



Year 4 Term 2 week 4
Week beginning 23.11.2020

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
<p>NUMBER WORK: To know number bonds to 1000. Model to the children how you can bond together two different numbers to make 1000. Children to write down as many number bonds to 1000 they can think of.</p>	<p>NUMBER WORK: To add 10 to a given number. Model to the children adding 10 to a number and how only the tens column changes unless you are bridging over to a new 100. Give children 3 minutes to add 10 to ten questions.</p>	<p>NUMBER WORK: To add 100 to a given number. Model to the children adding 100 to a number and how only the hundred column changes unless you are bridging over to a new 1000. Give children 3 minutes to add 10 to ten questions.</p>	<p>NUMBER WORK: To subtract 10 from a given number. Model to the children how to subtract 10 from any given numbers. Explain to them that only the tens column changes unless you are needing to break a 100. Give children 3 minutes to answer 10 questions.</p>	<p>NUMBER WORK: To subtract 100 from a give number. Model to the children how to subtract 100 from any given number. Explain to them that only the hundreds column changes unless they need to break a 1000. Give children 3 minutes to answer 10 questions.</p>
<p>Maths: WALT – Tell and write the time from an analogue clock. Children to write the time shown on a selection of clocks as well as drawing the hands on a clock to represent the time.</p>	<p>Maths: WALT – Tell and write the time in minute intervals. Children to be able to tell and write the time in minute intervals by drawing on the hands to show the time given as well as reading a clock and telling the time.</p>	<p>Maths: WALT – convert hour to minutes. Children to convert various different hour amounts in minutes. Remind the children that there are only 60 minutes in an hour. Model what happens when converting a time which is more than 60 but less than 120.</p>	<p>Maths: WALT – compare durations of events. Children to compare different durations of events. Using the visual time table of the day, children need to compare the different lessons by their duration using comparing symbols.</p>	<p>Maths: WALT – solve problems involving time. Using knowledge and strategies collected from this week, children to solve a range of time problems involving analogue clocks, minute intervals, hours to minutes and durations of events.</p>
<p>Guided Reading: WALT: Name different types of poems. Children to create a list of the different poems they know with a brief description of what they are.</p>	<p>Guided Reading: WALT: summarise and explain the main points in a text. Using a piece of text, get the children to read this and summarise and explain the main point of the text. Encourage the children to highlight/underline key information which will help them with their task.</p>	<p>PPA AFTERNOON</p>	<p>Guided Reading: WALT: Discuss the merits of different presentational devices. Look at a range of presentational devices used within a range of texts. Get the children to discuss with a partner what the sole purpose/point of that presentational device is and how it lends itself to the type of text it is used within.</p>	<p>Guided Reading: WALT: Locate information by skimming and scanning. Using a short extract of writing, question the children about the text. Children need to skim/scan the text ton locate pieces of information that will help them answer the questions. Model how to do this beforehand to ensure the concepts are understood.</p>
<p>English: WALT – Generate ideas. Model to the children generating ideas for a warning tale. Encourage children to ensure they generate ideas for the following areas of their tale:</p> <ol style="list-style-type: none"> Title Opening – characters and setting/s Build-up – warning given to the character/s Problem – character/s does not listen to the warning Resolution – how the problems will be solved 	<p>English: SPAG WALT: Use a range of regular and irregular verbs. https://www.bing.com/videos/search?q=difference+between+regular+and+irregular+verb&adlt=strict%2cstrict&view=detail&mid=E7781A5186860BDEDE54E7781A5186860BDEDE54&&FORM=VDRVSR Children to write down some examples of regular and irregular verbs and what makes them the way they are. WALT- Plan a warning tale.</p>	<p>English: SPAG WALT: Identify the subordinate clause in a sentence. https://www.bing.com/videos/search?q=what+is+a+subordinate+clause+for+kids&adlt=strict&view=detail&mid=A86E44985AC58B336C8AA86E44985AC58B336C8A&&FORM=VRDGAR Children to add a subordinate clause to the main clause sentence examples on the board using a subordinating conjunction to join them. WALT – Write a warning tale.</p>	<p>English: WALT- Edit and improve. Model editing and improving a section of a warning tale that was written in the previous lesson. Get the children with their editing pens to go through the text and edit, and improve this before sharing what they found/added. Children to work with a partner to edit and improve each other warning tales. Remind the children to be mindful of the following areas when editing/improving:</p> <ul style="list-style-type: none"> Punctuation 	<p>English: WALT – write a warning tale. Children to use their edited and improved warning tale to write up their best copy of this. Model doing this beforehand to ensure children are aware of the expectations for their final piece.</p>



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<p>6. Ending – character/s are punished/told off for not listening to the warning.</p>	<p>Model to the children taking your generated ideas and forming them into a written plan. Children need to take their generated ideas and form them into a written plan format.</p>	<p>Children to use their planned warning tale ideas to write their story. Model writing the beginning of a warning tale using the plan from the previous lesson. Encourage/question the children in terms of punctuation/sentence structure within what is being modelled.</p>	<ul style="list-style-type: none"> • Adjectives • Fronted adverbials • Setting description • Character descriptions 	
<p>Music: WALT – Sing in unison. Children to learn Christmas song and be able to sing in unison along with the instrumental music.</p>	<p>Computing: WALT – create a repeating pattern in program of my choice. Children to use their Roman images to create a range of patterns within a program of their choice.</p>	<p>History: WALT – Describe who Emperor Hadrian was and why he built a wall. Children to write a letter or report detailing information about Hadrian’s Wall. The report needs to include information around when it was built, why it was built and how it was built.</p>	<p>Science: WALT – Explain how water changes state. 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>RE: WALT – Who is Mahatma Gandhi and why is he a Hindu hero. www.bbc.co.uk/programmes/p0114x86 www.bbc.co.uk/programmes/p0115j0s www.bbc.co.uk/programmes/p0114rp3 www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml Children to use the information collected during the video clips to write why Gandhi was seen as a Hindu hero.</p>
<p>DT/ART: DT WALT – Assemble and join materials. Task: using their design plan, children to continue to assemble and join materials together to develop a draft mode of their Roman drawstring purse.</p>	<p>French: WALT – use my knowledge of actions and directions to give instructions. CT/TA to say different body movements in French for the children to say and show back. Once secure on the vocabulary, CT/TA to link more than one move to create a small sequence.</p>	<p>PSHE: WALT: understand what influences me to make assumptions based on how people look. Children to write sentence about how assumptions can be made based on what people look like. Show the children a few different images of people/animals and get them to discuss what influences them to make an assumption about how they look based on what they can see in the image.</p>	<p>SPELLING: WALT: learn new strategies to spell words. Monday: ‘au’ and ‘augh’ Tuesday: Children to use this week’s spellings in sentences. Wednesday: children to completed different spelling activities around this week’s focus words. Thursday: Peer testing. Children to test each other on this week’s spellings. Friday: Class testing of this week’s spellings.</p>	



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<p>ART WALT: draw a basic figure with accurate proportion. Children to draw a basic figure of an object ensuring they are using the correct proportion to represent the object/person.</p>	<p>Children to use the vocabulary cards to give movement instructions to a partner.</p>		
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