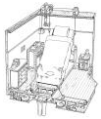
Ash class (Y4) Home learning weekly overview plan W/C 08.02.2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Spellings/ Phonics	High Frequency word practice: *Around, Cold, Garden, Like, More.*	Phonics: Ear. To read words containing the ear sound. Watch the BBC video Here: and play the quiz. If you cannot access this- watch the video with Miss Bridges. Practice reading words containing ear. High Frequency word practice: *One, Saw, Them, Why, Wish.*	Phonics: To spell words containing the ear sound Worksheets- add ear into these words- what words have you made? Spell the words next to these pictures.	Phonics: To apply my knowledge of the ear sound. Dictated sentences: It has been hot this year. I can hear an owl hoot at night. What year is it this year? The glass is clear and dry.	New spellings provided. Pupils to complete spelling activity based on ten new words.
Literacy	**LO: To create your own flow chart.** **Warm-up:** Look at the examples of flow charts and discuss what they show. What other processes might need a flow chart? **Main**: Create your own flow chart based on a topic of your choice. Think about own hobbies such as Roblox. How would you instruct someone how to play? Use the template and write sentences.	**LO: Give a detailed explanation.** **Main**: First, watch the video for the Snoozeatron. Do you think this is a good invention? Why? Practice telling an adult how it works. Can you use the words: first, second, then, next and finally? No need to write anything down today. If possible, ask an adult to read the explanation text to you. Were there any bits you missed out?	**LO: To use time connectives.** **Main**: Look the time connective mat. Which words do you think you would use when explaining something? Is there any order you should use them in? Make sure you start with firstly and end with finally. Then write at least three sentences using the time connectives explaining how this machine works-.it's a machine which helps you get ready for school- you can name it whatever you like!) 	**LO: Explain how something works the conjunction and or because.** Think about the word and and because- what do they do in sentences? Practice extending some sentences using these conjunctions. Then have ago at writing an explanation on how to use the autochef (you'll need to watch the video first).	**LO: To create your own 'Cracking Contraption'.** **Warm-up:** Consider all the contraptions you have looked at this week and plan your own. **Main**: Create your own 'Cracking Contraption'. Design and colour it in. Label it to show the different parts. This work will form the basis of today's Zoom session.
Reading (forest sports day text)	**LO: To draw upon my prior knowledge.** This text is about a sports day. What do you know about sports days already- what races might there be? Create a list of the different things you know already	**LO: To explore characters.** Have a look at the characters which are going to take part in the sports day. What do you think these characters will be like? What races do you think they would be good at?	**LO: To explore vocabulary from a text.** Have a look at the tricky words which will be in our story. Can you read them all? Talk with an adult about the meaning of these words.	**LO: To look at the pictures from a text.** Look at the pictures from the text we are going to read. Can you say what you think is going to happen?	**LO: To read a text.** Read the text- The forest Sports day.

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Maths	**LO: To be able to recognise and use Roman Numerals up to 20.** **Starter:** Starter activity involving counting and writing numbers in order. Mark your work. **Main:** Watch the attached video on Roman Numerals. Complete the worksheet and mark your answers. 14 questions only. Roman Numerals provided to help.	**LO: To recognise tally charts.** **Starter:** Money- can you count the amount of money in these purses? **Main:** Watch the video, which will introduce tally charts to you. Look at some tally chart- can you say how many is in each section? **Activity**: Create your own tally chart based on things from around your home- e.g. colours of cars you own.	**LO: To begin to recognise pictograms** **Starter:** Money- can you count the amount of money in these purses? Including 2p and 10p. **Main:** Today we are beginning to look at pictograms. Watch the BBC clip here. **Activity**: Conduct a survey e.g. how many colour pencils you have in your home. Create your own pictogram.	**LO: interpret data from a pictogram.** **Starter:** Money- how would you may with these items? **Main:** Watch Miss Bridges' video to explore using different values and keys in pictograms. **Activity**: Solve a range of problems where you must interpret pictograms.	**LO: To be able to read a pictogram.** **Starter:** Starter activity involving counting and writing numbers in order. Mark your work. **Main:** Look at the pictogram we have provided. Can you answer the questions? Link to the 2x table. It may help to write out the 2x table first to help you when answering the questions.
Topic 1	**R.E** Lesson prepared by Mr Lenton.	**French** **LO: Read and write the names of animals in French** Revisit the language we have learnt during this unit by playing the quiz. Complete the worksheet to see how much you remember- the listening activities are on the language angels website. **Safer Internet day!** Watch the assembly on what we can trust online. Then complete as many of the activities as you can whilst staying safe online.	**Science** **LO: To observe over time.** We have been looking at how habitats are changing. **Read the information about the polar ice caps on the Science Sparks website here.** Design your own experiment to explore the melting ice caps. You could use the one set out on the Science Sparks. Apply your understanding of observing over time.	**Science** **LO: Apply my learning** Now is time to apply everything you have learnt during this unit. Design your own zoo- using the Chester Zoo website for support. You must think about the habits where each animal would live. You can find this out on the zoo website- or research it. How can you ensure the enclosures are like the habitats? You must also group your animals together, having similar animals closer together (explain why too). Don't forget to have a section just for invertebrates.	**PSHE** **LO: To understand the dangers of water and know there are ways to stay safe.** Watch the teacher introduction and the two videos that follow. What fun things can you do with or around water? What dangers are there around a lake? Create a visual poster showing some safe and unsafe practices around water based on provided pictures. Add your own pictures to this poster.
Topic 2	**P.E** **LO: To complete a short keep-fit activity at home.** Watch the video and join in.	**P.E** **LO:** **Warm up** with right way wrong way- **video here.** **Avoid the defenders** video here	**Design Technology** To design a product that meets design criteria.	**Design Technology** To make and evaluate a product.	**Oracy** **LO: To be able to discuss and respond to a topic.** Question: How would you describe yourself to someone who has never met you? Answer the question quickly and then consider the questions that follow. Now you have had chance to think about it and discuss it, have you changed your mind at all?