



Year 4 Term 2 week 7
Week beginning 14.12.2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
PM Watch school performances on the school website.	PE 10:45-11:30 Christmas Jumper Day Christmas Lunch 2PM Live stream by irock	Class Disco and bring a plate Christmas film 'U'	Party in the hall 9:15-10:15 Make Christingles Father Christmas visits	10am Christingle Service
STARTER: Children to compare a range of 3/4 digit numbers using the correct symbols.	STARTER: Comparing 3/4 digit number reasoning question.	STARTER: Order a group of numbers. Questions to have a range of numbers including 3 digit and 4 digit.	STARTER: Order numbers reasoning questions	STARTER: Show the place value of four digit numbers.
MATHS: WALT – Recognise, find and write fractions of a discrete set of objects and numbers Starter: fraction recap, go back over what $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ are and how they look as a fraction. Introduce today's fractions of $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$ and $\frac{1}{10}$. Using a selection of numbers and amounts of objects, children to recognise, find and write the above fractions of them. 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.	MATHS: WALT – Begin to compare and order unit fractions on a number line https://www.youtube.com/watch?v=k5C5PdZ_Yys&feature=youtu.be – Number line 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. https://www.bing.com/videos/search?q=comparing+fractions&adlt=strict&view=detail&mid=E808D932597BCF3DABF9E808D932597BCF3DABF9&rvsmid=3CA90FA76E0C1F39A0FB3CA90FA76E0C1F39A0FB&FO RM=VDRVRV – Comparing 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.	MATHS: WALT – Solve problems where n objects are connected to m objects. Introduce the meaning behind n objects and m objects and how they can be connected within a question. Go through some examples together ensuring that all children understand how the two groups are singular but connected together in the question. Children to answer some problems.	MATHS: WALT – Solve problems where n objects are connected to m objects. Recap on yesterday learning and go back over the concept of solving problems where two sets of objects are connected together. Children to complete a few questions before moving onto a reasoning problem.	MATHS: WALT – Solve problems including missing number problems. Introduce missing numbers problems and the methods/strategies we can use to solve the questions. Go through some examples together ensuring that the children are confident with the concept of missing number problems and how we can solve them using a range of methods/strategies. Reasoning questions available for those complete their first task.
DEAR TIME:	DEAR TIME:	DEAR TIME:	DEAR TIME:	DEAR TIME:



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Quiet reading for 15 minutes. CT/TA to hear children read.	Quiet reading for 15 minutes. CT/TA to hear children read.	Quiet reading for 15 minutes. CT/TA to hear children read.	Quiet reading for 15 minutes. CT/TA to hear children read.	Quiet reading for 15 minutes. CT/TA to hear children read.
<p>ENGLISH: SPAG WALT: Explain what the present perfect form of verbs are. https://www.bing.com/videos/search?q=what+is+meant+by+the+present+perfect+form+of+verbs+for+kids&ru=%2Fvideos%2Fsearch%3fq%3Dwhat%2bis%2bmeant%2bby%2bthe%2bpresent%2bperfect%2bform%2bof%2bverbs%2bfor%2bkids%26FORM%3dHDRSC3&adlt=strict%2cstrict&view=detail&mid=7E93A005007549C7B0997E93A005007549C7B099&&FORM=VDRVRV WALT –Write in a variety of genres. (Diary) Using Yann from the key text, discuss with the children what we already know about him from the story. 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? Children to write a diary entry from Yann explaining how he is feeling and the reasons to why he is feeling this way.</p>	<p>ENGLISH: WALT- Organise my writing in paragraphs around a theme. Children to write a description about mother and the horse within the story. Encourage the children to use the model text to help build their ideas around the characters that are being focussed on. Ensure children are using paragraphs to separate their information when changing from one character to the other.</p>	<p>ENGLISH: SPAG WALT: Use a range of nouns and pronouns. https://www.bing.com/videos/search?q=noun+and+pronouns&&view=detail&mid=5AB85CCBA9A7B44758415AB85CCBA9A7B4475841&&FORM=VRD GAR Children to use a range of nouns and pronouns in sentences. WALT – Organise my writing around a theme. Focussing on the remaining characters in the key text (Father and baby). Children to write a description of them based on what they already know from the story and any other assumptions/judgements we can make from what we know.</p>	<p>ENGLISH: WALT- Substitute features. Using features from the key text, the children need to start plotting out their own idea to change certain features of the story. The areas which will need to be changed are:</p> <ul style="list-style-type: none"> • Yann • Horse • The wish • Setting • Weather <p>Use a template for this to support children in order for them to see the changes visually</p>	<p>ENGLISH: WALT – Discuss and record my ideas. Using their substitutions, the children need to take their new features and put these into a plan for the story. Encourage children to use one of the method below to plan their story:</p> <ol style="list-style-type: none"> 1. Story mountain 2. Plot diagram.