



Weekly Plan 8.11.21 Hedgehogs



	Monday	Tuesday	Wednesday	Thursday	Friday
Daily morning activity 8.45 – 9.10	Vocabulary word map: empathy and submission	Place Value Arithmetic	Place Value Arithmetic	Place Value Arithmetic	5 Read check Bucket Filler Friday
Guided Reading 9.10 – 9.30	Listening Skills Activity Spelling test – weekly words.	Remembrance theme Where the Poppies Now Grow	Remembrance theme: Daisy and the unknown warrior	Remembrance theme: Anne Frank's Diary	Reading Skill Focus
Maths 9.30 – 10.15	Homework set due in Monday 15 th November– Complete workout 4 of the arithmetic and weekly maths book, log on to curriculum visions to read about forces, TTR, weekly spellings, new Year 3 and 4 words to practise for the half term and reading.	Counting in multiples of 50	Counting in multiples of 25 and 1000.	Negative Numbers	Negative Numbers
Assembly Break					

<p>Literacy</p> <p>10.45 – 11.45</p>	<p>Arithmetic and times tables challenge.</p>	<p>Watch Beyond the line.</p> <p>Play the first 20 seconds of the clip- How is the boy feeling? How can you tell (dilated pupils darting back and forth/ heavy breathing)? Continue to play the clip, pausing again at 0:28. Although you cannot see the faces of the soldiers, how could they be feeling at this point- Throughout the opening scene, we do not see the actual faces of the soldiers as they are made from paper, but can children infer the feelings of fear/courage/determination and loss that they would have experienced? How does this compare with the facial expressions and body language of the two boys? Discuss how writers use 'Show not tell' to suggest the emotions of characters in a story. Why do they do this?</p> <p>Pause the clip at 0:53, showing an image of the older boy, wide eyed and looking terrified. Ask the</p>	<p>Play 'Show not tell Charades'- Have some cards with emotions written on. Choose children to pick a card, they must then act out the word to the class using only facial expressions and body language for them to guess what it is. Discuss the effects emotions can have that we cannot see, but that the person experiencing it might feel. (Eg sweaty palms, butterflies, dry mouth).</p> <p>Share emotion wheel from PSHE for emotive language and follow lesson plan 5. Write an emotive letter. Link to our guided reading story.</p>	<p>Write an emotive letter to a loved one. Edit and improve.</p>	<p>Write letters neatly and share with the class.</p>
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		children, if the camera panned around to be over his shoulder, what would the boy be seeing? Encourage use of prepositions in their answers (all around/ in the distance etc), then on the board write 'In utter shock I watched as...'- Ask the children to finish the sentence on white boards. Give each child a copy of resource 3a and some time to fill in the thought bubbles, describing what the two boys might be looking at and what they would be thinking.			
Activity 11.45 - 12		Practise Year 3 and 4 Statutory Spellings	Practise times tables	Once Upon a Picture	
Lunch					
Topic 1:00-2.00	Music Mrs Drain Swimming	Mrs Hicks – RE MFL	Handwriting Science – Forces and Magnets To compare how things move on	Visit to the war memorial for Remembrance and place our crosses. DT Pneumatic toys - To investigate a variety of familiar	Mrs Robinson- PE Philosophy 2.45 pm Family Assembly – Remote

Topic 2.00 – 3.00			different surfaces by investigating the speed of a toy car over different surfaces.	objects that use air to make them work.	
Story				PSHE Guess the emotion from our faces we created last week.	
Reminders					