



Weekly Plan Y3 & Yr4

Week Beginning: 12.04.2021



	Monday	Tuesday	Wednesday	Thursday	Friday
Daily morning activity 8.50 – 9.15	Daily Literacy Vocabulary word mat. Choose a word to insert from the curriculum map.	Daily Literacy Once upon a picture – Answer questions in Passport to reading books	Daily literacy Spot the mistakes Use blue editing pen to edit the paragraph.	Daily Maths Hedgehogs – Mental Arithmetic	Daily Maths Hedgehogs – Ultimate times tables test
Phonics/ Spelling/ Grammar 9.15 – 9.35	Hedgehogs – Spelling focus and test	Hedgehogs – statutory spelling and common exception words test	Hedgehogs – Phonics group assessment and spelling practise	Hedgehogs – Phonics group assessment and SPaG	Hedgehogs – Phonics group assessment and SPaG
Guided Reading 9.35 – 10.00	Hedgehogs – group reading.	Hedgehogs – reading assessment.	Hedgehogs- reading assessment	Hedgehogs – The Boy Who Grew a Dragon text Focus on front cover, read Chapter 1 https://youtu.be/frxWWh0cow SH Group – The Hodgeheg	Hedgehogs – The Boy Who Grew a Dragon book. Read Chapter 1, VIPER Q's. SH Group – The Hodgeheg
Literacy / Numeracy 10 – 10.30	Hedgehogs I can recognise, find and name $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$. See separate plan for details.	Hedgehogs I know the difference between a unit and non-unit fraction. See separate plan for details.	Hedgehogs I can recognise equivalent fractions using manipulatives. See separate plan for details.	Experience Day 1 – Refer to plan	Experience Day 2 – Refer to plan

10.30 – 11.00 Assembly Break					
Literacy / Numeracy					
11 - 12					
Lunch					
Topic 1:00-2.00	Handwriting focus 1 – 1.15pm	Handwriting focus 1 – 1.15pm	Handwriting focus 1 – 1.30pm (CH)	Handwriting focus 1 – 1.15pm	Handwriting focus 1 – 1.15pm
	Hedgehogs – Mrs Hicks PE and French.	Hedgehogs - Log book dates, divider in LJ and circle time. PSHE- <i>Be able to identify physical, emotional and social risks. Understand that pressure to act in a risky way may come from people that they know.</i> Children to stick in divider in PSHE books. Ask children to write the word risk in the middle of their page. Discuss the unit this half term and that they will be learning that there are benefits to risky situations and how they will be looking at how to manage risk rather than avoiding it. Get chn to add any associated words or situations around the word 'risk'. Share ideas, Then Pause to explain that there are different types of risk: physical (where	Hedgehogs –1:20 – 2:00 Introduction to maths time homework. Use clocks to show o'clock, half past, quarter to and past and telling time to the nearest 5 minutes. https://www.youtube.com/watch?v=h6RNkQ7IU8Y Elicit understanding and match homework. 2:00 – 3:00 PE	Experience Day continued – Refer to plan	Family Assembly 1.15pm Experience Day continued – Refer to plan
Topic 2.00 – 3.00					

		<p>your body might get hurt), social (where a relationship might suffer) and emotional (where feelings might get hurt). Ask children to add any other ideas. Then ask chn to underline the physical risks in red, social in blue and emotional in green.</p> <p>Share the extract from 'Cliffhanger' with the class. Discuss the risks involved. Children to then draw and annotate an example of a risky situation and the people involved. The risks can be P, S, E or a combination of all three. Key questions- Is the person male or female? Is the person older, younger or the same age as them? What is the person wearing? Discuss that it is usually people that we know who influence our decisions to take risk.</p> <p>Then use Case Study of Jane/ Ashley (page 5 of planning document) as a circle time activity to finish.</p>			
<p>Story and get ready to go home 3.00 – 3.10</p>					