



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 Times table test	Daily Maths TT Rock stars practice
Phonics/ Spelling/ Grammar 9.15 – 9.35	Spelling Shed weekly spellings. Use printed activity sheets which demonstrates the spelling pattern	Choose a spelling selection activity to spell their weekly spellings.	Spelling selection activity. Write each spelling in their own sentence to show understanding and context.	Spelling test.	New spelling rules set and explained.
Guided Reading 9.35 – 10.00	Vocabulary Most – Rivers (twinkl) Some – Meet the Oceans	Group Read and Discussion Most – Rivers (twinkl) Some – Meet the Oceans	Mini Fact Books Most – Rivers (twinkl) Some – Meet the Oceans	VIPERS questions	Model VIPERS answers

<p>Literacy / Numeracy</p> <p>10 – 12</p>	<p>Starter- Rules and patterns problem solving. Using the 4 grid game.</p> <p>Main: 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.</p>	<p>Starter: TT Rockstar's practise on iPad.</p> <p>Main: I know the difference between a unit and non-unit fraction. See separate plan for details.</p>	<p>Starter: Stop the clock game.</p> <p>https://www.teachingtime.co.uk/draggames/sthec1.html</p> <p>Main: I can recognise equivalent fractions using manipulatives- 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. 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>Maths continued after break</p>	<p>Maths continued after break</p>	<p>Maths continued after break.</p>	<p>English continued after break</p>	<p>English continued after break.</p>
<p>Lunch</p>					

Topic 1:00-2.00	Handwriting focus 1 – 1.15pm	PE – 1-2pm	Handwriting focus 1 – 1.30pm (CH)	Handwriting focus 1 – 1.15pm	Handwriting focus 1 – 1.15pm
	<p>Art Thomas Gainsborough inspired watercolour painting – lesson 4. (see plan).</p> <p>Topic- Rivers. Geography - Know, name and locate the main rivers in the UK.</p> <p>Recap - River Journey song geography - YouTube</p> <p>Large UK map in pairs or groups:</p> <p>Use atlas and different coloured cards to plot countries, capital cities,</p>	<p>PSHE- 2-3pm. <i>To state possible physical and mental reactions to risk.</i></p> <p>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></p> <p>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.</p> <p>Water Safety- Mind map all the different places that they could come across water e.g. swimming pool, sea etc. Discuss the fun activities that they can complete there. Talk about fun at the beach and then share the SAFE code. 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>(Woodpeckers 1-1:45 catch up (PW/LC))</p> <p>Handwriting 1-1:45 (CH)</p> <p>French 1:45-2:30pm (CH)</p> <p>Story and tidy 2:45-3:05.</p> <p>(LC/ PW- PPA 1:45-3:30)</p>	ICT Podcasts.	<p>Family Assembly 1.15pm-1:45pm</p> <p>PE 1:45-2:45pm.</p> <p>Story 2:45-3:00pm.</p>
Topic 2.00 – 3.00					

	<p>rivers. See photo.</p> <p>Take photo for books.</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. Some websites with extra resources:</p> <p>Water Safety for Children and Young People (rospa.com)</p> <p>Water Safety for Kids Red Cross</p>			
<p>Story and get ready to go home 3.00 – 3.10</p>					
<p>Reminders</p>		<p>Homework sent home.</p>			