



Weekly Plan Y3 & Yr4

Week Beginning: 19.04.2021



	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 – Phonics group and SPaG	Hedgehogs – Phonics group and spelling practise	Hedgehogs – Phonics group and SPaG	Hedgehogs – Phonics group 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 – Finish Chapter 1 VIPER Q's. SH Group – The Hodgeheg	Hedgehogs – The Boy Who Grew a Dragon book. Read Chapter 2/3: https://youtu.be/ErkK1ggfeec https://youtu.be/mvK4PSkDNJU VIPER Q's. SH Group – The Hodgeheg

<p>Literacy / Numeracy</p> <p>10 – 12</p>	<p>Main L.O. I CAN RECOGNISE AND WRITE FRACTIONS AS EQUAL PARTS OF A WHOLE.</p> <p>See separate plan for details</p>	<p>Main L.O. I CAN FIND UNIT FRACTIONS OF QUANTITIES (USING KNOWN DIVISION FACTS.)</p> <p>see separate plan for details</p>	<p>Main L.O. I CAN FIND UNIT FRACTIONS OF QUANTITIES (USING KNOWN DIVISION FACTS.)</p> <p>See separate plan for details</p>	<p>Recap on previous learning from experience days and link to today's focus.</p> <p>Teacher to read the model text and introduce the shapes to the children.</p> <p>- Complete the explanation of feature grid and ensure they fully understand the shapes/purposes.</p>	<p>Re-read the text.</p> <p>-Cut up the muddled text and put in order. Decide where they go on the non-fiction map according to shape.</p> <p>-Then using this complete the finding shapes grid.</p> <p>This as an opportunity to establish the shape clearly and identify important words and vocabulary that give clues to the reader of where sentences belong. e.g. Okay folks, that's the end of the tour.</p> <p>Display the non-fiction map on working wall.</p>
<p>10.30 – 11.00</p> <p>Assembly Break</p>					
<p>Literacy / Numeracy</p> <p>11 - 12</p>					
<p>Lunch</p>					

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 – Art and music Art – Thomas Gainsborough inspired watercolour painting (see plan). Music – Recorders 1. <i>I can name the parts of my recorder and hold it correctly.</i>	Hedgehogs –1:20 – 2:00 Mark last week’s homework. Introduce and teach new homework ‘quarter past and quarter to’ 2:00 – 3:00 PE	Hedgehogs- Geography - Know, name and locate the main rivers in the UK. Recap - River Journey song geography - YouTube Large UK map in pairs or groups: Use atlas and different coloured cards to plot countries, capital cities, rivers. See photo. Take photo for books.	Family Assembly 1.15pm Hedgehog - PSHE <i>To state possible physical and mental reactions to risk.</i> Discuss some possible risky situations. Recap the different types of risk P,S,E. Get children to think about how they feel when in a risky situation and to complete the sentence... <i>When I’m in a risky situation I feel...</i> Ask children in pairs to discuss a risky situation they have been worried about but had a go e.g., inviting a new friend round to play. Ask children to focus on their feelings before and after. How were they different? Record these in a table together. Water Safety- Mind map all the different places that they could come across water e.g. swimming pool, sea etc.
Topic 2.00 – 3.00					

					<p>Discuss the fun activities that they can complete there. Talk about fun at the beach and then share the SAFE code.</p> <p>S – Spot the dangers A – Always go with a friend or adult F – Find and follow the safety signs and flags E – Emergency, put up your hand and shout or ring 999/112</p> <p>Share the photos of locks, underwater hazards, slippery banks, bridges, sluices, weirs with the children and in groups children to annotate the risks. In pairs, children choose one and plan a trip to that water venue. Making sure they remember the risks.</p> <p>Some websites with extra resources:</p> <p>Water Safety for Children and Young People (rospa.com) Water Safety for Kids Red Cross</p>
--	--	--	--	--	--