



## 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 2	Week beginning: 27th June 2022	Year Group: 4	Class Teacher: RD, CDW, ES
	Literacy	Numeracy	Topic
<p>Dydd Llun</p> <p>Monday</p>	<p><b>Thinking skills task (during register)</b> Display on board</p> <p>☐ Summer Week 9: Thinking Skills</p> <p><b>WCGR</b> - Read Chapter 13 from 'The Miraculous Journey of Edward Tulane'</p> <p><b>LO: Spell high frequency words correctly</b> <i>*See Google Classroom 'Y4 Spellings' Folder</i> Spelling pattern of the week - Word families based on common words, showing how words are related in form and meaning:</p> <p>solve solution insoluble dissolve solvent</p> <p>sign signature assign design signal</p> <p>3 Chilli: All 10 words 2 Chilli: First 5 words 1 Chilli: (From Next 200 HF words): why, cried, keep, room, last, jumped</p>	<p><b>LO: Add and subtract 0.01</b></p> <p>Starter: Mental Maths in Minutes Strip - <i>Multiplying using known facts</i></p> <p>☒ Maths Starter MON</p> <p>3 minutes to solve and then purple pen with a partner.</p> <p>On whiteboards, chn to draw PV charts including tenths and hundredths. Give children clues to guess a number you are thinking of e.g my number has nine ones, four tens, double the amount of tenths as tens.</p> <p>Ask children to model on their whiteboards how they would add a tenth to a number (revision from the week before international week). Encourage children to model using their PV chart.</p> <p>How do you think we would use a PV chart to add a hundredth? Which column will change? Have a go at a few on whiteboards. Discuss: How might a number line help with this?</p> <p>Independent activities: ☒ Monday Maths</p> <p><b>Peer assessment</b></p>	<p><b>INDOOR PE (Outdoors) RDB</b></p> <p><b>LO: I can select and apply a range of skills with good control and consistency. Skill: Reaction and Response.</b> <a href="https://app.realpe.co.uk/pe/year/4/unit/5">https://app.realpe.co.uk/pe/year/4/unit/5</a> Physical: Lesson 6</p> <p><b>OUTDOOR PE CDW</b></p> <p><b>LO: Perform dynamic combination jump sequences with control</b> <i>Resources: dice, chalk, cones</i></p> <p>Warm up: Cones and domes led by Helpwr Heddiw</p> <p>Main input: Divide the class into 3 groups. First group to practice runs from one line on the netball court to another. Children to time each other using a stopwatch on the iPad. Second group to play hopscotch (need chalk for this) to help develop coordination and balance. Third group (teacher led) to have cones spread out at a hoppable distance. Some cones to be placed side by side for 2 footed jumps. Start children by hopping and jumping around the same cones in the circuit. Then add the challenge:</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? Which words are the trickiest to spell? Create a word family mind map for each set of words. Can they add any more? (see ppt for example ■ Spelling activities.pdf )</p> <p><b>Self assessment</b> *DIRT time - respond to the tasks and targets in their Language, Maths and Topic books.</p>	<p>Cymraeg Bob Dydd:  <input type="checkbox"/> CYMRAEG BOB DYDD PLAN</p>	<ul style="list-style-type: none"> <li>- Step from one cone to another of the same colour</li> <li>- Hop on one foot from one cone to another of the same colour</li> <li>- Who can hop the furthest distance across the court?</li> </ul> <p>Rotate the carousel.</p> <p>To finish the lesson, put the children in teams with a dice. If they roll a 1 or 2, they hop. If they roll a 3 or 4, they step. If they roll a 5 or 6, they jump. Create a sequence in groups (Learning Asset: Collaborate) and perform to the class.</p> <p><b>Peer assessment</b></p> <p>WHOLE SCHOOL ASSEMBLY 2:45pm</p>
<b>Description of Learning.</b>	<p>ACL - set themselves high standards and seek and enjoy challenge  LL&amp;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- apply mathematical concepts;  M&amp;N - I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals</p>	<p>HCI - form positive relationships based upon trust and mutual respect – face and overcome challenge;  H&amp;WB - WM1 - I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress</p>
<b>Cross Curricular Skills LNF/DCF</b>	<p>I can use my knowledge of letter sounds and patterns accurately in my spelling</p>	<p>I can represent a concept in different ways, flowing between different representations including verbal, concrete, visual, digital and abstract.</p>	<p>I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.</p>
<p><b>Dydd Mawrth</b>  Tuesday  (RD - Mandarin Lessons in small groups throughout the day)</p>	<p><b>Thinking skills task (during register)</b>  Display on board  <input type="checkbox"/> Summer Week 9: Thinking Skills</p> <p><b><u>HOMEWORK:</u></b> <input type="checkbox"/> <b>Homework Week 9</b></p> <p><b>WCGR</b> - Read Chapter 14 from 'The Miraculous Journey of Edward Tulane'</p>	<p><b>LO: Write fractions with different denominators with a total of 1</b></p> <p>Starter: Mental Maths in Minutes Strip  <i>Doubling 2-digit and 3-digit numbers</i>  <input type="checkbox"/> <b>Maths Starter TUES</b></p> <p>3 minutes to solve and then purple pen with a partner.</p>	<p><b>CYMRAEG</b></p> <p><b>LO: Learn new vocabulary</b></p> <p>Show pupils a selection of camping items and ask them to guess the new Welsh topic (or hide pictures of camping equipment outside for them to find - also letters to make the word 'gwersylla' - can they put the letters together to make the word correctly?)  <input type="checkbox"/> Gwersylla word clues</p>

**LO: Plan a tv news report**

Look at a selection of short news report films on BBC Newsround. What are they, what is the genre?

<https://www.bbc.co.uk/newsround>

Reflect on the genre of writing that we covered last week - newspapers. Which newspaper report did we write last week? What features did we use?

Explain that this week we will be becoming time travelling journalists again, but this time choosing an event in Welsh history to research and make a tv news report about. Invite suggestions from pupils from the events we found during our immersion day:

CDW Class:

<https://padlet.com/williamsc362/rnyqyvfy3ap9ro5>

RD Class:

<https://padlet.com/williamsc362/2vnqhi1c065fdi55>

Are there any events we would like to add to the padlets now that we have been to St Fagans, e.g. the Welsh Not in schools, Rebecca Riots tollhouse. In small groups, choose an event that they would like to find out more about (try to ensure that each group has a different event). Explain that we will be creating scripts and filming news reports about the events to make a film for the 'Newyddion Sili' news programme (or another name suggested by the pupils).

Explain that journalists will do their research using the 5 Ws to inform their filmed news report, just as they would to write a newspaper report.

Using the fraction wall from Abacus lesson 124 ask the children what equivalent fractions to a half they can see. Chn to write as many equivalent fractions to a half as they can on their whiteboards.

Split the class into three groups. One group look for fractions equivalent to one-third, one group look for fractions equivalent to one-quarter and the remaining group look for a fraction equivalent to one-fifth.

Ask: How do we know that a fraction is equivalent to one-third? The top (numerator) is one-third of the bottom (denominator).

Check that children looking for quarters realised that fractions equivalent to quarters all have a top number which is one-quarter of the denominator (bottom number). Check that children looking for fifths realised that fractions equivalent to fifths all have a top number which is one-fifth of the denominator (bottom number).

Ask children to work in pairs to write an addition of two fractions with total of 1, e.g.  $1/2 + 1/2 = 1$ , but that one is too easy! Take feedback, e.g.,  $2/3 + 1/3 = 1$ ,  $3/5 + 2/5 = 1$ . Ensure that children realise that if we are adding fifths, we need five of them to make 1, if we have eighths, we need eight of them to make 1 and so on. Explain that children will be using the equivalences on the fraction wall to help them to find two or more fractions with a total of 1, BUT at least one fraction in the addition must have a different denominator (bottom number) to the others, e.g.  $3/4 + 1/4 = 1$  does not count!

Independent activities: [Maths SC](#)

[Tuesday Maths](#)

Show the flashcards and use them to drill the new vocabulary. Also use ppt: [https://drive.google.com/file/d/1z8bVND\\_H6CaafNgq4Diglw\\_LolaOyH\\_f/view?usp=sharing](https://drive.google.com/file/d/1z8bVND_H6CaafNgq4Diglw_LolaOyH_f/view?usp=sharing)

[gwersylla](#)

Play 'Ping Pong' to reinforce the words - stand in a circle and throw the bean bag to a person who has to shout out one of the words from the flashcards and then throws to another person. The rule is that no one is allowed to repeat the word the last person said.

Play the loop game to reinforce the vocabulary:

*Oes ... gyda ti? Oes / Nag oes.*

Repeat the game, trying to beat the time.

[Gwersylla loop game](#)

*'Wyt ti eisiau gweryslla?' Ydw, achos mae'n .....*

*Nag ydw, achos mae'n .....*

Drill in pairs, and ask HH to be spies looking for good examples. Who has extended their answers using achos and ond?

Make a vocabulary page in their Welsh Books with the new Gwersylla Vocabulary - pictures and words.

**Written marking (2)**



## ☐ Summer Week 9: Thinking Skills

**WCGR** - Read a WAGOLL of a news story script. Can they identify the features of a script? How is it set out? How do they know which person is speaking? What are stage directions? Create a SC for a script. Model reading the script, with children taking some of the parts. How important is it to use expression? Practise reading the script in pairs / small groups. Write the key vocabulary into word books, e.g. script, parts, witness, characters, field reporter, news, anchor, cue, studio, statement.

☰ TV BROADCAST NEWS STORY SCRIPT - W...

### **LO: Write a news script collaboratively**

Recap the work and research covered yesterday. Did they have enough time to find out all of the information that they needed? Did they complete their plans? Give more time if needed.

Watch Huw Edwards talking about how to write a news report:

▶ How do you write a news script? - BBC Y...

Recap on the 3 Cs - Concise, Clear and Correct. From their group news report plan, decide how they are going to begin to write the script for their report. Who is going to be the field reporter? Who is going to be the anchor back in the studio? Are they going to interview some eyewitnesses to find out what happened? Plan what each person is going to say on the planning sheet (printed out on A3 for each group). 📄 TV News report plan.pdf

Once their plan is complete, create their script on Google Classroom. (They will need to share

## **LO: Recognise decimal and fraction equivalents**

Starter: Mental Maths in Minutes Strip -  
*Add a tenth*

☰ Maths Starter WEDNES

3 minutes to solve and then purple pen with a partner.

Open the 100 square tool on Abacus lesson 125. Highlight the first row. How much is highlighted? How else can we say that? Agree that 10/100 is highlighted as each little square is 1/100, that tenth of the big square is highlighted as this is one out of ten rows, and we can write 1/10 as 0.1. So  $10/100 = 1/10 = 0.1$ .

Highlight the first 50 squares. How much is highlighted? How else can we write this? Agree that 50/100 is highlighted. That is one-half, five-tenths if we look at the rows and we can also write this as zero point five.

Highlight the 25 squares in the top left-hand corner. How much is highlighted now? Agree that this is a quarter of the square, or 25/100, and so  $1/4 = 0.25$ . Repeat for 75 squares highlighting all but the bottom left-hand quarter. Demonstrate that this is 3/4 which is 0.75.

Independent activities: ☰ Wednesday Maths

Cymraeg Bob Dydd:

☐ CYMRAEG BOB DYDD PLAN

### **Self assessment**

## **PSE**

**LO: Identify that changes happen between conception and growing up**

📄 UK 7-8 6-CM Pieces 1-6.pdf

Changing Me - Lesson 1 (Page 41)

Share 'The Jigsaw Charter' with the children to reinforce how we work together.

☰ PSE SC

Connect Us: Pairs game. Give each child a card from the pack and they have to match and find their partner. Once they find their partner, sit down and ask they how they are feeling and how their day has gone so far. Then discuss how they animal might change as it grows up.

Calm Me Script - sat in chairs, using the chime, read through the Calm Me Script to focus.

Show the slides of a baby, how does it make them feel? Show the final slide on the PowerPoint of a human mother and baby. Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too.

On whiteboards, ask chn to children to write down some things that a baby can't do and needs an adult to do for them. Give a few minutes thinking time, then ask all the pairs to show what they have written. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care.

Ask the children how it might feel to have a new baby in the family.

	<p>their document between them so that they write collaboratively).</p> <p>*SC 📖 Lit SC Week 9</p> <p>*LEARNING ASSET - TEAM</p>		<p>Children to create three pictures to show the sequences of how a baby (human or animal) changes as it grows up and add labels.</p> <p><b>Written marking (3) + task</b></p>
<b>Description of Learning.</b>	<p>EIC - are knowledgeable about their culture, community, society and the world, now and in the past</p> <p>LL&amp;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.</p>	<p>ACL - are questioning and enjoy solving problems</p> <p>M&amp;N I can use my knowledge of equivalence to compare the size of simple <b>fractions, decimals</b> and percentages and I can convert between representations.</p>	<p>HCI - take measured decisions about lifestyle and manage risk;</p> <p>H&amp;WB I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.</p>
<b>Cross Curricular Skills LNF/DCF</b>	<p>I can read closely, identifying and noting features of texts, e.g. introduction, sequence, illustrations, formality, key vocabulary.</p>	<p>I can use equivalence of fractions, decimals and percentages to compare proportions.</p>	<p>I can identify ideas and information that interest me to develop further understanding.</p>
<p><b>Dydd Iau</b></p> <p>Thursday</p>	<p><b>Thinking skills task (during register)</b></p> <p>Display on board</p> <p>📅 Summer Week 9: Thinking Skills</p> <p><b>WCGR</b> - Read Chapter 15 from 'The Miraculous Journey of Edward Tulane'. Discuss.</p> <p><b>LO: Perform a script confidently and clearly</b></p> <p>Give the groups time to finish their news report scripts. When completed, print out a copy for each child to stick into their Literacy books. Self assess according to the SC.</p> <p>Practise reading the scripts aloud in their groups, taking turns with the parts. Can they learn some of the lines off by heart? Who is best suited to each part?</p> <p>Perform their scripts to the class. (Have each script up on screen to share as well). Peer assess according to the SC. Make notes on each group in Think Jotters - good points and</p>	<p><b>OUTDOOR PE RD</b></p> <p><b>LO: Perform dynamic combination jump sequences with control</b></p> <p><i>Resources: dice, chalk, cones</i></p> <p>Warm up: Cones and domes led by Helpwr Heddiw</p> <p>Main input: Divide the class into 3 groups. First group to practice runs from one line on the netball court to another. Children to time each other using a stopwatch on the iPad. Second group to play hopscotch (need chalk for this) to help develop coordination and balance. Third group (teacher led) to have cones spread out at a hoppable distance. Some cones to be placed side by side for 2 footed jumps. Start children by hopping and jumping around the same cones in the circuit. Then add the challenge:</p> <ul style="list-style-type: none"> <li>- Step from one cone to another of the same colour</li> <li>- Hop on one foot from one cone to another of the same colour</li> </ul>	<p><b>PPA - Science</b></p> <p><b>LO: Name the major organs of the body</b></p> <p>What do the children already know about the major organs of the body? Ask for responses. Look at the pictures of the organs. How many do they recognise? <a href="https://wordwall.net/resource/33813613/body-organs">https://wordwall.net/resource/33813613/body-organs</a></p> <p>Match the label to the organ as a class. How many did they get right?</p> <p>Watch the video: <a href="https://www.bbc.co.uk/bitesize/clips/z7kq7nb">https://www.bbc.co.uk/bitesize/clips/z7kq7nb</a></p> <p>Watch it again, this time taking notes about each of the organs and their functions. Use the sheet to record notes:</p> <ul style="list-style-type: none"> <li>📖 Major organs of the body Chilli 1</li> <li>📖 Major organs of the body Chilli 2,3</li> </ul> <p>Sing a version of the action song 'Head, shoulders, knees and toes', substituting the names of the major organs. 'Brain, liver, lungs and heart, lungs and heart, Brain, liver, lungs and heart, lungs and heart, Skin,</p>

	<p>suggestions for improvements. Can they spot the 5 Ws and the 3 Cs? Who was very good at performing - what made them good? What are we going to need to do to improve our own performances when we film the news reports?</p> <p><b>Written marking (3) + task</b></p>	<p>- Who can hop the furthest distance across the court? Rotate the carousel.</p> <p>To finish the lesson, put the children in teams with a dice. If they roll a 1 or 2, they hop. If they roll a 3 or 4, they step. If they roll a 5 or 6, they jump. Create a sequence in groups (Learning Asset: Collaborate) and perform to the class.</p> <p><b>INDOOR PE (Outdoors) CDW</b></p> <p><b>LO: I can select and apply a range of skills with good control and consistency. Skill: Reaction and Response.</b> <a href="https://app.realpe.co.uk/pe/year/4/unit/5">https://app.realpe.co.uk/pe/year/4/unit/5</a> Physical: Lesson 6</p> <p><b>Peer assessment</b></p>	<p>stomach, kidneys, intestines play their part ... Brain, liver, lungs and heart, lungs and heart.' The children could then sing their song through, pointing at the various locations of the organs. Give out a set of cards to each group (printed on A3):  <ul style="list-style-type: none"> <li>Organs-and-Systems-Card-Sort.pdf</li> <li>Sort the cards in the three columns as given.</li> <li>Arrange the picture cards according to the approximate location of the organ from the top of the body downwards.</li> </ul> <p>Now ask the pupils the inquiry question 'Which is the most important organ?' As a group, arrange the organs from most important at the top, to least important at the bottom. Justify their opinions. Ask each group to share their top 3 organs, giving reasons why they have chosen them. Ask pupils to write the inquiry question into their Topic Books in bubble writing, then write their answer underneath. Add a picture of each organ to the sheet they filled in at the beginning of the lesson. If time, play the interactive game again to see if they have improved their score. <a href="https://wordwall.net/resource/33813613/body-organs">https://wordwall.net/resource/33813613/body-organs</a></p> </p>
<p><b>Description of Learning.</b></p>	<p>EIC - find, evaluate and use evidence in forming views LL&amp;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.</p>	<p>HCI - form positive relationships based upon trust and mutual respect – face and overcome challenge; H&amp;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 - can explain the ideas and concepts they are learning about S&amp;T - WM1 - I can engage with scientific and technological evidence to inform my own opinions.</p>
<p><b>Cross Curricular Skills</b> LNF/DCF</p>	<p>I can present my work appropriately in digital contexts.</p>	<p>I can listen to, understand, infer, interpret and recall the general meaning of what I have heard.</p>	<p>I can respond to others' points of view by seeking clarity, summarising and explaining what I have heard, read or seen..</p>

<p>Dydd Gwener</p> <p>Friday</p>	<p><b>Thinking skills task (during register)</b> Display on board</p> <ul style="list-style-type: none"> <li>Summer Week 9: Thinking Skills</li> </ul> <p><b>WCGR</b> - Read Chapter 16 from 'The Miraculous Journey of Edward Tulane'. Discuss.</p> <p><b>LO: Use capital letters for proper nouns</b></p> <p>What did we say were the most common errors in our newspaper esports last week - capital letters for proper nouns! Recap - what are proper nouns? When are capital letters needed? Watch the video and make notes in bullet points about all the different times capital letters are needed. (Think Jotters) Watch the video:</p> <ul style="list-style-type: none"> <li><a href="#">Capitalization Rules for Kids   Learn the c...</a></li> </ul> <p>Compare notes. Can they identify where they tend to forget to put capital letters? How can they remember? Complete the activities in pairs on the sheets, then write out the sentences correctly in their Language Books.</p> <ul style="list-style-type: none"> <li>Proper nouns capitals Chilli 1</li> <li>Capital-Letters nouns Chilli 2</li> <li>Capital-Letters nouns Chilli 3</li> </ul> <p><b>Written marking (4)</b></p>	<p><b>LO: Reasoning and problem solving</b></p> <p>Work set up on Google Classroom, children to work through within set time and screenshot for their books.</p> <p>Challenge 1: Times tables shifts <a href="https://nrich.maths.org/6863">https://nrich.maths.org/6863</a> Work through examples on the board and explain the rules from the Nrich website</p> <p>Challenge 2: 4 Triangles Puzzle <a href="https://nrich.maths.org/141">https://nrich.maths.org/141</a> Work through examples on the board and explain the rules from the Nrich website</p> <p>Challenge 3: Dicey perimeter, dicey area <a href="https://nrich.maths.org/10333">https://nrich.maths.org/10333</a> Children to complete with partners in their books</p> <p>RAG rating and children to reflect on which activity they enjoyed the most and why.</p> <p><b>Self assessment</b></p>	<p><b>PSE</b> <b>LO: understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</b></p> <ul style="list-style-type: none"> <li><a href="#">UK 7-8 6-CM Pieces 1-6.pdf</a> Changing Me - Lesson 2 (Page 53)</li> </ul> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect Us: Everyone in a circle and play pass the squeeze.</p> <p>Calm Me Script</p> <p>Share the PowerPoint slide of a baby. Ask the children to talk with a talking partner and to write on their mini-whiteboard the things the baby needs to grow and to survive. After 2 minutes, ask the children to show what they have written. Emphasise that a baby needs love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc.</p> <p>Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother. Share the images of the children and draw out what they notice.</p> <p>In topic books, ask the children to draw a picture of a baby and, around the edge of their picture, to design a frame showing all the things a baby needs to survive, to live and to grow. Encourage the</p>
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			<p>children to draw pictures and write labels. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for too.</p> <p><b>Peer assessment</b></p>
<p><b>Description of Learning.</b></p>	<p>ACL - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts  LL&amp;C - WM3 - I can write legibly and fluently.</p>	<p>ACL - are questioning and enjoy solving problems  M&amp;N I can fluently recall multiplication facts up to at least 10 x 10 and use these to derive related facts.</p>	<p>HCI - have the skills and knowledge to manage everyday life as independently as they can;  H&amp;WB I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli.</p>
<p><b>Cross Curricular Skills LNF/DCF</b></p>	<p>I can use a range of punctuation accurately (including apostrophe for possession) to clarify and expand meaning.</p>	<p>I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems.</p>	<p>I can identify ideas and information that interest me to develop further understanding.</p>