



## Weekly Plan Y3 & Yr4

Week Beg: 11.01.2021



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Joe Wicks and a PE Session</b> 9-9.30	<a href="#">The Body Coach TV - YouTube</a>	Log on to Joe Wicks Channel or do some physical exercise. This could include Gonoodle, dance, a run/walk outside or circuits.	<a href="#">The Body Coach TV - YouTube</a>	Log on to Joe Wicks Channel or do some physical exercise. This could include Gonoodle, dance, a run/walk outside or circuits.	<a href="#">The Body Coach TV - YouTube</a>
<b>Phonics/ Spelling/ Grammar (30 mins)</b>	Using your Spelling Shed words pick an activity from the 'Spelling Selection' sheet which is attached to the blog.	Using your Spelling Shed words pick an activity from the 'Spelling Selection' sheet which is attached to the blog.	Using your Spelling Shed words pick an activity from the 'Spelling Selection' sheet which is attached to the blog.	Using your Spelling Shed words pick an activity from the 'Spelling Selection' sheet which is attached to the blog.	Please can you test your child on their weekly Spelling Shed spellings.
<b>Literacy (45 mins)</b>	Watch the interview of the Big Bad Wolf on the discussion page. Thinking about the wolf's personality, his perspective and his version of the events, write down positive words to describe him.	<b>Refer to the 'The True Story of Three Little Pigs' Lesson Guide.</b> 1.Listen to this piece of music whilst you complete the activity below- <a href="#">Thomas Newman – Ghosts - YouTube</a>  Collect time / place adverbials and write an opener to introduce	<b>Refer to the 'The True Story of Three Little Pigs' Lesson Guide.</b> 1. Look at the picture of the Big Bad Wolf. Write adjectives to describe him.  2.Using your adjectives, choose three powerful negative adjectives and write a sentence to describe the wolf.	<b>Refer to the 'The True Story of Three Little Pigs' Lesson Guide.</b> 1.Look at the picture of the wolf on the guide today, write adjectives to describe him.  2.Choose three powerful positive adjectives and write a sentence to describe	<b>Refer to the 'The True Story of Three Little Pigs' Lesson Guide.</b> 1.Gather 10 synonyms using a thesaurus or an online thesaurus to find out other words for a 'love of' something (for example, cakes) and order them from low to high intensity use the example on the guide.

		the wolf. Use the guide to help you.	Use the guide to help you.	the wolf. Use the guide to help you.	2. Write a sentence to include feelings using the guide.
<b>Break, snack</b>					
<b>Numeracy (45 mins)</b>	<p><b>Year 3 Starter</b> Have a go at a year 3 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b> Watch the video then have a go at the worksheet <a href="https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/</a></p> <p><b>Year 4 Starter</b> Have a go at a year 4 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b></p>	<p><b>Year 3 Starter</b> Have a go at a year 3 week 9 day 2 flashback 4 - see attached PDF</p> <p><b>Main - multiplication using the symbol</b> Watch the video then have a go at the worksheet (recap of year 2) <a href="https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/</a></p> <p><b>Year 4 Starter</b> Have a go at a year 4 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b></p>	<p><b>Year 3 Starter</b> Have a go at a year 3 week 9 day 3 flashback 4 - see attached PDF</p> <p><b>Main – using arrays</b> Watch the video then have a go at the worksheet (recap of year 2) <a href="https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/</a></p> <p><b>Year 4 Starter</b> Have a go at a year 4 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b></p>	<p><b>Year 3 Starter</b> Have a go at a year 3 week 9 day 4 flashback 4 - see attached PDF</p> <p><b>Main - 2 times table</b> Watch the video then have a go at the worksheet (recap of year 2) <a href="https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/</a></p> <p><b>Year 4 Starter</b> Have a go at a year 4 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b></p>	<p><b>Year 3 Starter</b> Have a go at a year 3 week 9 day 5 flashback 4 - see attached PDF</p> <p><b>Main - 5 times table</b> Watch the video then have a go at the worksheet (recap of year 2) <a href="https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/week-9-number-multiplication-division/</a></p> <p><b>Year 4 Starter</b> Have a go at a year 4 week 9 day 1 flashback 4 - see attached PDF</p> <p><b>Main - multiplication – equal groups</b></p>

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Reading (15 mins)	<p><b>Vocabulary Focus</b> Diary of a Killer Cat (extract) Find the definitions of these words: petunias, gazed, precious, avenue. Record these definitions in your own words. You can use a dictionary, or go online.</p>	<p><b>Vocabulary Focus</b> Diary of a Killer Cat (extract) Create an action for each word learned yesterday. Can you use each one in a sentence of your own?</p>	<p><b>Read the Extract</b> Diary of a Killer Cat (extract) Read our extract in any way you wish. You may want to read it alone, aloud, with an adult or you may want an adult to read it to you.</p>	<p><b>Summarise</b> Diary of a Killer Cat (extract) Create a story board of what has happened in the extract. Fold a piece of paper into four parts and use pictures and sentences to describe the events that have happened.</p>	<p><b>Comprehension</b> Diary of a Killer Cat (extract) Please answer the questions about the text. You can discuss and answer these verbally if writing them is too tricky. These questions are based on the 'VIPERS' question stems.</p>
<b>Lunch</b>					
<b>Topic (45 mins)</b> <b>1:00-1:45</b>	<p><b>Art -</b> This half term, we are going to practise our drawing skills – creating texture, tone and depth. You can use whatever you have at home – pencils, charcoal, pens etc.</p> <p>Use the 'Shading Circles Activity Sheet'</p>	<p><b>PSHE-</b> what we do with our money? Write your ideas under the following headings: <b>Spend, Stash, Save, Invest.</b> Have a go at answering the following questions - What do each of the words above mean? What are the risks/consequences</p>	<p><b>PSHE-</b> How can we make sure we don't lose our money? Come up with reasons for keeping money safe. Answer these questions in full sentences: Do you think it's a good idea to save for the future? What kinds of things would you</p>	<p><b>Science -</b> What is Sound?  Please follow the link from the Oak Academy (lesson 1).  <a href="https://classroom.thenational.academy/lessons/what-is-sound-chh30r">https://classroom.thenational.academy/lessons/what-is-sound-chh30r</a></p>	<p><b>Music –</b> Understanding Rhythm and Pulse  Please follow the link from the Oak Academy (lesson 1).  <a href="https://classroom.thenational.academy/lessons/understanding-rhythm-and-pulse-68rkae">https://classroom.thenational.academy/lessons/understanding-rhythm-and-pulse-68rkae</a></p>

	<p>attached on the blog to see various ways of shading. Can you copy these? What happens when you press down hard? Can you create fat, chunky lines? Then fine, faint lines?</p> <p><b>Extra challenge:</b> Can you find something either inside or outside to draw, using one of these techniques you have been using?</p>	<p>involved in each? Where might we 'stash' our money? Do you have a bank account/ savings account? Do you know what 'interest' is? What is an investment? Write clear sentences to answer these.</p>	<p>save up for? How long do you think is a reasonable time to save for something? Days, weeks, months, years? Come up with several different ways to keep money safe and record these in a picture form. What are the advantages and disadvantages of each? Which are the best and why? Form a Continuum from very safe to unsafe/risky, sensible to silly.</p>		
<p><b>TEAMS Assembly 2:15pm</b></p>	<p>Active Assembly Mrs Windmill/ Mrs Collins. Click on the link in the discussion for today.</p>	<p>Values Assembly Mrs Austin. Click on the link in the discussion for today.</p>	<p>Open the Book Assembly Mrs Rudge/ Mrs Duff. Click on the link in the discussion for today.</p>	<p>Live Book Read KS1 Mr Ross or KS2 Mrs Robinson. Click on the link in the discussion for today.</p>	<p>Family Assembly at 2:15. Click on the link in the discussion for today.</p>
<p><b>Reminders/ advice</b></p>		<p>Stay Active and take time for yourself. Try to get some fresh air.</p>	<p>Stay Active and take time for yourself. Try to get some fresh air.</p>	<p>Stay Active and take time for yourself. Try to get some fresh air.</p>	<p>Weekly Class Assembly at 11:00 am. Click on the link in the discussion for today.</p>

**Extra maths**

**Here are a few extra maths games for those who want to stretch their brains.**

Clapping times - <https://nrich.maths.org/5482/index>

Music to my ears - [https://nrich.maths.org/5483?utm\\_source=primary-map](https://nrich.maths.org/5483?utm_source=primary-map)

Totality - <https://nrich.maths.org/1216>