



Sully School School Key Stage 2 2021 -2022



Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

What Matters Statements - PStep 3 Lookup

Spring 1	Week beginning: 24th January 2022	Year Group: 4	Class Teacher: RDB, CDW, ES
	Literacy	Numeracy	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p>WCGR: Make inferences about characters' thoughts and feelings.</p> <p>Read pages 9-12 up to 'they were just kinder'. Display the illustration on page 13. What is the mood of this image about April and her dad's home life? How does it make children feel? Hand out Resource 1a and explain to children that they will be working in pairs to use copies of the book to collect further information on this resource.</p> <p>📄 Teaching Resources.pdf</p> <p>Read Chapter 2 to the pupils. Discuss the information that there are no bears on Bear Island. Discuss the character of Tor and the possibility of foreshadowing in the fact that Tor gives April his number in case of an emergency.</p> <p>LO: Spell high frequency words correctly <i>*See Google Classroom 'Y4 Spellings' Folder</i> Spelling pattern of the week - 'shun' words ending in 'tion', invention, injection etc. (Wk 3)</p> <p>📅 Year 4 Term 1B Week 3</p> <p>3 Chill: All 10 words 2 Chill: First 5 words 1 Chill: (Next 200 HF words) - everyone, our, two, has, yes, play</p>	<p>Thinking skills task (during register)</p> <p>Guess my number. Put the following clues on the board:</p> <p>My number has 4 digits. It is a multiple of 2. The digit in the tens and thousands column is the same. It is less than 5000 but more than 4000. The digit in ones column is 4. The digits in the tens and thousands column are twice as big as the ones.</p> <p>LO: Add multiples of 10 and 100 to 4-digit numbers Spring Week 11 Lesson 54</p> <p>Starter: Pass the ball around the round, counting in 10s starting at 3248. Use Counter Tool on Abacus as visual prompt. Repeat counting in 100s starting at 5691.</p> <p>Main input: Discuss: What is a multiple of 10? Any number in the 10 times table, no matter how far you go. It can be divided by 10 with no remainder. Put the numbers 33, 5938, 58440 and 6,984,284. Which of these is a non-example of a multiple of 10? How do you know?</p> <p>Demonstrate how to solve $3745 + 400$. How can we solve it. Model using fingers to help count the hundreds. What was easy about solving this? Have a go independently on whiteboards for $2363 + 300$. Emphasis that it is important that they have a method that works for them.</p>	<p>INDOOR PE - RDB:</p> <p>LO: I can explain what I am doing well. (Dynamic balance on a line)</p> <p>https://real.jasmineactive.com/pe/year/4/unit/Lesson3</p> <p>If you are at home, have a go at this: https://www.youtube.com/watch?v=igE-o_Pd6DU&list=PL8snGkhBF7nj2KVY2CvLKcG4khQw4c5QX&index=7</p> <p>OUTDOOR PE - CDW:</p> <p>LO: To understand the footwork in netball. To understand how to pivot.</p> <p>Warm up: recap passing from the previous week. Chest pass, overhead and bounce.</p> <p>Main input: Explain to pupils what pivoting is and demonstrate how to do it. (Once you have landed from a catch can pivot to change our bodies direction) Pupils to move around the area when they hear the whistle they stop and pivot to change direction. Split the class in half, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back. Swap over after a few minutes. Explain the footwork rule - you cannot move the foot you landed on until you've passed the ball, but can pivot on it. Children continue with the game above (before the footwork rule) , but this time the teacher is watching to</p>

	<p>https://drive.google.com/drive/folders/1YAzZRiqiGBWu4jnMoaiYZwA2DjUArx9r</p> <p>Practise writing the spellings of the week into Handwriting Books. Practise writing spellings on J2 Blast. Write a sentence for each of the words.</p> <p>*DIRT time - respond to the tasks and targets in their Language, Maths and Topic books.</p>	<p>Model how to solve $3475 + 50$, either by counting in 10s or using $8 + 5$. Chn have a go on whiteboards at $7821 + 60$</p> <p>Independent activity: https://drive.google.com/file/d/1phsTLZbg5KcFFxCh1aDs-HsSMAUzwnCR/view?usp=sharing Purple pen</p>	<p>see if any children move landed foot, if teacher chooses a child they are out and become judge and help spot others moving landing foot. Aim is for children to stop and think about which foot they are allowed to move.</p> <p>Recap at the end - what skills were we focussing on today?</p> <p>Whole School Assembly - 2:45pm *CDW Y4 to read story of Santes Dwynwen in assembly</p>
<p>Description of Learning.</p>	<p>ACL - set themselves high standards and seek and enjoy challenge LL&C - WM3 - I can adapt and manipulate language and make appropriate choices about vocabulary, idiomatic language and syntax in order to express myself with fluency and clarity.</p>	<p>ACL - understand how to interpret data and apply mathematical concepts; M&N - I can use the four arithmetic operations confidently, efficiently and accurately with integers</p>	<p>HCI - take part in physical activity H&WB - WM1 - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>I can use my knowledge of letter sounds and patterns accurately in my spelling</p>	<p>I can explain and express concepts, and find examples (or non-examples).</p>	<p>I can follow multi-step instructions. I am developing a sense of how long tasks take.</p>
<p>Dydd Mawrth</p> <p>Tuesday</p> <p>(CDW - Mandarin Lessons in small groups throughout the day)</p>	<p>*HOMEWORK - Homework Week 4</p> <p>WCGR: Use evidence from the text to create a picture Begin to read Chapter 3, 'A Gift of Time', page 28. Pause after the first paragraph on page 33 and with help from children, using ideas from the book on pages 32-33, draw an image of the inside of the cabin. Read up to the first paragraph break on page 40.</p> <p>LO: Write from a character's point of view about their feelings and thoughts. Seat children in a circle and give out an object such as a bear, explaining that they can only speak when they have hold of this object. Ask children to imagine that they are April and tell their view of the story so far, up to the point</p>	<p>Thinking skills task (during register) How many ways? $2398 + _ = 2_98$ Multiple answers - they may choose to add 10s or 100s.</p> <p>LO: Subtract multiples of 10 and 100 from 4-digit numbers Spring Week 11 Lesson 55</p> <p>Starter: Same as yesterday instead counting back in 10s and 100s.</p> <p>Main input: What did we learn about yesterday? How did you add your multiples of 10 or 100? We will be doing the same today but subtracting.</p>	<p>ITALIAN LO: Revise numbers 1 - 10 in Italian Revise from last week.</p> <p>https://www.learn-italian.net/italiantutorial?topic=Numbers%20-%201%20to%2010&level=primary</p> <p>CYMRAEG DYDD SANTES DWYNWEN LO: Learn about traditions in Wales</p> <p>Today is Dydd Santes Dwynwen - the Welsh patron saint of Love. Read the story of Santes Dwynwen together:</p> <p> St Dwynwen</p>

reached. Note: ensure that a range of opinions and feelings are given, e.g. feelings about being on Bear Island, towards characters such as her dad. Stress to pupils that they can be both good and bad.

Next, display Resource 2a and discuss the differences between the words that you say out loud as opposed to those you think. What is the difference between a speaking voice and a thought voice? Why might April not want to verbalise her feelings to her dad?

Ask for volunteers to be April and hotseat the children, asking them questions about how they feel. Then practise in pairs, one taking the role of April and the other asking questions. Take turns to be April.

Explain to children that they will be using Resource 2b to imagine that they are April. Ask them to write what April wants to ask her dad for in the thought bubble (head voice) and then what they actually say (speaking voice). How are the two different? Detail this and then write an explanation.

■ Teaching Resources.pdf page 2

Work in pairs to write ideas on the resource sheet, then write up into their Language Books.

Explain to children that they are going to hear the last part of the chapter. Read from page 40 where the novel was left to the end of this page. Do children think that April has seen a polar bear? Why is this strange from what we have read or heard so far? Make predictions.

Model solving 5683 - 300 and then 5683 - 30. Chn to have a go on whiteboards solving 3958 - 500 and then 3958 - 20.

Show 4119 - 50. Do you think this will cross a multiple of 100? Counting back in 100s is the same as subtracting 100s. How might this help us?

In pairs, have a go at solving 9268-420. Share ideas and celebrate mistakes, they help us learn.

LEARNING ASSET - RESILIENCE

Independent activities:

https://drive.google.com/file/d/1XIVS_gAPvoGxpWW14O71OHTcy5re190E/view?usp=sharing

Purple pen

Where is Llanddwyn Island? Anglesey is Ynys Mon in Welsh. Look at the island on google maps.

Pick out the main words from the story, e.g. characters, places, dates etc. Can we add any other words or phrases related to Dydd Santes Dwynwen? e.g. *Cariad - love*

Ionawr 25 - January 25th

Caru - to love

Sws - kiss

Cwtch - cuddle

Rwy'n dy garu di - I love you

Create a word cloud using these words and phrases. Which shape will you choose to represent Dydd Santes Dwynwen?

<https://www.wordclouds.co.uk/>

Experiment with changing colour, font and design until you are happy. Print out your word cloud out to stick into your Topic Book.

Description of Learning.	ACL - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts LL&C - WM3 - I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken, written and visual communication.	ACL - are questioning and enjoy solving problems; M&N - I can use the four arithmetic operations confidently, efficiently and accurately with integers	ACL - can communicate effectively in different forms and settings, using both Welsh and English LL&C - WM1 - I can communicate in a growing range of languages.
Cross Curricular Skills LNF/DCF	I can adapt my writing style and structure to suit the audience, purpose and context, e.g. suitable balance between facts and viewpoints, a precise conclusion.	I can communicate my answers using correct mathematical form.	I can recognise high frequency words and phrases and understand the general meaning in what I hear.

Dydd Mercher

Wednesday

WCGR: Compare contrasting settings

Read Chapter 4 up to the break on p.47. Which two settings have we come across so far in the book - home and Bear Island. Look at the paragraph describing home on p. 46. How is home described? Compare with the description of Bear Island on p. 47. What are the main differences? Are there any similarities between the settings? Would they like to explore Bear Island alone as April is?

LO: Use topic specific vocabulary in my writing

Watch the video about melting ice caps:
<https://sites.google.com/site/climatechange4kids/polar-ice-caps>

Note any important vocabulary and record in vocabulary books.

Read the rest of Chapter 4.

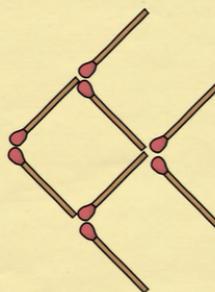
Discuss why there are no bears left on Bear Island. Create a cause and effect flow diagram together on the board, to show why there are no bears left on Bear Island.

Write a short explanation text in their Language books, explaining why there are no bears left. Use the topic vocabulary to explain their ideas. Draw a picture of the melting ice caps below their writing.

Read Chapter 5, pages 49-59. What is the magnificent creature?

Thinking skills task (during register)

MOVE ONLY 3 MATCHES SO THE FISH SWIMS TO THE RIGHT



Answer: [Solutions to 3 Matchstick Puzzlers](#)

LO: Use expanded column subtraction to subtract pairs of 3-digit numbers (with one exchange)

Spring Week 11 Lesson 56

Starter:

On whiteboards, give children three subtraction calculations to solve and share answers:

- 230 - 28
- 7362 - 300
- 632 - 52

Main input:

Model column subtraction for $766 - 243$. Get a child to solve and demonstrate on the board. Then try $642 - 326$. What is different about this calculation? We have to exchange and we borrow a ten from the tens column. (Have Diennes out to support) Repeat with $8772 - 237$.

Independent activities:

<https://docs.google.com/document/d/11Y6D2QFUXBRcYJQithPqxWaygJVIIPHS/edit?usp=sharing&oid=103075050357370076190&rtpof=true&sd=true> Then purple pen

LO: Identify how habitats have been affected by humans

On chromebooks, children to open google maps and locate Antarctica and the Amazon rainforest. Add to the map from last week's Geography lesson.

Children to write date and LO and then divide their page in half vertically with the headings "Impact on the rainforest" and "Impact on Antarctica" in topic books.

Share link

https://www.coolantarctica.com/Antarctica%20fact%20file/science/human_impact_on_antarctica.php

with half of the class. Children to record most important (in their opinion) 4 facts into their books.

Share this link with the other half:

https://wwf.panda.org/discover/knowledge_hub/were_we_work/amazon/amazon_threats/

Children to record most important 4 facts into their books.

Discussion: How can we make sure that these facts are correct? Do we just use one website to check this information? Are all photos true or can they be edited?

Children to find someone else in the class who has researched the opposite location and share their facts

Then rehearse and share with the class aloud.

LEARNING ASSET - TEAM

Description of Learning.	<p>"ACL - can explain the ideas and concepts they are learning about"</p> <p>LL&C - WM2 - I can listen and read to build my vocabulary, develop my pronunciation and sentence structures and use these in my own communication.</p>	<p>ACL - can use number effectively in different contexts</p> <p>M&N - I can use the four arithmetic operations confidently, efficiently and accurately with integers</p>	<p>EIC - are knowledgeable about their culture, community, society and the world, now and in the past</p> <p>S&T - WM1: Understand how actions and the actions of others impact on the environment and living things.</p>
Cross Curricular Skills LNF/DCF	<p>I can use and adapt different structures within my writing, e.g. reporting an event, investigation or experiment.</p>	<p>I can add and subtract numbers using whole numbers and decimals.</p>	<p>I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.</p>
<p>Dydd Iau</p> <p>Thursday</p>	<p>WCGR: construct a more detailed answer using evidence from a text.</p> <p>Read the beginning of Chapter Six- Hurt, pages 60-61. What does the description of April's reaction to the bear tell us about her feelings and her character? Look at the illustrations on pages 62 and 63. How has the illustrator chosen to draw this scene? What are your overriding feelings about the bear and April when you see this image? Read on to page 67 and make a class list of the litter which has been washed ashore. Are children surprised by this? Have they heard other stories in the news about how litter can affect sea life and animals around the world? Read on to the end of the chapter. If you were April, what would you do about the bear?</p> <p>LO: Give reasons for opinions</p> <p>Read the beginning of Chapter 7, pages 69 to the page break on page 71. Do children agree with April's plan about how she wants to help the bear? Should she cut off the plastic from the bear's paw or not? Where does the balance lie? Working in pairs, give children a copy of Resource 3a and ask them to list as many reasons as they can as to why April should and shouldn't help the bear.</p> <p>■ Teaching Resources.pdf</p>	<p>OUTDOOR PE - RDB</p> <p>LO: To understand the footwork in netball. To understand how to pivot.</p> <p>Warm up: recap passing from the previous week. Chest pass, overhead and bounce.</p> <p>Main input: Explain to pupils what pivoting is and demonstrate how to do it. (Once you have landed from a catch can pivot to change our bodies direction) Pupils to move around the area when they hear the whistle they stop and pivot to change direction. Split the class in half, 1 half with a ball, 1 half without, the children with balls find a space, the pupils without must move around the area, receive a pass, pivot and pass back. Swap over after a few minutes. Explain the footwork rule - you cannot move the foot you landed on until you've passed the ball, but can pivot on it. Children continue with the game above (before the footwork rule) , but this time the teacher is watching to see if any children move landed foot, if teacher chooses a child they are out and become judge and help spot others moving landing foot. Aim is for children to stop and think about which foot they are allowed to move.</p> <p>Recap at the end - what skills were we focussing on today?</p> <p>INDOOR PE - CDW:</p>	<p>PPA</p> <p>LO: To skim and scan for relevant information</p> <p>Search for polar bears on Wikipedia. Discuss how the information is organised, look at the different links which take you directly to each section instead of having to scroll through them all. Also note how much information is written about polar bears. Compare to the amount of information written in their own research! Explain that they are researching information in order to create their own Wiki Page in the coming weeks, so they are going to need to add a lot more information to their current slides.</p> <p>Using the search skills developed in last week's lesson, pupils can continue to collate information from a variety of trusted/accurate websites about their topic in order to generate wiki pages on hwb+/online alternative. Emphasis should be placed on skimming and scanning the information. Recognition and acknowledgment of copyright issues should be considered when copy and pasting – state which website information has been gathered from if copied word for word, e.g. quotation marks and brackets. Continue to record information digitally on Google Classroom (go back in to last week's work to edit).</p>

	<p>Share these and explain that partners may 'steal' any ideas they've heard from others which they haven't thought of. Ask children to look at the information collected on Resource 3a and decide which strongest side of the argument is. Highlight up to three reasons (the strongest) as to why April should help the bear or not. Using Resource 3b as a scaffold, ask children to construct an answer which shows their side of the argument. (Think Jotters)</p> <p>Challenge: use at least one piece of evidence from the text to help to justify their point of view.</p> <p>Look at the Success Criteria to help plan their writing :</p> <p> Week 4 Lit SC</p>	<p>LO: I can explain what I am doing well. (Dynamic balance on a line)</p> <p>https://real.jasmineactive.com/pe/year/4/unit/Lesson 3</p> <p>If you are at home, have a go at this: https://www.youtube.com/watch?v=igE-o_Pd6DU&list=PL8snGkhBF7nj2KVY2CvLKcG4khQw4c5QX&index=7</p>	
Description of Learning.	<p>EIC - engage with contemporary issues based upon their knowledge and values</p> <p>LL&C - WM3 - I can write legibly and fluently.</p>	<p>HCI - take part in physical activity</p> <p>H&WB - WM1 - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>	<p>ACL - undertake research and evaluate critically what they find</p> <p>S&T - WM6 - I can explain the importance of securing the technology I use and protecting the integrity of my data.</p>
Cross Curricular Skills LNF/DCF	<p>I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, and a precise conclusion.</p>	<p>I can follow multi-step instructions. I am developing a sense of how long tasks take.</p>	<p>I can adjust keywords and search techniques to find relevant information.</p> <p>I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.</p>
<p>Dydd Gwener</p> <p>Friday</p>	<p>WCGR: Read with fluency</p> <p>Finish reading Chapter 7, from p.71 to the end. How is April feeling about the decision she has made to help the bear? How would you be feeling if you were face to face with a 'human eating polar bear'? Why does April feel sick?</p> <p>LO: Give reasons for opinions</p> <p>Read back through yesterday's writing in Think Jotters. Read out some good examples. Edit</p>	<p>LO: Track temperatures across Spring and compare to years past.</p> <p>Tell the children that across the month of February and March, we are going to track the temperature each week (each Friday) and compare it to the temperature historical to watch the change.</p> <p>Write a prediction about what we will notice/what patterns we will see.</p>	<p>PSE</p> <p>Jigsaw 'Dreams and Goals' Piece 4 - Page 55</p> <p>LO: Know how to make a new plan and set new goals even if I have been disappointed</p> <p>https://drive.google.com/drive/folders/1s0oIR-GHElqu54FjttUPzWbNyOtGOE</p> <p>If you are at home, start by writing definitions for the following words:</p> <p>Resilience</p>

and improve writing. Re draft writing into Language Books and self assess according to Success Criteria:

 Week 4 Lit SC

Children to create tables in their topic books (reminders about rulers) like so:

Comparing temperatures in Cardiff across time			
Day	Month	Year	Temperature

Share the following results with the children and model laying it out

28th January 1972 10°C
 4th February 1972 7°C
 11th February 1972 7°C
 18th February 1972 7°C
 4th March 1972 7°C
 11th March 1972 8°C

Share the website link on chromebooks:

<https://www.wunderground.com/history>

Tell the children that we will look at 2012's (10 years ago) data for 28th January 2021, 4th February, 11th February, 18th February, 4th March, 11th March. Do the same for 1997s (25 years ago).

Note: We will need to convert the temperature in F to C and record the temperature at 11:20 from the graph.

Collect temperature each week

Self-belief
 Motivation
 Perseverance
 Determination
 Goal
 Dream
 Commitment

With an adult talk about some of the 'reality TV' shows they watch or know about e.g. singing competitions, talent shows where members of the public enter. You could even have a look for a video of one. Do you remember some of the contestants who didn't make it through to the final or win and how the person reacted.

Talk through these questions:

- How did some of the contestants react to being disappointed?
- Did they all react the same?
- What ways were helpful, and which ones were not?

We all face disappointment sometimes. Staying positive, having determination, resilience and self-belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long.

Star of the Week Assembly - 2:45pm

Description of Learning.

EIC - engage with contemporary issues based upon their knowledge and values
 S&T - WM1: Understand how actions and the actions of others impact on the environment and living things.

ACI - understand how to interpret data and apply mathematical concepts;
 S&T - I can suggest conclusions as a result of carrying out my inquiries.

HCI - are building their mental and emotional well-being by developing confidence, resilience and empathy
 H&WB - I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to

			support my physical and emotional health, setting myself relevant targets.
Cross Curricular Skills LNF/DCF	I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, and a precise conclusion.	I can use appropriate notation, symbols and units of measurement.	I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.