




Weekly Overview


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English Poetry	Monday	Tuesday	Wednesday	Thursday	Friday – Reading response to class novel: <i>The Lion, the Witch, and the Wardrobe</i>
	<p>LI: To explore how structure and presentation contribute to meaning</p>	<p>LI: To compose a poem using a given structure</p>	<p>LI: To perform a poem</p>	<p>LI: To use personification</p>	<p>LI: To define key vocabulary, using context clues.</p>
	<p>Key Vocabulary: structure, lines, verses, stanza, repetition, 1st person, verb, past tense, organisation.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What types of poetry do you know? • Are all poems presented in the same way? • Do all poems need to rhyme? • What is your favourite poem and why? 	<p>Key Vocabulary: imitation, substitution, structure, synonyms.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does imitation mean? • How can we adapt existing poems and their structure to create their own? • Synonyms are words that have a similar meaning, but can they always be used in the same context? 	<p>Key Vocabulary: performance, audience, effect, intonation, gesture, actions, props.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What makes a good poetry performance? • How can intonation be used to convey the mood of the poem? • How can additional media e.g., music, props be used in a poetry performance? 	<p>Key Vocabulary: Personification, verb, noun, inanimate, impact, stylistic, purpose.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is personification? • Why do poets use this technique in their writing? • What impact can personification have on the reader? • Must all poems have personification? • Can you name any famous poems that use personification? 	<p>Key Vocabulary: Row, splendid, chap, melancholy, reign, jollification, bawl, wireless.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a homonym? • Why does the era this book was written in, make it tricky to decipher word meaning? • Which words in the text can you find which are antiquated? • How can clues in the text help us work out what the intended meaning of the word is, when that word might have multiple meanings?
	<p>Today, we will further explore the poem 'Dreamer', paying particular attention to how the poem is organized. We will work together to find examples of repetition and then other features. We will use these features to create some 'Success Criteria'/a 'toolkit' for our own version of this poem.</p> <p>Together, we will create the frame. e.g. I _____ I was a _____ and nobody _____ me.</p> <p>Using the frame we created together, children retell the poem, substituting the key words for appropriate images</p>  <p>e.g.</p>	<p>Children use thesaurus to find synonyms for the word 'dream' (e.g., wish). Children will share these with the teacher and as a class, choose the best ones which have the same 'shade of meaning'. Today, we are going to have a go at writing our own poem, by <i>imitating</i> the structure and presentation of Brian Moses'. Using the ideas that children 'brainstormed' in the starter, we will use 'I imagined' instead of 'I dreamt'. If you had a dream, or a series of dreams for our planet, what would they be?</p> <p>Children will give feedback and explain their ideas.</p> <p>Using the images and word banks provided, as well as the frame created yesterday, children write their own poem called 'Imagination' (an imitation of 'Dreamer').</p>	<p>Today, children prepare a recital of the poem they wrote yesterday, including appropriate actions and gestures. They need to refer to the Success Criteria to ensure their performance has the elements of a good performance.</p> <p>Children perform their poem to the class and receive peer feedback.</p>	<p>In the poem, 'Dreamer', the narrator dreams he was various aspects of the earth that were not living things e.g., a stream. What do you think the reason is for the poet doing this? What impact might it have on the reader?</p> <p>We will explore what personification is and together read the Pie Corbett poem: 'In the land of possibility.'</p> <p>In what way is this poem like 'Dreamer'? Children to look back at their 'Cold Write' poem and identify any non-living things they had mentioned e.g. cars, factories, clouds. What verbs could be ascribed to these objects to create personification? E.g. the tall factory chimneys <i>puffed</i> billows of grey smoke into the already murky sky.</p> <p>Task: Children work in pairs to explore the images of inanimate objects one might observe in our local environment and then, annotate each image with as many personification phrases as they can.</p>	<p>Today, we will read the extract of text and underline all the words that we are not familiar with. There may be quite a few as this book was written a long time ago! Many of the words are now antiquated and it can be quite tricky to figure out what they mean.</p> <p>Together, on the interactive whiteboard, using the context of the sentence, children match the word to the correct definition. Use this as an opportunity to remind children how important context is, when deciphering word meaning.</p> <p><u>Using context clues from the text and their dictionary, children complete their vocabulary chart for the given words.</u></p> <p><i>*Teacher to then add these words to the class vocabulary book (to be added chapter, by chapter, as we read through).</i></p>



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<p>Reading</p>	 <p>This week, we will be focusing on Reading Strategy 2 – Making Predictions We will recap what it means to predict We will then practice making predictions by estimating 'what will happen next?' (events and actions in a story) based on evidence.</p> <p>Use our background knowledge and connect to text</p>				
<p><u>L.I: To form questions about a text</u> Children raise questions about images and then excerpts of text.</p>	<p><u>L.I: To apply context clues to predict the events of a narrative</u> Children will raise questions about a text and then begin searching for the clues that will help them make good educated guesses about the next events in a story/excerpt.</p>	<p><u>L.I: To identify key information in a text</u> Following on from the prior lesson, children develop their evidence searching techniques and skills.</p>	<p><u>L.I: To identify the causal links between events in a text</u> The children investigate and search for written evidence/clues about cause and effect in parts of a story.</p>	<p><u>L.I: To select appropriate evidence from a text to justify predictions</u> The children practice explaining and justifying their predictions by providing details of the clues they found that lead them to their predictions in the first place.</p>	



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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	L.I: To partition 2 and 3-digit numbers	L.I: To label, identify and find values on a number line	L.I: To explore numbers beyond 1,000	L.I: To represent numbers to 10,000	L.I: To partition numbers up to 10,000
Key questions	<p>Key Questions:</p> <ul style="list-style-type: none"> • How many hundreds are there? • How many tens are there? • Are there any ones? • What do we do if there is not a value in one of our Place Value Columns? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • What are the values at the start and end points of the number line? • What is the difference in value between the start and end points? • How many intervals are there? • How can you work out what each interval is worth? • How can you work out the halfway point of an interval? • What other numbers can you mark on the number line? • Why are the start and end values of a number line important? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Counting in 1,000s from 3,000, what is the next number? • Counting back in 1,000s from 7,000, tell me a number you would say. How do you know? • How many thousands are there in 6,000? • How many hundreds are there in 1,000? • How many hundreds are there in 6,000? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • What number is represented? • What is the value of each digit? • Represent 4,672 using base 10/place value counters. • How many thousands, hundreds, tens and ones are in the number? • How would you represent $6,000 + 0 + 60 + 9$ in the place value chart? • How do you know the counter in the thousands column has a greater value than the counter in the ones column? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • What number is represented? • How many thousands/hundreds/tens/ones are there in the number? • What is the value of each digit in 4,715? • Does the order in which you partition the number matter? • What number is equal to $7,000 + 0 + 30 + 4$? • What does a zero in a place value column tell you?
Introduction	<p>Starter: Children recap their partitioning knowledge from Year 3. They discuss Place Value and Place Holders. They spot the mistake in number spellings.</p>	<p>Starter: Flash Back 4 Mental Maths In this step, children revisit the number line to 1,000, which they were first introduced to in Year 3. Children label, identify and find missing values on blank or partially completed number lines. When looking at partially completed number lines, it is important that children become confident in finding the difference between the start and end points and dividing to find the value of each interval. We will use examples that have a varying number of intervals and unmarked values in different positions. Children will also learn how to work out the value at the midpoint of an interval.</p>	<p>Starter: Flash Back 4 Mental Maths Building on previous steps where children explored numbers up to 1,000, they now explore numbers beyond 1,000 The initial focus of this small step is counting in 1,000s forwards and backwards from any given multiple of 1,000. Children then look at the composition of multiples of 1,000 by exploring how many hundreds they are made of. They will practise unitizing the hundred (stating the number of hundreds that make up any 4-digit multiple of 100 or 1,000 such as "20 hundreds are equal to 2,000").</p>	<p>Starter: Flash Back 4 Mental Maths Today's lesson focuses on representing numbers to 10,000. Children will explore the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000. We will discuss how and why we use a comma when writing numbers, as it can help with reading and writing larger numbers. We will explore the importance of zero as a place holder to represent a blank column.</p>	<p>Starter: Flash Back 4 Mental Maths Today, children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example $5,346 = 5 \text{ thousands}, 3 \text{ hundreds}, 4 \text{ tens and } 6 \text{ ones}$ or $5,000 + 300 + 40 + 6$. Children will be asked questions that include zero as a placeholder, so they understand this cannot be omitted, minimising the misconception that $5,006 = 56$.</p>
Activities	<p>Children to complete a board game where they have to partition from numbers and illustrations on each space they land on.</p> <p>Challenge: problem solving and reasoning.</p>	<p>Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>	<p>Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>	<p>Children will create numbers up to 10,00 using a range of resources and diagrams.</p>	<p>Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>

Please continue logging into Doodle Maths and Times-table Rockstars regularly.



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Reading - Daily for 20 minutes	Spanish	Geography
<p>- Read every day for at least 20 minutes. Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>- Additional reading resources can be found in Reading Plus, Bug Club and Collins Big Cat books.</p>	<p style="text-align: center;">Unit: Me presento</p> <p>Unit Objective: To say your name, age, how you are feeling and where you live in Spanish By the end of this unit, we will be able to: Count to 20 in Spanish Ask somebody how they are feeling, their age, name and where they live in Spanish Say how we are feeling, how old we are, what our name is and where we live in Spanish Apply rules of adjectival agreement when saying our nationality in Spanish</p> <p>Lesson 1 LI: To revise basic greetings in Spanish LI: To ask and answer the question 'How are you?' in Spanish</p> <p>In this first lesson, the children will revise different basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.</p> <p>In a written activity, the children will write the correct phrase underneath each face, showing how each person feels.</p> <p>To finish up, the children will role-play in pairs using the new vocabulary from today's lesson. How much can they remember themselves without looking at their worksheets/ unit vocabulary list?</p>	<p>L.I. To form Geographical questions Task 1: Children form questions that they want to find out the answer to and record onto their KWL grid. Task 2: Children present their top 3 questions on the 'Inuit template' for the learning wall.</p> <p>L.I. To describe locations on a map Starter: Where is the UK? How would you describe its position on the Earth? Watch me/ help me/ show me: Explain to the children that each half of the globe is called a hemisphere. The top part is the Northern Hemisphere. The bottom part is the Southern Hemisphere. Explain to children that today, we are going to be thinking about the poles. T;T;Y;P- Where are they? What are they like? Why are they so cold? Mini activity: Children watch the video and write down their observations on their whiteboard. Task 1: Children shade in the map to show the following: Polar = land that is permanently covered in ice Permafrost / tundra = land where there is a layer of soil under the surface that remains frozen throughout the year. The surface may melt in summer. Mountain = areas with high mountains that therefore get cold due to altitude. Task 2: Fill in the gaps on the sheet to describe the locations.</p>
Science		
<p>L.I. To review prior knowledge</p> <p>This week, the children demonstrate existing knowledge and raise questions about the forthcoming unit.</p> <p>Task: Children complete a KWL Grid depicting: what they KNOW already; what they WANT to know about this topic; and leaving what they have LEARNT until they assess their knowledge at the end of the unit.</p>		



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PSHE	Computing	R.E
<p><u>L.I. To understand who is in our school community, the roles they play and where we fit in</u> <u>L.I: I can take on a role in a group and contribute to an overall outcome</u> <u>Starter: Connect us</u> In the circle, play 'Pass the Ball Game' or 'Pass the High Five' and recap on using teamwork to improve the time. <u>Calm me</u> Use breathing activities and visualisation (creating pictures in our minds). <u>Open my mind</u> Job charades. In the circle, take a role card (from school community role cards resource) and without showing anyone what is on the card to mime that role/that person's job in the school community. Children guess the role/job. <u>Main Tasks:</u> Role cards. Pair children. Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card.</p> <p>Responsibilities. Discuss the most important School Roles then recognise that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Give the children thinking time to work out how they can take responsibility for their own and other people's learning, i.e. what can they do and what are their responsibilities.</p> <p>Then the teacher models the activity by saying, "In our school community, I take responsibility for planning good lessons so that everyone can learn".</p>	<p><u>L.I. To recognise how networks physically connect to other networks.</u> <u>What is a Network?</u> <i>In this lesson, the children will describe the parts of a network and how they connect to each other to form the internet. They will use this to help explain how the internet lets us view the World Wide Web and recognise that the World Wide Web is part of the internet which contains websites and web pages.</i></p> <p>Starter: Children to recap on their understanding of key network parts. Responses are to be recorded on individual whiteboards. Review and reinforce understanding of the terms: Computer, Wireless access point, Network cables, Server, Network switch and Router. Discuss the role of the router, referring to the role play activity in the previous lesson where one person from each network routed the message. If these are the parts of a school or local network, what might a larger network, such as the internet be made of? Discuss and record 4–5 responses to refer back to at the end of the lesson. Show that networks are joined by lots of routers. Main: This activity will explain the concept of routing and enable children to visualise how information is routed around the internet. Introduce the word 'routing' and explain that a route is a way of getting from one place to another, and that there can be many different routes. Children will be shown the visual trace of a journey to a website. Exploratory task: Show learners this Newsround video: https://www.bbc.co.uk/newsround/47523993 to emphasise that the World Wide Web is part of the internet. This activity will introduce the World Wide Web (WWW) as a key part of the internet. It will address a common misconception that the internet and the WWW are the same thing — they are not.</p> <p>The children will be shown an example of a website address — www.codeclub.org which you can see on the bottom of this flyer: rpf.io/shaun-info</p> <p>The children will be asked what they think the 'www' at the beginning of the address stands for. Agree that it stands for 'World Wide Web'. Explain that any website or web page is part of the World Wide Web, but that it is only one part of the internet. The children will then be given the opportunity to explore the following websites:</p> <p>www.bbc.co.uk/newsround www.horrible-histoHome - CBBC Newsroundries.co.uk Our school's website Local council's website On the 'Exploring websites' worksheet, learners are to list three things they could see or do on these websites. How does accessing these organisations and places online change the way we interact with them? Children will be provided with additional prompts for content. E.g. Can you find an example of a video, picture, text etc.</p>	<p><u>L.I. To review prior knowledge</u> <u>L.I. To know the meaning of what is a Human</u></p> <p>Starter Children are to complete the 'What I know already' an 'What I would like to know' columns on their KWL grid.</p> <p>Main Following IWB the children will explore what is meant by a Humanist, the beliefs of people who are humanist and the reasons behind their beliefs.</p> <p>Task 1: Children are to think about someone in their life that means a lot to them and what qualities make them special. Task 2: Children are to think about what amazing things humans have achieved, throughout history. . Task 3: Children are to think about what amazing things they have achieved or would like to achieve.</p>



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P.E.	Art	Homework
<p>L.I. To understand how to change speed L.I To demonstrate good technique when running at different speeds</p> <p>Warm up and Intro Children will be asked to identify how their body feels before they have done any exercise. What is their breathing like, fast or slow? Do they feel hot or cold? Do their muscles feel ready to play games or not yet? Children will warm up and then see if they notice any differences in their body.</p> <p>Skills development: The children will have a series of body challenges to complete. For each challenge, discuss with the children that if their body is floppy when they are playing the games, they are more likely to wobble, fall or place another body part on the floor. Using good body tension (squeezing their muscles and tensing) will help them to maintain their balance. Children are to work in pairs and position them at a station. They will play against another pair in each game.</p> <p>Cool down and Plenary: Complete the session by encouraging the children to complete some slow breathing and stretching exercises. How did you decide which distance you were going to run over in the 'road to Italy' activity? Why did you decide that? The children will be asked how they can identify different speeds of running? How and when do they need to change their speed? Who showed support towards you or someone else and how?</p> <p>2nd Session of Swimming will be delivered on Friday, by qualified instructors. This week will be a continuation of looking at the routines and expectations of swimming. 4H to complete initial assessment of skills this week.</p> <p>L.I. To develop an understanding of buoyancy and balance in the water Following the instructions of their instructor, the children in their differentiated groups will practice/learn different techniques on how to float effectively and safely in the water.</p>	<p>LI: To observe and analyse an artist's work Starter: Children look at the images on the screen and, with their partner, discuss what they notice about each of the pieces of art. Watch me: Introduce children to the artist we will be studying in this unit: Kananginak Pootoogook. Explain that he was an Inuit artist and that his work depicts life and nature in the polar regions of Alaska, where he was from. Model how to complete an art analysis, to identify features and unique style of an artist's work.</p> <p>Help me/ show me: Using one of Kananginak's pieces of work, children explore the tones, textures and mood of the piece and work with the teacher to complete an analysis.</p> <p>Task: Children complete the art analysis for the piece by Kananginak Pootoogook, they have been given and stick into their sketch book. Children use the analysis sentence starters and art appraisal vocabulary bank to help them do this.</p> <p>Plenary: T;T;Y;P- What aspects of Kananginak Pootoogook's work do you think you will adopt and adapt to use in your own work, this project?</p>	<p>Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It should be returned by the following Monday.</p> <p>Reading. Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.</p> <p>Timestables Rockstars. Log in to Times-table Rock Stars and complete some activities do this at least 3 times over the week if you can.</p> <p>Doodle. Complete Maths, Times-Tables, English and Spelling activities so that you stay in the Green zone.</p> <p>Spellings: <u>This week, our focus is on words with the prefix 'in' (not e.g.</u> incorrect, indecisive, insecure etc.</p> <p><i>Do you know what each of these words means? How might you find out the meaning if you were unsure? Make a list of 10 more words with the prefix in- that you can think of.</i></p> <p>Reading Plus and Bug Club. We will complete our initial Reading Plus and Bug Club assessments this week. Log in at home to complete your weekly targets.</p>