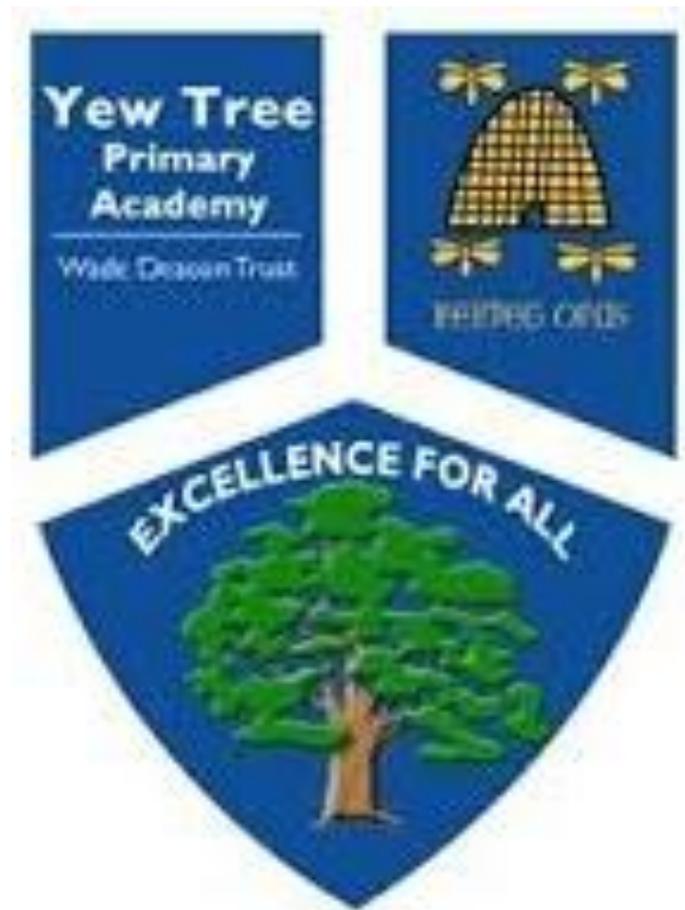


Yew Tree Primary Academy
Class – Alder/Year 4
Term – Spring 1
Remote Learning Plan
8th February 2021



English

Writing:

Recount, Setting
Description, Retelling,
Fantasy Story Sequel

History

Reading
The Firework
Maker's Daughter

PE
Dance
Basketball

Music
Elements of
Music

Geography
Locational Knowledge;
Human and Physical
Geography;
Geographical skills and
Fieldwork.

Alder Class

Maths
Further Multiplication
and Division.

Computing
Hour of Code
The class will
work through
various coding
challenges.

RE
Who is Jesus?

Science
States of Matter

French
Key questions and
opinions and
Times of the day.

Art and DT
Sculpture – Making 3D
forms from found and
recycled materials.

<u>Time</u>	<u>Lesson/Activity</u>
9-9.20 or 20 minutes	Reading Read something from your house. It can be a book, a magazine, something on your tablet. Complete daily reading lesson/task.
9.20-9.30 or 10 minutes	Tell somebody about what you have read. You could tell a family member or facetime a friend.
9.30-10 or 30 minutes	Maths Activity Pick an activity to complete. If you finish quickly make up some sums for yourself or test yourself on what you have learnt.
10-10.15 or 15 minutes	Common Exception Words Pick 5 to 10 words and try and memorise them words. You could write them down to try and help you remember them or get someone to test you on them afterwards
10.15-10.45 or 30 minutes	Break Have a break and move around. Go outside do some exercise. Have some snack and a rest.
10.45-11.15 or 30 minutes	Spelling or Phonics Activity Choose 5 or 10 spellings. Try to learn them. Look, Cover, Write, Check. Put them into a spoken sentence. Put them into a written sentence.
11.15-11.30 or 15 minutes	Arithmetic activity Try and have a go at some of your time tables or numberbonds. You could also play on TTRS or some maths games on your tablet/phone or laptop.
11.30-11.45	Movement break. Put on go noodle and have a dance. Run around your garden or do some exercises.
11.45-12 or 15 minutes	Handwriting Activity Practise some of the letters and words from your handwriting sheet.
12-1 or 1 hour	Lunch Have your lunch. Go outside and get some fresh air or watch some TV and relax.
1-1.30 or 30 minutes	Foundation Subject Complete one of the activities for either Science, History, Geography, Art/DT, French, Computing, Music or RE
1.30-2 or 30 minutes	PE Have a go at some of the PE links. Go in your garden and do some exercise. Play football or make an obstacle course.
2-2.30 or 30 minutes	Learning Tree (History and Geography) You could create a poster around the topic that you have been learning- make it bright and colourful with lots of facts and drawings.

	Choose an activity from the isolation planning.
2.30-2.50 or 20 minutes	Choosing Time Play on your computer and tablet and can you challenge your friends to a TTRS battle
2.50-3.10 or 20 minutes	English Write in your isolation diary. Think about what you have done today and write about it. You may want to add more later on when the day has nearly finished.



Yew Tree Primary Academy

Remote Learning Planning

Alder Class

Week Beginning – 8th February 2021

Reading Tasks/Lessons

Spelling/phonics Tasks/Lessons

Day 1-

In this lesson, we will explore a non-fiction text about the deep sea. First, we will explore the features of a non-fiction text and then we will read two pages and answer some questions on the text.

<https://classroom.thenational.academy/lessons/to-engage-with-a-text-69k3ad>

Day 1

Day 2-

In this lesson, we will review the text type and the features of a non-fiction text. Then we will read two pages and answer questions on the text.

<https://classroom.thenational.academy/lessons/to-read-and-answer-questions-on-a-text-part-1-6mvkj>

Day 2

To investigate suffixes (-ate, -en)

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-ate-en-6dj34d>

Day 3-

In this lesson, we will review the text type and the features of a non-fiction text. Then we will read two pages and answer questions on

Day 3

<p>the text. https://classroom.thenational.academy/lessons/to-read-and-answer-questions-on-a-text-part-2-6wv68c</p>	
<p>Day 4- In this lesson, we will review the text type and the features of a non-fiction text. Then we will read one page of the book and answer questions on the text. https://classroom.thenational.academy/lessons/to-read-and-answer-questions-on-a-text-part-3-65hk6c</p>	<p>Day 4 To practise and apply knowledge of suffixes (-ate, -en) https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-ate-en-chjp6c</p>
<p>Day 5- In this lesson, the children will recap the features of a non-fiction text and the vocabulary learnt in this reading unit. They will then have an opportunity to create their own imaginary deep sea fish. Lastly, some non-fiction texts will be recommended for further reading. https://classroom.thenational.academy/lessons/to-engage-with-the-text-and-to-complete-an-independent-activity-6nk38c</p>	<p>Day 5-</p>
<p>Writing Tasks/Lessons</p>	<p>Maths Tasks/lessons</p>
<p>Day 1 – Session 10 https://player.vimeo.com/play/1736894792?s=405591915_1612317625_86e67260af77c537af4928b0774ab6c4&loc=external&context=Vi</p>	<p>Day 1 Graphs Lesson 1 LO : I can tell the time on a 24 hour clock.</p>

[meo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B10139.mp4](https://player.vimeo.com/video/1736894796?h=ba5bb81338b46496d011a0af69082e80&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B10139.mp4)

HD Link:

https://player.vimeo.com/play/1736894796?s=405591915_1612317625_ba5bb81338b46496d011a0af69082e80&loc=external&context=Vimeo%5CController%5CApi%5CResources%5CUser%5CAlbum%5CVideosController.&download=1&filename=Cloud%2BTea%2BMonkeys%2BSession%2B10174.mp4

This link is only active for a limited time due to subscriptions. The active link will be posted on Class Dojo each day and will be active for that day. We have found that the videos play better when logged into Class dojo via the website and not the app.

Each day there will be an additional video on Class DoJo for the children to watch based on how they have done in their work on the previous day. This video will either support or challenge the children's learning based on the previous day's outcome.

Lesson Link: <https://drive.google.com/file/d/1V05Yz4Y-MmlwS9j7a2yNE78Euzt0VoyV/view?usp=sharing>

Day 2

Healthy Food – Persuasive Writing

LO: I understand the features of an advert.

<https://classroom.thenational.academy/lessons/to-understand-the-features-of-adverts-65k3ed>

Day 2

LO: I can change time in minutes to seconds.

Each day there will be an additional video on Class DoJo for the children to watch based on how they have done in their work on the previous day. This video will either support or challenge the children's learning based on the previous day's outcome.

Lesson Link:

https://drive.google.com/file/d/1csmDVeaHCdYEIMuEdu6YT_POR3LLf8B/view?usp=sharing

Day 3

LO: I can investigate suffixes: More-er and -est suffixes.

Day 3

LO: I can change time in hours to minutes.

<p>https://classroom.thenational.academy/lessons/to-investigate-suffixes-more-er-and-est-suffixes-6rv6at</p>	<p>Each day there will be an additional video on Class DoJo for the children to watch based on how they have done in their work on the previous day. This video will either support or challenge the children's learning based on the previous day's outcome.</p> <p>Lesson Link: https://drive.google.com/file/d/10uSV0_WfWKEv5xE7bpE-wwTNzvqB7Und/view?usp=sharing</p>
<p>Day 4 LO: I can explore prepositions. https://classroom.thenational.academy/lessons/to-explore-prepositions-74t66r</p>	<p>Day 4 LO: I can solve problems on duration of time.</p> <p>Each day there will be an additional video on Class DoJo for the children to watch based on how they have done in their work on the previous day. This video will either support or challenge the children's learning based on the previous day's outcome.</p> <p>Lesson Link: https://drive.google.com/file/d/1MwLI06WQeDpr56DDA3Wu-96l8n6QkwZk/view?usp=sharing</p>
<p>Day 5 LO: I can build scientific vocabulary to describe healthy snacks. https://classroom.thenational.academy/lessons/to-build-scientific-vocabulary-to-describe-healthy-snacks-70tp4d</p>	<p>Day 5 LO: I can change years to months and weeks to days.</p> <p>Each day there will be an additional video on Class DoJo for the children to watch based on how they have done in their work on the previous day. This video will either support or challenge the children's learning based on the previous day's outcome.</p>

Lesson Link:

https://drive.google.com/file/d/1dVVfOz1RcfMyx0_xwmlr1Vwtgvr3VmW/view?usp=sharing

Science Tasks/Lessons

Learning Tree (*History or Geography*) Tasks/lessons

LO: To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

PowerPoint

<https://drive.google.com/file/d/13jsSeuu07DGsR9GCvDWsHCMDnXOax1BC/view?usp=sharing>

- What do the words 'evaporate' and 'condense' mean? Recap with the class.
- Where does the water from a tap come from? Children to think, pair, share their ideas.
- Go through the information on the slides explaining what the water cycle is.
- Look at the diagram of the water cycle on the slides. As a class, fill in the labels for each of the different

processes to check that children understand how water evaporates and condenses.

Activity

Worksheet :

https://drive.google.com/file/d/1fv6sbp8IG2Ao2ksPyP6o8Nv_B9-9tdEL/view?usp=sharing

On worksheet 7B, children to fill in the labels on the diagram of the water cycle. When finished, challenge children to use the diagram to describe to a partner how the water cycle works.

LO: To explore the features of volcanoes.

PowerPoint

<https://drive.google.com/file/d/1Nrcn5yU1sBS0RJNAYTrwiqwemrG98x0z/view?usp=sharing>

- Go through the vocabulary associated with volcanoes and ask children to predict what the words mean. Reveal the answers after they have had a chance to guess the meaning.
- Show children a diagram of a typical volcano with labelled parts. Explain to children what the main parts of volcanoes are.
- Discuss the three types of volcanoes that are formed: Composite, Shield and Dome.
- Use the slides to explain how they are formed in detail and look at the diagrams.
- Show children examples of these types of volcanoes in the world. Discuss each volcano and invite children to share their ideas about each one.
- Ask children to predict what Active, Dormant and Extinct volcanoes are.
- Reveal to children what these words mean and ask them if they know of any volcanoes that fit this profile.

Activity

<https://drive.google.com/file/d/1A-89lWUzf8C4KiDT6d1qM0qq2xkO5ANL/view?usp=sharing>

Provide children with worksheet 3B. Children need to look at the

Extra Challenge:

Using the Water Cycle Steps, cut out each of the steps of the water cycle and organise into the correct order to show how the water cycle works.

When you have finished choose one of the Challenge Cards to present information about the water cycle in a manner of their choosing.

Quiz:

https://drive.google.com/file/d/1WTg-S58T_O5AmnauJ4H76ffeLUmm5kh8/view?usp=sharing

diagrams and images and write about what they know about the types of volcanoes and their existence.

Common Exception Words:

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Foundation Subjects (if applicable for this term)

Art/DT

LO:

To create a collage in the style of an artist
I can create a collage of contrasting images

I recognise the work of Arcimboldo

Have a look at the link

'The British Museum – The Tree of Life'

This sculpture is a tree, but it is actually made up of weapons. Many artists have used the idea of constructing a composition of one subject using a contrasting subject in the composition. If you look closely, the face is actually made up of lots of fruits. The optical effect is not obvious from a distance: you have to look more closely to spot the food; like 'The Tree of Life', where the detail of the tree's construction needs a second look to be obvious.

Look at the link: 'Guiseppe Arcimboldo, The Complete Works – Vortumnus (Vortumno) by Arcimboldo'. Look closely and you will see that the face is actually made up of lots of fruits. The optical effect is not obvious from a distance: you have to look more closely to spot the food; like 'The Tree of Life', where the detail of the tree's construction needs a second look to be obvious.

You will be creating a composition in the manner of Arcimboldo.

Think about: What facial features do we need to include in the composition? Eyes, nose, hair and mouth are the first that come to mind, but could we also choose appropriate foods for the cheeks/eyebrows?

Think about what colours, textures and shapes do they need to recreate? What fruits look similar to these?

Making

I have uploaded a sheet with : *Fruit and vegetable images* and you will need to have a look in magazines for some food pictures. I would then like you to select the images which closely match the fruits discussed. Cut them out and arrange them on the page, carefully building the impression of a face using their images.

When they are happy with the way they look, they should stick them down.

PSHE

Children will learn how to reduce the risk of fires in their homes by identifying hazards and rectifying them. They will know the importance of smoke detectors and listen to a firefighter's safety advice. They will then create their own evacuation plan for their house.

<https://classroom.thenational.academy/lessons/fireproof-64t3er>

PE

Head over to Joe Wicks' You Tube Channel for your daily instalment of "PE with Joe" These are ideal to complete at home, especially if the weather is bad. They are designed to get your heart rate up and get you ready for the day.

RE

LO: To reflect on similarities and difference in Faith opinions about Jesus

Thinking about last lesson, can you remember what people at the time of Jesus said about him? Have a look through your portfolio to see what you found.

Now we are going to think about what people now think about Jesus. Use the "What people say about Jesus" Powerpoint of different quotes- what does this tell us about what they think about Jesus?

ACTIVITY:

I want you to use the quotes that I have given you – either print them out or copy them out and I want you to highlight information that describes what people think about Jesus and summarise i.e. highlight a Hindu view that Jesus is God incarnate but not the only form of God and explain this.

Any words that you do not understand e.g. incarnate either look up in a dictionary or look online. This will help to develop your understanding of what people thought.

Link to PowerPoint:

<https://drive.google.com/file/d/1MwiHcXLgaAFfKI2SOnNmGV-IF-QfQJSO/view?usp=sharing>

Music

LO: I can explore 6 beats in a bar.

<https://classroom.thenational.academy/lessons/exploring-6-beats-in-a-bar-6cw38d>

French

Les Matieres (School Subjects)

Learning Objectives:

To ask and answer personal questions

To produce sounds from the French alphabet.

To produce sentences giving some simple opinions about school subjects.,

To recognise and produce written words for numbers 1-20.

<https://drive.google.com/file/d/1Eu1VqaZNiASRm0XZIBraoVI2vJXPUEUX/view?usp=sharing>

Staying Safe Online

https://www.onlinesafetyuk.com/contact-us/?gclid=EAlaIQobChMIh9iPq8eE7AIVQc3tCh3mygLZEAAAYASAAEgJ7kvD_BwE

<https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>

Additional learning resources parents may wish to engage with.

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#). Your child can access this programme with their school login. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.

