

	Monday 22nd February 2021	Tuesday	Wednesday	Thursday	Friday
English	LI: To summarise the main ideas of a text	LI: To create a clear explanatory diagram	LI: To organise information in a logical order	LI: To use language to demonstrate cohesion	LI: To use persuasive devices
Key vocabulary and key questions	<p>Key Vocabulary: read, summarise, key-points, recognise, information, highlight</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does summarise mean? • How do we identify the main points? 	<p>Key Vocabulary: drawing, diagram, label, explanation, cross-sectional</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What features should a good labelled diagram have? • Why are cross-sectional diagrams best? • What role do text-boxes play in labelled diagrams? 	<p>Key Vocabulary: flowchart, process, sequence, plan, template</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How is an explanation text structured? • What planning grid is best to show a 'process'? 	<p>Key Vocabulary: adverbials, conjunctions, openers</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do writers show cause and effect? • What language helps authors demonstrate the order in which events happen? 	<p>Key Vocabulary persuade, convince, connect, engage, audience</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is an advert? • What techniques do adverts use to engage their audience?
Introduction	<p>Watch the teaching slides video to find out about the 'invention project' we are completing this week. The teacher will explain what our end goal will be and the steps we will take to get there.</p> <p>In this lesson, we will learn more about Rube Goldberg and how he became an inventor. The teacher will explain what 'summarising' is and will share a success criteria. Watch the teacher read through a biography of Rube Goldberg's life and model identifying the key points in each part of the text.</p>	<p>Watch the teaching slides video to recap our previous learning about labelled diagrams and the features they should possess. You will explore how inventions such as those of Rube Goldberg and Wallace attempt to use machinery to do the jobs that human's dislike doing. The teacher will present a list of things humans sometimes dislike/ find difficult.</p> <p>Mini-task: Choose one of the problems and invent a machine that will do the task instead.</p>	<p>Watch the teaching slides video to recap how explanation texts are structured and the flow-chart template that is best to plan an explanation text. The teacher will model this by plotting the main points on a writing skeleton flowchart for the 'self-operating napkin', using the labelled diagram.</p>	<p>Watch the teaching slides video to find out how to use your plan from yesterday to write your explanation text today.</p> <p>Mini-task: Annotate the plan you wrote yesterday with adverbials of time and causal conjunctions to show how the events on the process are linked. explaining how your invention works.</p> <p>The teacher will model how to use adverbials and conjunctions to create cohesion between the paragraphs in your writing.</p>	<p>Watch the teaching slides video to find out about advertisements. the teacher will model the purpose of advertisements and some of the language techniques they use to engage their audience.</p> <p>Mini task: You will look at a variety of well-known adverts and identify the features.</p>
Activities	<p>Re-read the information about Rube Goldberg in the teaching slides video and then the Fact file about him that is attached to the assignment. Use the Success criteria to identify and summarise the main points from each text. Use the information you have gathered to complete the attached worksheet (google slides document).</p>	<p>Using the attached vocabulary bank and ideas sheet, create a labelled explanatory diagram of your invention. When completed, scan/ take a photograph of your labelled diagram and upload to Google classroom.</p>	<p>Using the labelled diagram that you produced in yesterday's lesson, plot the main points of the process onto the flowchart. Then write an introduction and conclusion text about your invention. This will be the plan for the explanation text that you will write tomorrow.</p>	<p>Using the word banks, the plan you wrote yesterday and the success criteria, write a text explaining how your invention works.</p>	<p>Using some of the persuasive devices identified in today's lesson, create an advert for your invention, encouraging people to buy it. Use the attached resources to help you.</p>

Year 4 Weekly overview	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L1: To investigate, compare and record 2 or more equivalent fractions (using strip diagrams and fraction walls)	L1: To use proportional reasoning to find equivalent fractions	L1: To recognise and partition fractions greater than 1 whole	L1: To count in fractions beyond 1 whole	L1: To add fractions and recognise the effect.
Key vocabulary and key questions	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole, fraction wall, same as, proportion, equivalent</p> <p>Key Questions: Look at the equivalent fractions you have found. What relationship can you see between the numerators and denominators? Are there any patterns? Can a fraction have more than one equivalent fraction? Can you use resources to investigate equivalent fractions?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, equal parts, whole, fraction wall, same as, proportion, diagram, equivalent</p> <p>Key Questions: What other equivalent fractions can you find using the diagram? What relationships can you see between the fractions? If I multiply the numerator by a number, what do I have to do to the denominator to keep it equivalent? Is this always true? What relationships can you see between the numerator and denominator?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, equivalent, denominator, equal parts, whole, fraction wall, same as, proportion</p> <p>Key Questions: How many ____ make a whole? If I have ____ eighths, how many more do I need to make a whole? What do you notice about the numerator and denominator when a fraction is equivalent to a whole?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, whole, ascending, descending, improper fraction, mixed number</p> <p>Key Questions: How many ____ make a whole? Can you write the missing fractions in more than one way? Are the fractions ascending or descending?</p>	<p>Key Vocabulary: unit fraction, fraction of more than one part, numerator, denominator, whole, ascending, descending, improper fraction, mixed number</p> <p>Key Questions: Use paper circles, show me what $1/4 + 2/4$ is equal to etc. How many quarters in total do I have? How many parts is the whole divided into? How many parts am I adding? What do you notice about the numerators? What do you notice about the denominators?</p>
Introduction	<ol style="list-style-type: none"> Flash Back 4 Fractions recap game (Top Marks) 	<ol style="list-style-type: none"> Flash Back 4 Equivalents game (Top Marks) 	<ol style="list-style-type: none"> Flash Back 4 True or False 	<ol style="list-style-type: none"> Flash Back 4 Always, Sometimes, Never 	<ol style="list-style-type: none"> Flash Back 4 Super Movers
Activities	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'equivalent fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on 	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'equivalent fraction questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on 	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'fractions greater than 1 questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on 	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'counting in fractions questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the 	<ol style="list-style-type: none"> Work your way through the teaching slides: Warm-up, What we know already, My go - slides. Then complete the 'adding fractions questions' on your worksheet and slides that you are instructed to do. When you have finished, test yourself on the last questions on the slides. You can record these on paper or on the slide

<p>the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the 'Fraction Wall and Fraction Support Sheet' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the 'Fraction Wall and Fraction Support Sheet' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>the slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the support sheets and programmes' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the support sheets and programmes' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>slides. You can record these on paper or on the slide itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the support sheets and programmes' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>	<p>itself. Use these questions to assess how confident you are on this topic.</p> <p>4) Next, mark yourself on the Traffic Lights and complete the next part:</p> <p>a) If you need extra practice, then watch the video and redo some of the Practice Slides.</p> <p>b) If you need help then use the support sheets and programmes' to support you.</p> <p>c) If you coped well, then enter the challenge - record these on paper or on the slide itself.</p> <p>Challenge - Deeper thinking Problem Solving and Reasoning on the last few slides.</p>
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Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Times-table Rockstars regularly.

Reading - Daily for 20 minutes	Science - Uploaded on Tuesday	Topic - Uploaded on Monday
<p>-Read different text genres: a biography, classic novel, adventure story, poems, newspaper, cultural story.</p> <p>-Complete the tasks set for you on Doodle English, Bug Club and Reading Plus. Continue logging in and completing your usual activities.</p>	<p>L.I: to describe the properties of oxygen gas; to explain how oxygen was discovered.</p> <p>Introduction. Read the introductory slides which describe what oxygen is and the two scientists who were mainly responsible for its discovery.</p> <p>Activity 1. Complete the fact matching activity sheet. (Answers on Wednesday.)</p> <p>Read the remainder of the presentation, answering the questions as you go along.</p> <p>Activity 2. Complete the written explanation.</p>	<p>LI: To describe the location of a place</p> <p>Introduction: Watch the teaching slides video to find out about the differences between 'human geographical features' and 'physical geographical features'. The teacher will share a variety of different maps which can be used to retrieve information about the location of China. The teacher will also explain how to interpret the 'key' on a map and use directional (compass point) language.</p> <p>Mini task: Use the information shared on the slides to complete the cloze-procedure text.</p> <p>Activity: Use the attached maps (PDF document) and others from atlases and online, to complete the google-slides worksheet.</p> <p>Challenge: Identify 3 (geographical) similarities and differences between China and the UK.</p>
D. T. - Uploaded on Friday		
<p>L.I: to explain how key events and individuals in design and technology have helped shape the world; to discuss existing understanding about kites.</p> <p>Do the 'Quick Quiz' at the start of the presentation. Read through the introductory slides and story of Homan Walsh. Complete the Ideas Activity sheet.</p>		
PSHE - Uploaded on Thursday	Wellbeing Wednesday / RE- Uploaded on Thursday	P.E. / Wellbeing
<p>L.I: to explain ways to keep track of spending and why it is important to do this.</p> <p>Introduction. Ask a family member to play the 'Party Spending List' game with you. Alternatively, you can adapt it to play by yourself.</p> <p>Activity. Choose one of the 'Shopping Scenario Cards.' Use the 'Shop Front' cards to decide what you need to buy for your chosen event. Record what you would like to buy and how much each item costs on paper or a Word document. Add up the items and write down the total you have spent. Ask a family member to be the shopkeeper and also add up the total..</p> <p>Look at the 'Recipe for Checking' sheet - are there any problems with it? Use the 'Receipt Activity' sheet to record what you bought in the shopping activity.</p> <p>Challenge. Answer the questions on the 'Why keep track?' slide.</p>	<p><u>Wellbeing Wednesday</u></p> <p>Complete the third activity on the Wellbeing Wednesday sheet. This is in both your wellbeing folder and your Wednesday lessons folder on Google Classroom. You can do the activity as a family with your parent/carer or siblings.</p> <p><u>R.E.</u></p> <p>L.I: to name and explain the meanings of Sikh symbols.</p> <p>Introduction. Read through the presentation making sure that you understand the meaning of the various Sikh symbols.</p> <p>Activity. Test your understanding by matching the pictures/words with the correct meaning on the worksheet. (Answers with Friday's lessons.)</p> <p>Finally, complete the KWL sheet from lesson 1 making sure that you add any new questions that you now have.</p>	<p>PE – Uploaded on Friday</p> <p>Follow the links to the videos by Mr Coleman and Miss Alice on Google Classroom Stream. Complete the activities.</p>  <p>Watch Joe Wick's new live PE sessions on his YouTube channel every Monday, Wednesday and Friday at 9:00 AM.</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</p> <p>Joe Wicks has also recorded some new videos which you can watch anytime. Here's the link to the first of a new set of videos.</p> <p>https://www.youtube.com/watch?v=I9sciRMnE1c&list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZqjCX-b&index=12</p>