children need to create an information sheet detailing how water changes state.</p>	<p><b>WALT – Understand what it is like for a Hindu in Britain today.</b></p> <p><a href="http://www.bbc.co.uk/education/clips/zw92tyc">www.bbc.co.uk/education/clips/zw92tyc</a></p> <p><a href="http://www.bbc.co.uk/education/clips/z8476fr">www.bbc.co.uk/education/clips/z8476fr</a></p> <p>Show the children the above videos and discuss what it is like for a Hindu in Britain today. Talk through the different festivals that Hindu's celebrate and how they celebrate them in the UK compare to in India. Show them the example below in the video of a Hindu wedding.</p> <p><a href="http://www.bbc.co.uk/education/clips/zyhb4j6">www.bbc.co.uk/education/clips/zyhb4j6</a></p> <p>As a class create a list of 10 duties/things, we can do as individuals to help make a Hindu's like better in Britain today.</p>
<p><b>DT/ART:</b> <b>ART WALT: Design a mosaic pattern.</b> Using squared paper, children to design a mosaic pattern inspired by the Romans.</p>	<p><b>FRENCH:</b> <b>WALT – Combine familiar language to create a set of new sentences.</b> Children to use vocabulary taught during the lesson to create sentences on how to get to 3 different locations/places.</p>	<p><b>PSHE:</b> <b>WALT: Like and respect the unique features of my physical appearance.</b></p> <p>Discuss with the class what their unique features are of their physical appearance and put these in a mind map. Building on this, children to write sentences about what they like about these features.</p>	<p><b>SPELLING:</b> <b>WALT: learn new strategies to spell words.</b> <b>Monday:</b> introduce new spellings with the 'im' prefix. <b>Tuesday:</b> Children to use this week's spellings in sentences. <b>Wednesday:</b> children to completed different spelling activities around this week's focus words. <b>Thursday:</b> Peer testing. Children to test each other on this week's spellings. <b>Friday:</b> Class testing of this week's spellings.</p>	