

**Year 4 - Term 3 - Week 3 - Ms Warner**

Spelling pattern: Twinkl Year 4 Term 3 - Week 2 Spelling pattern: Homophones Twinkl Year 4 Term 3 - Week 2 - cereal, serial, check, cheque, through, threw, draft, draught, stares, stairs.

Statutory Spellings from Yr3/4 spelling list - increase, important, interest, knowledge.

Weekly Plan Class 4 w/c: 24/01/22	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8.40-9.00	<b>REGISTERS</b> Spelling/Handwriting - neat cursive script -find definitions in a dictionary. <b>MC Phonics</b>	<b>REGISTERS</b> Continue to find definitions - write down in own words in a neat cursive script. <b>MC Phonics</b>	<b>REGISTERS</b> Spelling/Handwriting practice Spelling pattern - Vowels & consonants. <b>Phonics</b>	<b>REGISTERS</b> Practise spellings	<b>REGISTERS</b> Spelling/Handwriting Practice <b>MC Phonics</b>
<b>Lesson 1</b> Literacy	<b>L.I: Can I write a balanced argument? MC</b> Use plan & resources to continue writing BA- chn check success criteria. Volunteers to read theirs out. <a href="https://www.bbc.co.uk/bitesize/clips/zm3nvcw">https://www.bbc.co.uk/bitesize/clips/zm3nvcw</a>	<b>L.I: Can I edit and improve?</b> Class assess chn's Balanced Arguments - show examples on IWB via Air Play. Discuss positives and how they could be improved.	<b>L.I: Can I investigate how an author creates atmosphere?</b> The Iron Man by Ted Hughes (LS+) Read p.1 - chn to punctuate and unpunctuated copy. Read pgs 2 & 3 - chn highlight effective language - discuss. Write own description of events as a fisherman below the cliffs (first person).	<b>MC L.I: Can I determine how to open a story effectively?</b> Lesson 2 - Watch opening of clip - discuss - does it pull them in? Do they want to know what happens next? Choose a range of texts to read openings - how do they grab the reader?	<b>L.I: Can I use a range of sentences?</b> Recap on simple, compound and complex sentences. How are very short sentences used for effect? e.g. He froze!
10.10 - 10.30	CW - Ms Brown	CW - Ms Brown		KS2 CW	Singing practice
10.30. - 10.45	Tough Ten	Tough Ten	Tough Ten	Tough Ten	Tough Ten
1045 - 1100	Break time	Break time	Break time	Break time	Break time
<b>Lesson 2</b> Maths	<b>L.I: Can I multiply 3-digit by 1-digit numbers?</b> <a href="https://vimeo.com/492456871">https://vimeo.com/492456871</a> <b>MC middle group</b> <b>CC PS</b>	<b>L.I: Can I divide 2-digit by 1-digit numbers?</b> Teach 'bus stop' method - don't use WR unless working from home. <a href="https://vimeo.com/492601303">https://vimeo.com/492601303</a>	<b>L.I: Can I divide 2-digit by 1-digit numbers?</b> <a href="https://vimeo.com/497601665">https://vimeo.com/497601665</a> with remainders	<b>L.I: Can I divide 3-digit by 1-digit numbers?</b> <a href="https://vimeo.com/497992648">https://vimeo.com/497992648</a>	<b>MC L.I: Can I divide 3-digit by 1-digit numbers?</b> As yesterday BIG Maths groups with SW/CC
12.00-12.30	OUTSIDE PLAY	OUTSIDE PLAY	OUTSIDE PLAY	OUTSIDE PLAY	OUTSIDE PLAY
1230 - 1300	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH <b>MC</b>
	Register/DEAR Time	Register/DEAR Time	Register/DEAR Time	Register/DEAR Time	Register/DEAR Time
<b>LESSON 3</b>	<b>Reading skills</b> <b>Art</b> - Continue with Matisse inspired collages - some chn have completed theirs - they should paint a background to print patterns on: <a href="https://www.artycraftykids.com/art/easy-matisse-art-project-for-kids/">https://www.artycraftykids.com/art/easy-matisse-art-project-for-kids/</a> <b>MC PPA</b>	<b>MC PSHE</b> - Jigsaw - Dreams & Goals - Piece 3-Understand that sometimes hopes and dreams do not come true and that this can hurt.	<b>Geography</b> - How can we make our school more sustainable? Look at list of possible criteria - discuss what we could do to improve sustainability - fill in table.	<b>Reading skills</b> <b>Science</b> - <u>Can I explain how a simple electrical circuit works and why it may not work?</u> <b>Twinkl Lesson 3</b> - draw electrical circuits and label components. Practise following instructions to make specific circuits (instruction booklets in kits)	<b>PPA - JA, CC, JH</b> <b>ICT</b> - Photo Editing - Lesson 4 - Retouching images. <b>Internet Safety</b>
<b>LESSON 4</b>		<b>MC R.E:</b> Why did Jesus touch the leper - what is leprosy? RE vocab. Read story - Mark 1; 40-44. Eat pet food activity!	<b>Tom - Forest School (outside activities)</b>		
3.00- 3.15	Tidy up/class story/Newsround	Tidy up/class story/Newsround	Tidy up/class story/Newsround	Tidy up/class story/Newsround	Tidy up/class story/Newsround

**Balanced argument openers:** Nevertheless, As a result, In addition to, Consequently, Despite, Even though, On the one hand, On the other hand, As well as, However, Similarly, While, Some people say, Other people say....