



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

Summer 1	Week beginning: 9th May 2022	Year Group: 4	Class Teacher: RD, CDW, ES
	Literacy	Numeracy	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p>Thinking skills task (during register) Display on board</p> <ul style="list-style-type: none"> ☐ Summer Week 3: Thinking Skills <p>(ZA - Independent teaching)</p> <p>LO: Spell high frequency words correctly <i>*See Google Classroom 'Y4 Spellings' Folder</i> Spelling pattern of the week - plural possessive apostrophes</p> <ul style="list-style-type: none"> ☐ Year 4 Term 2A Week 6 Presentation 📄 A4 Poster.pdf 📄 Possessive Plural Apostrophes with Plura... ☐ Spelling <p>girls' boys' babies' parents' teachers'</p> <p>women's men's children's people's mice's</p> <p>3 Chilli: All 10 words 2 Chilli: First 5 words</p>	<p>(ZA - Independent teaching)</p> <p>LO: Partition 4-digit numbers</p> <ul style="list-style-type: none"> ☰ Tuesday Maths SC Week 3 ☐ Maths (Monday - Wednesday) <p>Starter: Mental Maths in Minutes Strip - 4-digit add 4-digit numbers. 3 minutes to solve and then purple pen with a partner.</p> <p>On mini whiteboards, get children to draw a PV chart up to thousands. What does each column represent?</p> <p>Ask children to write 4935, 6072, 8704, 1598. Each time say the number of 1000s, 100s, 10s and 1s in a different order and ask children to record it on their grid and then write and read the number aloud.</p> <p>Begin to explore how you can represent the number 3415 using part whole models. Could do 3000, 400, 10 and 5 or 2100, 1310 and 5? How many ways can you find on whiteboards? If you were using Base 10, how could you represent this?</p> <p>Independent activities:</p> <ul style="list-style-type: none"> ☰ Monday Maths 	<p>INDOOR PE - RD: (on the Yard due to parents in)</p> <p>LO: I can select and apply a range of skills with good control and consistency. Skill: Reaction and Response. https://app.realpe.co.uk/pe/year/4/unit/5 Physical: Lesson 2</p> <p>If you are at home, have a go at this: https://www.youtube.com/watch?v=igE-o_Pd6DU&list=PL8snG</p> <p>OUTDOOR PE - CDW</p> <p>LO: To pass a relay baton at speed using a push pass Before going outside, show this WAGOLL from 2012 Olympics https://www.youtube.com/watch?app=desktop&v=uwLDpicye-VM&feature=related</p> <p>Warm up: Cones and domes game from last term but HH to lead</p> <p>What did we learn about last week? What is the best way to start a race? Recap the static position to start from.</p> <p>In groups of 6 - 8, children to line up facing the back of the person in front and compete to pass a ball from the front to the back, passing over and under</p>

	<p>1 Chill: (From Next 200 HF words) narrator, small, car, couldn't, three</p> <p>Continuous Cursive Handwriting Practice...</p> <p>Practise writing the spellings of the week into Handwriting Books. Practise writing spellings on J2 Blast. How can we remember how to spell each word?</p> <p>Self assessment</p> <p>*DIRT time - respond to the tasks and targets in their Language, Maths and Topic books.</p>	<p>Written comment + task (3)</p> <p>RAG rating</p>	<p>alternately. Back player runs to the front. If the ball is dropped, start again.</p> <p>What learning asset are we using here? COLLABORATION.</p> <p>Introduce this same game using a baton. Then half the group and spread the line out so they now have to sprint to the person in front to pass them the baton.</p> <p>How can we be ready? Stander (person waiting for the baton) begin to jog facing forward with arms outstretched behind ready to receive the baton. Record mini races on ipad.</p> <p>HH to lead a cool down with stretches. Back in class, watch the videos to identify 2 stars and a wish for each team.</p> <p>Peer assessment</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 - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts M&N I can read, record and interpret numbers, using figures and words up to at least one million.</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 read and write numbers to 1 million and numbers to 3 decimal places. (up to 4-digit so far)</p>	<p>I can explain and express concepts, and find examples (or non-examples).</p>
<p>Dydd Mawrth Tuesday (RD - Mandarin Lessons in small groups throughout the day)</p>	<p>*Pupil Progress Meetings CDW am (RT to cover)</p> <p>(ZA - Independent teaching) Thinking skills task (during register) Display on board</p> <p><u>HOMEWORK:</u> 📅 Homework Week 3</p>	<p>(ZA - Independent teaching) LO: Find 1000 more or less than any given number 📅 Maths (Monday - Wednesday)</p> <p>Starter: Mental Maths in Minutes Strip - Calculating 50%. 3 minutes to solve and then purple pen with a partner.</p> <p>On mini whiteboards, ask the children to show you a number between 6000 and 7000. Reveal - the number should be in the 6000s. Repeat with 2</p>	<p>PPA CDW pm - RT to cover (see Thurs pm planning)</p> <p>ITALIAN</p> <p>LO: Revise the months of the year in Italian https://www.youtube.com/watch?v=VN4Comqkvf4 Luglio July</p>

📄 **Literacy (Tuesday - Thursday)**

LO: Explore the term 'precious'

Immersion Activity for Class Novel:

Discuss what we understand by the word 'precious' - many first thoughts are likely to relate to monetary value. Set up a 'think, pair, share' activity, where children think about the meaning of the word precious on their own (perhaps 30 seconds), then explain their thoughts to a partner, before joining up with another pair to share and construct joint understanding. Now introduce a box containing something 'very precious'. Caution the children that they will need to take extreme care when handling what they find inside. Really build up the tension here, before carefully opening the box and inviting individuals to examine the precious object.

In this case, the precious object will be a worn and tattered teddy bear or doll, possibly your own. Now explore again why this object would be considered precious. Allow the children to share examples of things which are precious to them.

Search for and discover clues to find out what our class novel will be. Hide the clues outside for the pupils to find: a toy rabbit, a suitcase, picture of the ship The Queen Mary and information about the ship, an American flag, a British flag, letters to make up the name of the novel (to use for a hangman style game)

📄 **IMMERSION - CLASS NOVEL**

Allow pupils to find out the name of the novel, then read the first few pages.

different thousands numbers. On their tables, can they put the numbers they wrote in size order. Feedback to the class and explain how they know.

Put another 4-digit number on the board - what digit is in the fourth column - thousands. How does this change if we add a thousand? Or take away a thousand? Model this with different 4-digit numbers on the board.

Independent activities: 📄 Tuesday Maths

Self assessment + RAG rating

Agosto

August

Settembre

September

Ottobre

October

Novembre

November

Dicembre

December

Watch the video to learn the correct pronunciation. Can they make connections between languages - do the words look similar to the months of the year in any other languages? How can they remember them? Record in the back of their Welsh books.

CYMRAEG

LO: To read fluently and with expression

Use the ppt to revise feelings, parts of the face and body parts:

📄 Teimladau

Revise the phrase *Beth sy'n bod? What's the matter?*

Use the flashcards to revise:

https://drive.google.com/file/d/1mmMc2R3ovgZu26aDOpDKuJHti_Wz5R0A/view?usp=sharing

Share the book 'Y Frech Goch' with the class.

📄 Y Frech Goch - Wil Wiwer

			<p>Look at the last page first to go over some of the vocabulary they will find in the book. Then read each page with the class, inviting pupils to have a go at reading the pages first.</p> <p>Go over any vocabulary they are unsure of, and make their own glossary in their Welsh books.</p> <p>Read through the book again in a variety of ways, e.g. each group reading a page, giving children words from the book to that every time they hear the word they need to stand up etc.</p> <p> Vocabulary Wil Wiwer</p> <p>Give each pair a page from the book to practise reading. Decide how we are going to read the book and explain that we will be making a video of them reading the book.</p> <p>Will they stand in front of the whiteboard with the page on the board behind them? Ask pupils for ideas, then record.</p> <p>Print QR codes to stick into Welsh Books.</p> <p>*Self assess their reading</p>
Description of Learning.	<p>ACL - can explain the ideas and concepts they are learning about</p> <p>LL&C - WM4 - I can comment on literature and make connections between what I hear, read and view.</p>	<p>ACL - are questioning and enjoy solving problems</p> <p>M&N I can use a range of representations to extend my understanding of the number system</p>	<p>ACL - can communicate effectively in different forms and settings, using both Welsh and English</p> <p>LL&C - WM1 - I can communicate in a growing range of languages.</p>
Cross Curricular Skills LNF/DCF	I can share, talk and write about my thoughts, feelings and opinions using a range of techniques to show impact.	I can add and subtract numbers using whole numbers.	I can recognise high frequency words and phrases and understand the general meaning in what I hear.

(ZA - Independent teaching)

Thinking skills task (during register)

Display on board

WCGR - Read Chapter 1. Ask pupils to record the most important vocabulary in their word books. Why did they pick those words? Clarify the meaning of the words.

 The-Miraculous-Journey-of-Edward-Tula...

 Literacy (Tuesday - Thursday)

LO: Record responses to a text

Examine the cover of the book with your students and discuss it. Who is the author? Has she written any other books with which you are familiar? What are they about? Ask the questions below before you begin reading the book, and write down or make a chart of the children's predictions. Ask the same questions again when you finish the book, and compare the children's responses with those on the list or chart.

1. *What do you think this book will be about?*
2. *Who is Edward Tulane?*
3. *What kind of journey could he be undertaking?*
4. *What might miraculous mean?*
5. *What do you think is happening on the cover?*

Highlight passages from the text which describe Edward Tulane. Then add to these phrases with some descriptive vocabulary of their own.

Draw a picture of your impression of Edward and list as many adjectives as you can around him. Extend some of these adjectives into descriptive phrases and sentences.

(ZA - Independent teaching)

LO: Multiply a 3-digit number by a 1-digit

 Maths (Monday - Wednesday)

Starter: Mental Maths in Minutes Strip - Division within 2, 3, 4 and 5 x tables. 3 minutes to solve and then purple pen with a partner.

Put the multiplication 463×5 on the board. If we were estimating, what do you think the answer would be? Would we estimate using 400×5 or 500×5 ?

Encourage children to look back in their books from when we multiplied 3 digit numbers by 1-digit numbers last term (this is a recap lesson). Get a pupil volunteer to explain how they would work out the answer.

Model through how to solve 419×7 .

Give children 248×4 on mini whiteboards.

Independent activities:  Wednesday Maths

Music

Charanga - Let your spirit fly

<https://charanga.com/c/1311889-original-scheme/1312019-ages-7-8/1312314-let-your-spirit-fly/lessons/145216-step-1-let-your-spirit-fly>

Lesson 1

Listen and Appraise the song Let Your Spirit Fly and discuss:

- how does it make you feel?
- what instruments can you hear?
- does the song have a story?
- what style of music do you think this is?

Warm up games - bronze challenge

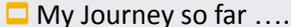
Learn to sing the whole song through using the online screen

If the children are ready, add the second vocals too

Record as a class with QR code for books

Self assess reflection in book

	Extension – use similes to create descriptions, e.g. write ‘his heart is as dark as a midnight cave’ near his heart.		
Description of Learning.	ACL - can communicate effectively in different forms and settings, using both Welsh and English 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 - can use number effectively in different contexts 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 read closely, identifying and noting features of texts, e.g. introduction, sequence, illustrations, formality, key vocabulary.	I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems.	I can recognise high frequency words and phrases and understand the general meaning in what I hear.
Dydd Iau Thursday	<p><u>(ZA - Independent teaching)</u> Thinking skills task (during register) Display on board</p> <p>WCGR - Infer characters’ feelings, thoughts and motives. Read Chapter 2. Pupils sort truth or rumour statements, citing evidence from the text to explain their reasoning. Clarifying--Truth-or-rumour Literacy (Tuesday - Thursday)</p> <p>LO: Give reasons to support my opinion.</p> <p>Edward’s favourite season of the year was winter. He preferred winter because (1) the sun set early and (2) he could see his reflection in the dark window. CHAPTER 1: SUPPORTING OPINION WIT... What is your favourite season? Write a paragraph in which you explain your favourite season. Give two reasons to support your opinion. Use the following framework and model writing a paragraph with the pupils.</p>	<p>OUTDOOR PE - RDB LO: To pass a relay baton at speed using a push pass Before going outside, show this WAGOLL from 2012 Olympics https://www.youtube.com/watch?app=desktop&v=uwLDpcye-VM&feature=related</p> <p>Warm up: Cones and domes game from last term but HH to lead</p> <p>What did we learn about last week? What is the best way to start a race? Recap the static position to start from.</p> <p>In groups of 6 - 8, children to line up facing the back of the person in front and compete to pass a ball from the front to the back, passing over and under alternately. Back player runs to the front. If the ball is dropped, start again. What learning asset are we using here? COLLABORATION. Introduce this same game using a baton. Then half the group and spread the line out so they now</p>	<p>RDB parent afternoon PPA - RE</p> <p>LO: To consider life as a journey</p> <ul style="list-style-type: none"> • Stilling/creative visualisation exercise - ask pupils to close their eyes. Take children on an imaginary journey then discuss aspects of the journey and the feelings associated with them. • Discuss journeys that the children have made and make the link between actual journeys and the more abstract idea of seeing life as a journey. https://www.truetube.co.uk/resource/life-is-a-journey/ • Pupils think about events in their lives which they consider to be ‘markers’ and plot these milestones of their lives so far. • Use Slides on Google Classroom to create a timeline of their own lives. Include milestone and important events. How will they set out their slide? They will need a title, and perhaps a picture of a path or a road to plot

	<p>1. Introduce the topic 2. State an opinion 3. Supply reasons to support the opinion 4. Use linking words to connect reasons and opinions 5. Provide a conclusion</p> <p>Write their own paragraph into their Language books. Ext: Write another paragraph following the structure, but this time giving their opinion about Edward. What do they think of him so far? Read out examples of their paragraphs. Do others agree or disagree. Why?</p> <p> Thursday Lit SC Week 3</p> <p>Written comment + task (2)</p>	<p>have to sprint to the person in front to pass them the baton.</p> <p>How can we be ready? Stander (person waiting for the baton) begin to jog facing forward with arms outstretched behind ready to receive the baton. Record mini races on ipad.</p> <p>HH to lead a cool down with stretches. Back in class, watch the videos to identify 2 stars and a wish for each team.</p> <p>Peer assessment</p> <p>INDOOR PE - CDW: (ZA Independent Teaching) LO: I can select and apply a range of skills with good control and consistency. Skill: Reaction and Response. https://app.realpe.co.uk/pe/year/4/unit/5 Physical: Lesson 2</p> <p>If you are at home, have a go at this: https://www.youtube.com/watch?v=igE-o_Pd6DU&list=PL8snG</p>	<p>their markers on. They can use symbols, pictures or words (or a mixture of all 3) to create their slide. Show example: </p> <p>How do children anticipate the remainder of their journey through life? What milestones would they identify? Any religious milestones? Children can plot these too.</p>
<p>Description of Learning.</p>	<p>ACL - can communicate effectively in different forms and settings, using both Welsh and English LL&C - WM4 - I can comment on literature and make connections between what I hear, read and view.</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>ACL - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts H&WB - WM2 - I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>I can use an increasing range of connectives to organise my ideas in sentences, paragraphs and whole texts.</p>	<p>I can explain and express concepts, and find examples (or non-examples).</p>	<p>I can ensure my output is appropriate for specific purposes.</p>

<p>Dydd Gwener</p> <p>Friday</p>	<p>9.05 - 9.45 Year 4 CDW Ultimate Frisby 9.50 - 10.30 Year 4 RDB Ultimate Frisby</p> <p>Thinking skills task (during register) Display on board WCGR - Find synonyms for key vocabulary Read Chapter 3. Recall main events. Complete activities from ppt:  SYNONYMS</p> <p>LO: Begin to understand what the writer is implying in a text</p> <p>Read through the comprehension questions together, and give examples of how to locate the section of text where they will find the answer, and how to answer in full sentences. Stick the questions into their books and answer as fully as possible.</p> <p> Comprehension-and-inference-questions</p>	<p>LO: Conduct a class survey</p> <p> Friday Maths SC Week 3 Stick into books under the long date</p> <p>Inform the children that we want to find out more about the different eras of history that they want to learn about this term.</p> <p>Tell them the title of our survey will be “Which period of History does the class want to learn more about?” and write the title in their books.</p> <p>In groups, children discuss - what periods of history do we want to survey the class about? Chilli 2 and 3, children decide themselves. Chilli 1: give them</p> <ul style="list-style-type: none"> - The Romans - The Celts - Age of Princes - Modern History - The Victorians <p>Children to conduct a class survey and create a tally in their topic books. For children who need support with their layout:  Blank Survey Tally</p> <p>Once they have conducted the class survey, children to use J2Data to create a pie chart or a bar chart and print to be stuck in books. Children to write a comment summarising what they have found out from their survey and its results.</p> <p>Written comment + task (1)</p>	<p>PSE Jigsaw ‘Relationships’ Puzzle 5, Page 39</p> <p>LO: Identify someone I love and express why they are special to me</p> <p> UK 8-9 5-RL Pieces 1-6.pdf</p> <p>If you are at home isolating, have a go at writing some definitions to these words. If you aren’t sure, ask a grown up and look in a dictionary: Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness</p> <p>Self assessment</p> <p>Star of the Week Assembly - 2:45pm</p>
<p>Description of Learning.</p>	<p>ACL - can explain the ideas and concepts they are learning about LL&C - WM4 - I can respond to what I hear, read and view expressing opinions and showing my understanding in my language of choice.</p>	<p>ACL - understand how to interpret data and apply mathematical concepts</p>	<p>HCI - form positive relationships based upon trust and mutual respect H&WB I can understand how and why experiences affect me and others.</p>

		M&N I can represent information by creating a variety of appropriate charts of increasing complexity, including tally charts	
Cross Curricular Skills LNF/DCF	I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail.	I can select and construct appropriate charts, diagrams and graphs with suitable scales.	I can identify ideas and information that interest me to develop further understanding.