



## Weekly Plan Y3 & Yr4

Week Beginning: 26.04.2021



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily morning activity</b> <b>8.50 – 9.15</b>	Daily Literacy Vocabulary word mat. 'Seal' (to close) Use Islam vocab.	Daily Literacy Vocab word mat Use Islam vocab.	Daily literacy Vocab word mat. Use Islam vocab	Daily Maths Mental Arithmetic	Daily Maths Ultimate times tables test
<b>Phonics/ Spelling/ Grammar</b> <b>9.15 – 9.35</b>	Hedgehogs – Spelling focus and test	Hedgehogs – phonics group and spelling practise.	Hedgehogs – Phonics group assessment and spelling practise	Hedgehogs – Phonics group and SPaG	Hedgehogs – Phonics group and SPaG
<b>Guided Reading</b> <b>9.35 – 10.00</b>	Hedgehogs – Maths (9:35 – 10:25)  L.O. I CAN FIND UNIT AND NON-UNIT FRACTIONS OF AN AMOUNT.	Hedgehogs – Maths (9:35 – 10:25)  L.O. I CAN PLOT FRACTIONS BETWEEN 0 AND 1 ON A NUMBER LINE.	Hedgehogs- Maths (9:35 – 10:25)  L.O. I KNOW WHAT AN IMPROPER FRACTION IS.	Hedgehogs – The Boy Who Grew a Dragon text VIPER Q's Chapter 2 & 3.  SH Group	Hedgehogs – The Boy Who Grew a Dragon book. Read Chapter 4 & 5 <a href="https://youtu.be/ZPxAvQQv4v8">https://youtu.be/ZPxAvQQv4v8</a> <a href="https://youtu.be/iDYGEJU2Ss">https://youtu.be/iDYGEJU2Ss</a> SH Group
<b>Literacy / Numeracy</b> <b>10 – 10.30</b>	L.O. I CAN RECOGNISE AND WRITE FRACTIONS AS EQUAL PARTS OF A WHOLE.	L.O. I CAN FIND UNIT FRACTIONS OF QUANTITIES (USING KNOWN DIVISION FACTS.)	L.O. I CAN FIND UNIT FRACTIONS OF QUANTITIES (USING KNOWN DIVISION FACTS.)	Refer to Day 6 of JC plans and use thinking side template. On flip chart paper, gather each sentence to write a class model	Refer to Day 7 of JC plans and use thinking side template. On flip chart paper, gather each

	See separate plan for details	See separate plan for details	See separate plan for details	– use symbols that relate to non-fiction map so children have a visual / reference.	<p>sentence to write a class model – use symbols that relate to non-fiction map so children have a visual / reference.</p> <p>For learning chunk 1 use 30sec into the clip - <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-water-cycle/zbcmxyc">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-water-cycle/zbcmxyc</a> and google earth for learning chunk 3 so children have a visual.</p>
<b>10.30 – 11.00 Assembly Break</b>					
<b>Literacy / Numeracy  11 - 12</b>	RE Islam 1	RE Islam 2	RE Islam 5		
<b>Lunch</b>					
<b>Topic 1:00-2.00</b>	Mrs Hicks PE and French.	Handwriting focus 1 – 1.15pm	Hedgehogs –1:20 – 2:00 Homework check and new homework.	Retrieval practice of previous lesson.	Handwriting focus 1 – 1.15pm
		Hedgehogs – RE 3 and 4		Geography - Know the name of and	Family Assembly 1.15pm

		<p><b>Art-</b> Thomas Gainsborough inspired watercolour painting (see plan).</p>	<p>2:00 – 3:00 PE</p>	<p>locate a number of the world's longest rivers.</p>	<p>Hedgehogs - PSHE</p>
<p><b>Topic</b> <b>2.00 – 3.00</b></p>		<p>Retrieval practice of previous lesson.</p>		<p>In pairs using ipads and atlases, locate 15 longest rivers in the world on a map (See sheet). Assign each table a river to find out 5 facts about it, then present to the class.</p> <p>Play game - <a href="https://world-geography-games.com/en/world_rivers.html">https://world-geography-games.com/en/world_rivers.html</a></p>	<p><b>PSHE – To develop a range of strategies to aid decision making with risky situations.</b> Describe the <b>Stop/Decide/Do</b> strategy.  <b>Stop</b> – something doesn't feel right, I think there's a risky situation developing.  <b>Decide</b> – what are my options, should I say something, go somewhere or get some help?  <b>Do</b> – take action to reduce the risk). Children to draw three circles under each other (like a traffic light) and label with Stop, Decide, Do. Draw a cartoon or logo to represent each strategy.</p>

					<p>Give an example where the red light of the logo (stop) might enter a person's mind. Use a made-up scenario eg. A friend in a group suggests going to an unsafe place to play. Discuss when in the story the red light should come on? Ask a child (or pair of children) to imagine they are the person in the situation and use a <b>Conscience alley</b> for them to walk through while the rest of the class say persuasive things on opposite sides. Ask the child to say how they felt while they were walking through. Talk to the class about strategies for responding to this kind of pressure and/or influence in risky situations.</p>
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<b>Story and get ready to go home 3.00 – 3.10</b>					
<b>Reminders</b>			Hedgehogs-Homework due in. New homework set – due in Wednesday 5th May.		