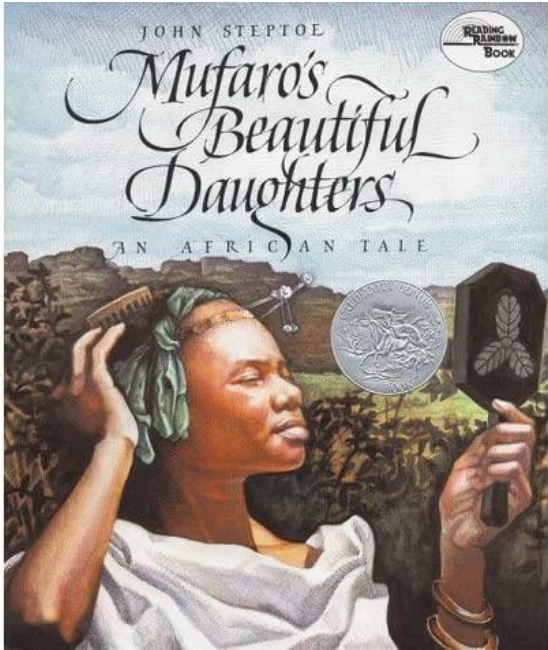


# Year 3/4 Weekly Plan

## Monday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	<p>Guided reading- Prediction Look at the front cover of this book. Today you will be making a prediction.</p> <p>Answer the following questions: What do you think this book will be about? Write down 3 things you think the story will be about. What clues did you look out for in making your prediction? Why did you make your prediction? Have you read similar stories before?</p>  <p>You will now create your own front cover using the title above. Think about what the title 'Mufaro's Beautiful Daughters' could represent?</p>
15-20 mins	Break Time	
10 mins	Times tables Practice	<p>You should practise times tables every day.</p> <p>Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12.</p>
30-40 mins	Maths Activity	<p><b>Time – Understanding Units of Time</b></p> <p>Every day we use different units of time. You will have heard of and used the words: <b>second, minute, hour, day, week, month</b> and <b>year</b>. These are the words that we use to measure amounts of time. It is important for us to understand how these units of time compare to each other. Here are some examples explained. Talk to your adult about units of time and how you use them in everyday life. Can you think of an example where you would use a minute or an hour.</p> <p><b>Second</b> – This is the shortest period of time. It is less than a minute.  <b>Minute</b> – A minute is made up of 60 seconds.  <b>Hour</b> – An hour is made up of 60 minutes.  <b>Day</b> – A day is made up of 24 hours.  <b>Week</b> – A week is made up of 7 days.  <b>Month</b> – A month is made up of between 28-31 days (this depends on what month it is).  <b>Year</b> – A year is made up of 12 months of usually 365 days (366 when it is a leap year).</p> <p>Talk to your adult about units of time and how you use them in everyday life. <b>Can you think of an example where you would use a minute or an hour or describe time?</b> (E.g I will get out of bed in 2 minutes or dinner will be ready in an hour). See if you can think of an example for every unit listed. Talk to your adult about the order of days of the week and months of the year.</p>

# Year 3/4 Weekly Plan

Challenge: **Write down all the days of the week in order.** If you complete this, have a go at **writing all the months in order.**

30-40 mins Lunch time

**Adventure Story - Writing the Build Up**

Re-watch Spy Fox <https://www.literacyshed.com/spyfox.html> if you can to refresh your memory. If not have a look back at last weeks plan to remind yourself of the pictures of the story.

Today you will be writing the build-up for the adventure story. You will need to have your story mountain so that you can look at your notes for your build up. In your build up you should be beginning to work toward introducing the problem.

**Expanded Noun Phrase**

An expanded noun phrase is a phrase made up of a **noun** and **at least one adjective**.  
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

**lots of yummy, cold ice cream**

<p><b>Determiner</b></p> <p style="font-size: x-small;">Used to introduce a noun to specify which one or how many; a/an, the, three, most.</p>	<p><b>Adjective</b></p> <p style="font-size: x-small;">A word that describes a noun; monstrous, vivid, delightful, familiar.</p>	<p><b>Noun</b></p> <p style="font-size: x-small;">A person, object or animal; garage, Henry, leopard, sofa.</p>
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In your build up I would like you to include an **expanded noun phrase**.

So when you are writing your sentences, make sure you are using adjectives to describe your nouns.

E.g the dark, gloomy building  
Or  
a shiny, metal lamp

30-40 mins Topic/English Activity

Make sure you are reading your sentences to check they make sense. Read them aloud so that you can check. If they do not, go back and correct it. Check your spelling and make sure you are using correct punctuation.

Here are some national curriculum words you may want to use in your story.

Challenge: Use at least 3 words from the list.

**New Curriculum Spelling List Years 3 and 4**

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

10 mins Golden Mile/Physical Activity

**Art- Learning how to shade drawings**

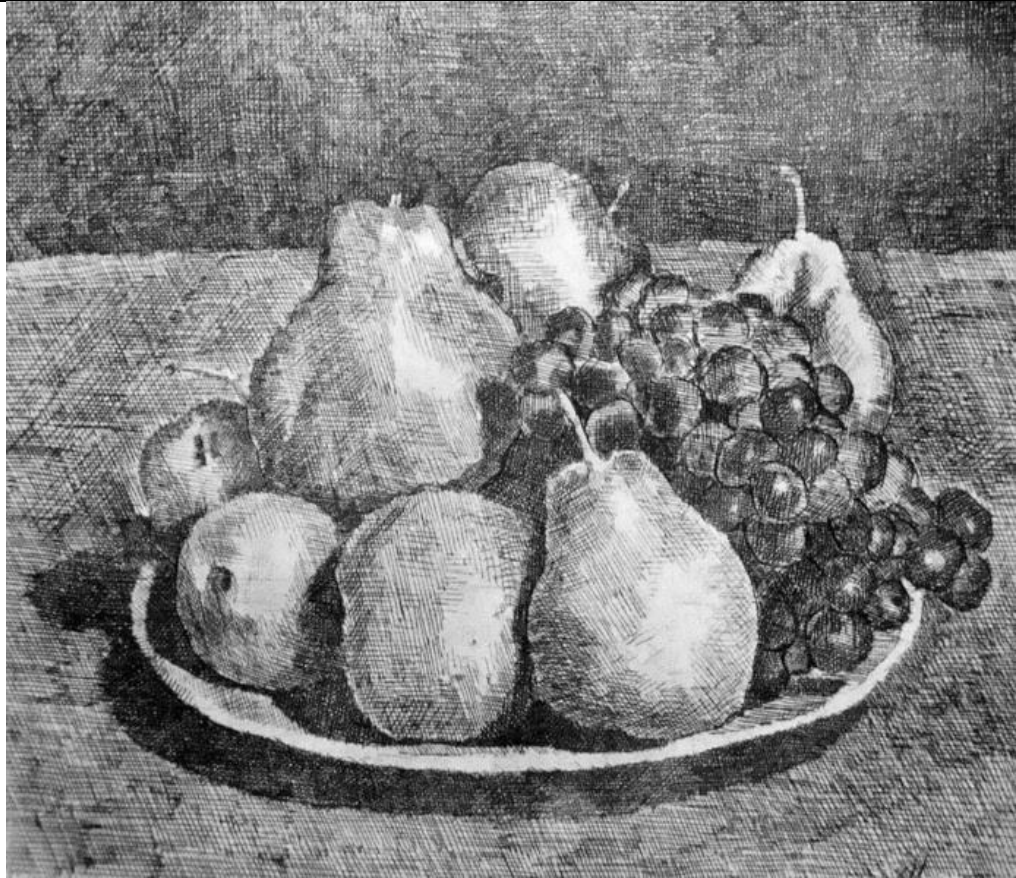
Today you will Learn how to use Hatching and Cross-Hatching methods to shade your drawings.

Hatching and cross hatching are linear drawing techniques that can be used to create texture, value, and the illusion of form and light. Hatching and cross hatching are often used together.

First off, I want you to take a moment to observe the following etchings created by Giorgio Morandi.

30-40 mins PSHE/Topic

# Year 3/4 Weekly Plan



Giorgio Morandi etching. Still Life with Pears and Grapes, 1927.

Watch this video. It is a small demonstration of how to draw using the hatching technique.

<https://www.youtube.com/watch?v=Nx6ORlwGVQ>

Here is an example below: Remember hatching involves going in the same direction.

This can be considered the most basic of all of the shading techniques included here. It involves creating groups or patterns of parallel lines. These lines don't have to be completely vertical or horizontal. They can also be slanted or follow any angle you'd like, as long as this direction is uniform throughout the area you are shading.



1. Hatching - a row of lines, all facing the same direction



# Year 3/4 Weekly Plan

Use the template below practise drawing using the hatching technique. Practise your lines by shading from dark to light. In order to achieve dark lines, hold your pencil a little firm and press a little harder then gradually release the pressure to achieve the medium and lighter shade.

Darkest	Dark	Medium	Light

10-20 mins

Story time/Read a text or your favourite story

## Tuesday

Approx. Timing	Suggested Activity	Activity Plan
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10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
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30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
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30-40 mins	Reading Activity Wash hands	<p>Guided reading- Listening and note taking</p> <p>Today you will be listening to the story of 'Mufaro's Beautiful Daughters'. Click on the link below to listen to the story.</p> <p><a href="https://www.getepic.com/app/read/14141">https://www.getepic.com/app/read/14141</a> Use your Get Epic login details to read this.</p> <p>Once you have listened to the story and have understood it. Spend 10 minutes making notes on what you think the story is about. What did you learn from listening to the story? What was the message behind it?</p> <p>Write 3 sentences explaining what you think this book is about. Share your explanations with an adult. You may want to listen to this story again with an adult. See if you both have the same/similar understanding of the text.</p>
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15-20 mins	Break Time	
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10 mins	Times tables Practice	<p>You should practise times tables every day.</p> <p>Year 3: 3s, 4s, 8s</p> <p>Year 4,5,6: All timetables up to 12x12.</p>
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30-40 mins	Maths Activity	<p><b>Time – Analogue and Digital Clocks</b></p> <p>Today you will be looking at the two different types of clocks that you will see. You will need to be able to tell the time on both.</p> <p>A digital clock shows just numbers. This may be a 12 clock or a 24 to clockwise. The long minutes and the short shows hours. the right side shows minutes.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>An analogue clock is a clock that has a face and hands. This type of clock displays the hours from one hour twelve and the hands move hour clock. hand shows The left hand side hand shows hours and</p> </div> </div>
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# Year 3/4 Weekly Plan

Talk to your adult about where you may have seen each of these different types of clocks. Which do you think will be easier for you to read? Why do you think that? Can you see any similarities between the two types of clocks? Can you see any differences?

30-40 mins

Lunch time

## Adventure Story - Writing the Dilemma/Problem

Today, you will be writing your dilemma. This is where the dramatic adventure needs to happen. You need to describe your problem including what is happening and how everyone is feeling. Make sure that you detail everything that is happening so that the reader doesn't miss any of the action.

Make sure to use interesting verbs and adverbs to describe how the characters are moving. For example, rather than Agent fox is **walking**, you could up level this by changing the **verb** and adding an **adverb**. For example, Agent Fox is **fearlessly sprinting**.

I have included adverb and verb word mats to help to inspire you in your writing.

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	beforehand	constantly	away	entirely
cheerfully	early	daily	below	little
courageously	lately	hourly	down	much
crossly	never	monthly	downstairs	rather
cruelly	now	never	everywhere	totally
defiantly	often	occasionally	here	very
doubtfully	punctually	often	inside	<b>How certain?</b>
elegantly	recently	once	outside	certainly
enthusiastically	soon	regularly	there	definitely
foolishly	then	repeatedly	up	probably
frantically	today	sometimes	upstairs	undoubtedly
gently	tomorrow	usually	wherever	surely
gladly	yesterday	yearly		
gracefully				
happily				
hungrily				
loudly				

**More Useful Adverbs:**

additionally	insufficiently	hence	consequently
fittingly	appropriately	suitably	however

30-40 mins

Topic/English Activity

Movement	Voice	Objects	Emotion	Sense	Thought	
bounce	skip	giggle	bend	admire	caress	comprehend
carry	sneak	hum	break	bawl	eat	conceive
collapse	spin	laugh	burn	blubber	feel	contemplate
crawl	split	rap	control	cry	hear	daydream
dance	stroll	scream	fold	despair	lick	dream
dash	stumble	shout	melt	frown	listen	evaluate
drive	tap	sigh	mend	grin	observe	lament
hit	throw	sing	mould	laugh	smell	meditate
hop	trudge	sob	open	love	sniff	ponder
hurry	turn	talk	repair	sigh	taste	reflect
jump	walk	whisper	smash	smile	touch	speculate
leap	wander	yawn	snap	smirk		think
live	wave		stretch	tremble		visualise
pull	wind		throw	weep		wonder
push	zoom		twist	wince		
roll						
rotate						
run						
shake						

**More Useful Verbs:**

change	suggest	locate	design	select
identify	collect	search	plan	focus

10 mins

Golden Mile/Physical Activity

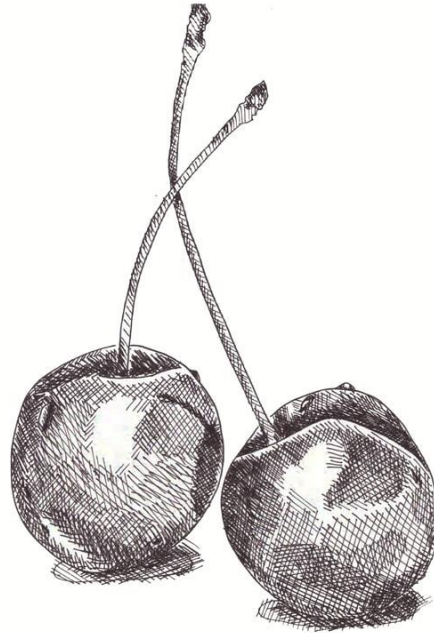
Art- Learning how to shade drawings

30-40 mins

PSHE/Topic

Today you will learn how to use Cross-Hatching methods to shade your drawings. First off, I want you to take a moment to observe the following etchings created by Erika Lancaster.

# Year 3/4 Weekly Plan

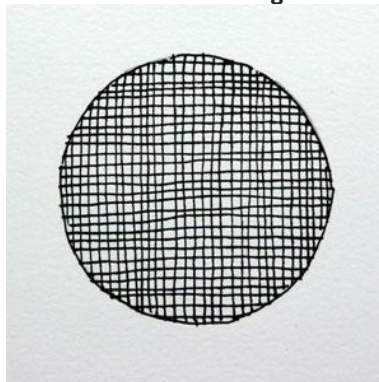


What are the similarities and differences between hatching and cross hatching?

Watch this video. It is a small demonstration of how to draw using the Cross hatching technique.

<https://www.youtube.com/watch?v=I17AN3MQuVs>

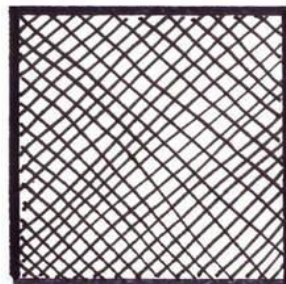
### **Cross Hatching**



When cross hatching is used, the artist may begin adding value as hatching, but then allow the lines to cross over each other. The more that the lines cross over each other, the darker the value becomes.

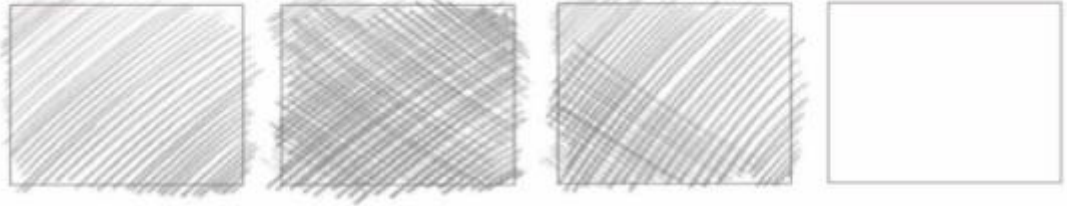
### **Cross Hatching**

Cross Hatching is like taking parallel hatching to the next level. You create a first layer of parallel lines (in any direction) and a second layer of lines is drawn on top in a perpendicular or nearly perpendicular manner. This technique is probably the quickest of all due to the fact that you are able to create darker values faster than with the other techniques. I tend to go for this method most of the time myself.



# Year 3/4 Weekly Plan

Use the template below practice drawing using the cross hatching technique. Practice your lines by shading from dark to light. In order to achieve dark lines, hold your pencil a little firm and press a little harder then gradually release the pressure to achieve the medium and lighter shade.



Darkest	Dark	Medium	Light

10-20 mins

Story time/Read a text or continue reading your favourite book or story

## Wednesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	<p>Guided reading- Clarification</p> <p>Listen to the story again.  <a href="https://www.getepic.com/app/read/14141">https://www.getepic.com/app/read/14141</a></p> <p>Vocabulary hunt</p> <p>Today you will finding the definition of specific vocabulary. You would have come across these in the story. Using a dictionary, find the meaning of the following vocabulary:</p> <ul style="list-style-type: none"> <li>○ <b>Transfix</b> (v) –</li> <li>○ <b>Chamber</b> (n) –</li> <li>○ <b>Preparation</b> (n) –</li> <li>○ <b>Flora</b> (n) –</li> <li>○ <b>Fauna</b> (n) –</li> <li>○ <b>Millet</b> (n) –</li> <li>○ <b>Bountiful</b> (adj) –</li> <li>○ <b>Considerate</b> (adj) –</li> <li>○ <b>Proclaim</b> (v) –</li> <li>○ <b>Silhouette</b> (n) –</li> <li>○ <b>Foretold</b> (v) –</li> <li>○ <b>Garment</b> (n) –</li> <li>○ <b>Commotion</b> (n)-</li> </ul>

# Year 3/4 Weekly Plan

Reinforce these vocabulary words with these word search and crossword puzzle worksheets:

## Mufaro's Beautiful Daughters: Vocabulary Word Worksheets



Find the hidden words within the grid of letters.

WTASNQXGECGHZKNRCWUKSVXFA  
 VNYIORODYOGNUHEENNRHVDTPK  
 YEFKILOWHTAKDTGBZSBXPNGRT  
 HTJBTJOEJURUAANMMUWQEPHFG  
 VMYFARXFJTLRSWQAAFTMCKCCF  
 BNVBRNMJOWEFDDMHMCRMXEJUQ  
 HPZCAHUZKDNMTVLCIAJLBDSPJ  
 AQANPQBNICYIBBUOGTLTDUHSB  
 WPEQELOSREXATWOKTCBTLGCVG  
 ZQEMRQNBGRBZBNSUJERYQNBD  
 OMI IPOSILHOUETTENARKSILBA  
 UCFQCDWPOHWNJSMJNTXOUIFWP  
 PZTTNODJEYCQNYJSCMIDFTAMU  
 BRTKHYIUCBUBRPFRLURFLFUGA  
 BOCDFXOLOLQEJIWWGGKDUFNKB  
 ZTCYNRALRQGOXFRQIJCXDLAFC  
 MILLETSKNQFEZHLCHDQPZBEDO  
 WCPGWOEVITELBYOPXVDMPAUCM  
 KAWUNEEZFCBRBKCCMCGGMYGUM  
 PTUIOLHPSLJNAHEUOEMFMWKYO  
 RMFFEFSSVBOUUDBLBPVVCJIET  
 WVQEBQGREVFRGCJCOVTOKMBUI  
 PTDOMIALCORPAOBYGMQKKQLGO  
 CAKJDCXAWWQUBJOIVYDTJKYXN  
 GWKFOGRQYQCRZJRAWWSHHGYUO

Bountiful	Considerate	Foretold	Preparation	Transfix
Chamber	Fauna	Garment	Proclaim	
Commotion	Flora	Millet	Silhouette	

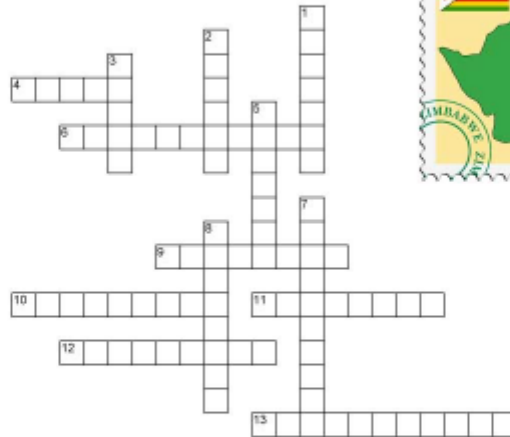




# Year 3/4 Weekly Plan

## Mufaro's Beautiful Daughters: Vocabulary Word Worksheets

Complete the puzzle using the clues shown below.



### Across

- 4. All the plants that live/grow in a particular area or environment, or at a particular time
- 6. Thinking about the feelings, rights of others; showing kindness towards others
- 9. To describe something before it happens
- 10. A noisy excitement or disturbance
- 11. To say or state something
- 12. Giving or providing many things
- 13. To make something ready for any sort of undertaking

### Down

- 1. A person's bedroom
- 2. A type of grass whose seeds are used for food
- 3. All the animals that live in a particular area or environment, or at a particular time
- 5. An item of clothing
- 7. A dark shape against a light background
- 8. To cause one to stand/sit without movement due to surprise or shock



15-20 mins

Break Time

10 mins

Times tables Practice

You should practise times tables every day.  
Year 3: 3s, 4s, 8s  
Year 4,5,6: All timetables up to 12x12.

30-40 mins

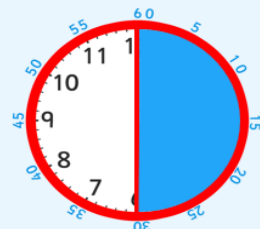
Maths Activity

### Time – O'Clock and Half Past

Today you will be looking at o'clock and half past on an analogue clock.

If possible find a clock that you can look at. This could be a clock or watch but it needs to be analogue. A clock face is circle made up of two halves. There are 30 minutes in half hour.

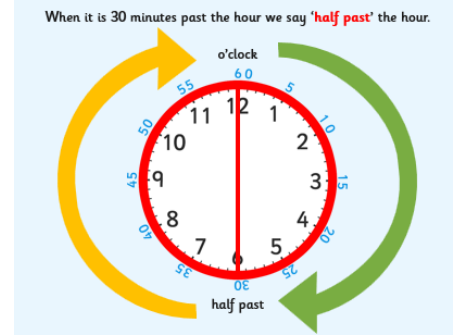
There are 30 minutes in half of an hour.



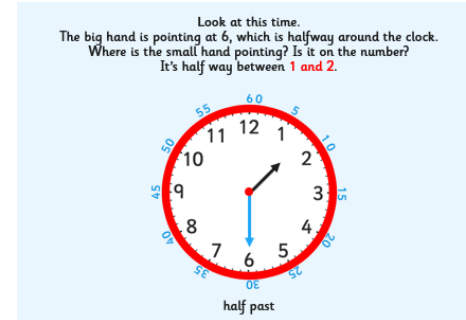
wall  
a full  
on an

# Year 3/4 Weekly Plan

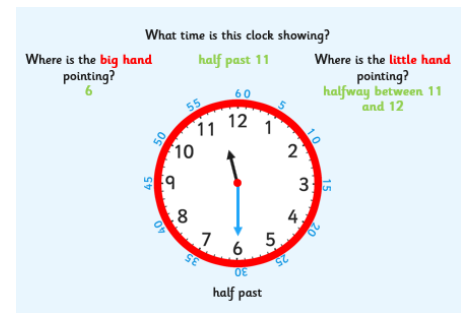
When it is 30 minutes past the hour we say half past.



When the big minute hand is halfway around the clock it is pointing to the 6 which is half past. When the minute hand is at half past you will notice that the hour hand will be half way between two hour numbers.



You can see on this clock that the minute (big) hand is pointing to the 6 which tells us it is half past and the hour hand (small) is between 11 and 12. This tells us the time is half past 11.












## One O'Clock

When the minute hand (long) is pointing to the 12, its telling us that it is o'clock. The hour hand will be pointing directly to a number. This will tell us for example that it is one o'clock.



**A - Now you understand how to identify times that are half past or o'clock, have a go at completing the activity below, writing the times as words underneath. E.g Half past two.**

# Year 3/4 Weekly Plan

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

**I - Now have a go at drawing the correct hands onto the clocks to show the times.**



half past 2



5 o'clock



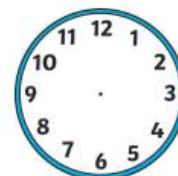
half past 10



8 o'clock



half past 12



3 o'clock

On a 12 hour digital clock telling the time at o'clock and half past is quite easy to remember. When the time is **o'clock**, on the left hand side of the clock you will see the hour and on the right hand side you will see **:00**. This tells us that there is no minutes past the hour yet. When it is **half past the hour** we know that half of an hour it is **30 minutes**. On a digital clock it will be **:30**.

**M - Have a go at matching the analogue time to the digital time and the written words.**


# Year 3/4 Weekly Plan

Half past eight		
Half past one		
Three o'clock		
Eleven o'clock		
Half past two		
Half past four		
Ten o'clock		
Six o'clock		

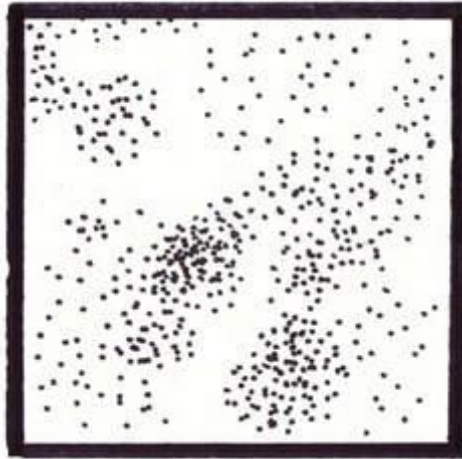
Ext – Look at the written time next to the first clock and then draw this time onto it. Then think about what the time would be an hour later and draw that on the next clock.

9:00am		→	
2:00pm		→	
7:15pm		→	
8:50am		→	

# Year 3/4 Weekly Plan

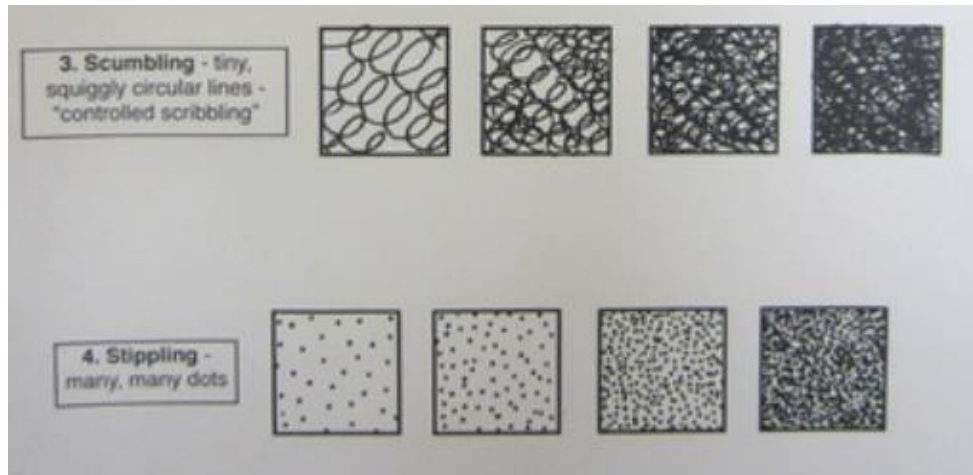
30-40 mins	Lunch time																												
30-40 mins	Topic/English Activity	<p><b>Adventure Story - Writing the Resolution</b></p> <p>Today you will be writing your resolution. You will need to think about how the problem in your adventure story is solved. Think about all the events that have happened and how you need to tell them in a certain order for it to make sense. When we talk about things in an order, it can be helpful to use time adverbials to express to the reader then things happened.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">• Firstly</td> <td style="width: 33%;">• Before long</td> <td style="width: 33%;">• Afterwards</td> </tr> <tr> <td>• To begin with</td> <td>• After a while</td> <td>• At that point</td> </tr> <tr> <td>• Now</td> <td>• Later</td> <td>• A few minutes later</td> </tr> <tr> <td>• Then</td> <td>• Now</td> <td>• Initially</td> </tr> <tr> <td>• Next</td> <td>• In the mean time</td> <td>• Finally</td> </tr> <tr> <td>• Secondly</td> <td>• Immediately</td> <td>• To finish</td> </tr> <tr> <td>• Soon after that</td> <td>• When</td> <td>• Eventually</td> </tr> <tr> <td>• 10 minutes later</td> <td>• After some time</td> <td>• At last</td> </tr> <tr> <td>• Meanwhile</td> <td>• After that</td> <td>• Until then</td> </tr> </table> </div> <p>Try and use some of these words in your writing but check that they make sense where you use them. Read your sentence out loud to check.</p>	• Firstly	• Before long	• Afterwards	• To begin with	• After a while	• At that point	• Now	• Later	• A few minutes later	• Then	• Now	• Initially	• Next	• In the mean time	• Finally	• Secondly	• Immediately	• To finish	• Soon after that	• When	• Eventually	• 10 minutes later	• After some time	• At last	• Meanwhile	• After that	• Until then
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• Soon after that	• When	• Eventually																											
• 10 minutes later	• After some time	• At last																											
• Meanwhile	• After that	• Until then																											
10 mins	Golden Mile/Physical Activity																												
30-40 mins	PSHE/Topic	<p style="text-align: center;">Art- Learning how to shade drawings</p> <p style="text-align: center;">Today you will learn two new techniques to shading called scribbling and stippling.</p> <p><b>Scribbling</b> Scribbling is an excellent technique to use when drawing specific subjects like trees or hair because it not only creates values, but also transmits a sense of texture. In the drawing below I used scribbling to create the leaves of the tree and the effect of grass below it. I love scribbling!</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b>Stippling</b> When stippling, tone and texture is built up by applying dots in different densities. This technique takes time and you have to make sure that you don't start creating lines instead of dots.</p>																											

# Year 3/4 Weekly Plan



Watch the video below, it goes through each of the techniques you have learnt so far.

<https://www.youtube.com/watch?v=zdaSdUyhCDM>



Have a go at practicing the new shading techniques. Use the image above to help you create your sketches. Which technique did you find the easiest to do? Could you go back and improve any of your shading? Have another go at improving your designs. This time see what happens if you use a pen instead of a pencil.

Darkest	Dark	Medium	Light



10-20 mins

Story time/Read a text or continue reading your favourite book. Talk about what you have enjoyed about the book with an adult.



## Thursday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.

# Year 3/4 Weekly Plan

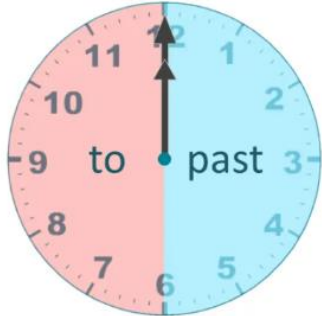

30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	<p>Guided reading- Comprehension questions</p> <p>Answer the following questions.</p> <div data-bbox="544 376 1342 1400" style="border: 1px solid black; padding: 10px;"><h2 style="text-align: center;">Mufaro's Beautiful Daughters: Reading Comprehension Worksheets</h2><ol style="list-style-type: none"><li>1. Why does Manyara believe that kindness is a weakness?</li> <li>2. "Only a King can choose between two such worthy daughters." - Mufaro Why does Mufaro make this statement? Why do you think he did not want to decide which daughter went to the King and which one stayed behind?</li> <li>3. Why do you think Manyara doesn't not like Nyasha?</li> <li>4. Do you think that Nyasha is really nice and kind?</li> <li>5. In what ways could Nayasha and the King have shown Manyara compassion?</li></ol></div>

# Year 3/4 Weekly Plan

		<div style="text-align: center;">  <h2>Mufaro's Beautiful Daughters: Reading Comprehension worksheets</h2> <p>6. Is competition bad? Why or why not?</p> <p>7. What is the moral of this story?</p> <p>8. Is this story similar to any others that you have heard or read?</p> <p>9. How did the King judge the women who were competing for the role of Queen?</p> <p>10. This story has very little to do with romantic love. What is the difference between the goal of the women in this story and that of the women in Cinderella? Why?</p>  </div> <p style="text-align: center;">Must answer: 1-4 Should answer: 1-6 Challenge: All questions</p>
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15-20 mins	Break Time	
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10 mins	Times tables Practice	You should practise times tables every day. Year 3: 3s, 4s, 8s Year 4,5,6: All timetables up to 12x12.
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30-40 mins	Maths Activity	<p><b>Time – Quarter Past and Quarter to</b></p> <p>Today you will be looking at quarter past and quarter to on analogue clock.</p> <p>As you saw yesterday, a clock can be split into two halves.</p> <p>If you look at the picture you can see that the first half of the (in blue) shows minutes past the hour and the next half (in red) shows minutes to the hour. We learned yesterday that each of those half hours is worth 30 minutes.</p> <p>Now a clock can be further split into quarters. Each of those represents 15 minutes on the clock.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>clock red of</p> </div> <div style="text-align: center;">  <p>quarters</p> </div> </div>
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# Year 3/4 Weekly Plan

When the minute hand (long hand) is pointing to the 3 it is quarter past. Quarter past is 15 minutes past the hour. The hour hand (short hand) will be just past the hour so for example looking at the yellow clock in the picture we would say it was **quarter past 10** because the hour hand has just passed 10.



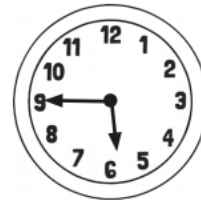
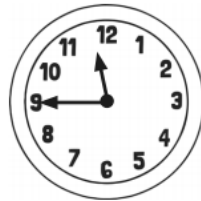
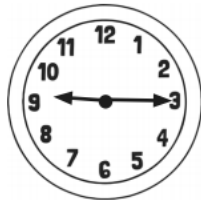
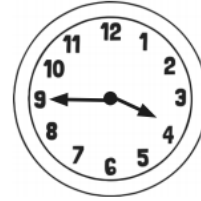
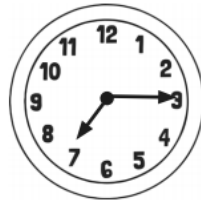
Quarter Past



Quarter To

When the minute hand (long hand) is pointing to the 9 it is quarter to the next hour. Quarter to is 45 minutes past the hour. So for example looking at the purple clock in the picture we would say it is **quarter to 10** as the hour hand is closest to the 10.

**A - Have a go at identifying the times on these analogue clocks.**



**I - Have a go at drawing the hour and minute hands on the clocks to show the times written below.**



quarter to 9



quarter to 3



quarter to 5



quarter to 1



quarter past 9



quarter past 3



quarter past 5



quarter past 1

# Year 3/4 Weekly Plan

**M - Match the three ways of representing the same time.**

Quarter past nine



Quarter to five



Quarter to twelve



Quarter past six



Quarter to nine



Quarter to seven



Quarter past four



Quarter past twelve



30-40 mins

Lunch time

## Adventure Story – Writing an Ending

Today you will be writing the ending to your story. The action of the past two parts of the story will be finished. You will need to explore what the characters are doing now and how they feel. For example, Agent Fox and Lily were **delighted** to finally be finished with their mission.

A word mat is included below to help you to describe your characters feelings.

delighted	angry	anxious
ecstatic	annoyed	apprehensive
elated	fuming	jittery
euphoric	furious	nervous
happy	incensed	tense
overjoyed	livid	uneasy
thrilled	outraged	worried
crestfallen	afraid	certain
dejected	frightened	confident
depressed	panic-stricken	convinced
despondent	petrified	in no doubt
heartbroken	scared witless	optimistic
miserable	terrified	positive
sad	terror-stricken	sanguine

30-40 mins

Topic/English Activity

10 mins

Golden Mile/Physical Activity

30-40 mins

PSHE/Topic

Art- Learning how to shade drawings

# Year 3/4 Weekly Plan

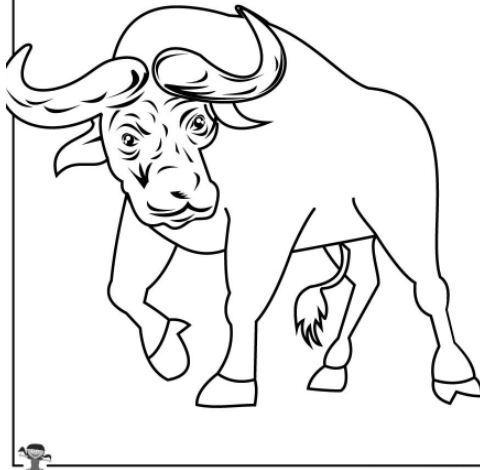
You would have heard the story Mufaro's beautiful daughters in your guided reading.  
You should have noticed that the setting for that story was in Africa.

Zimbabwe is home to a wide range of wildlife. Here are some colouring pages of some of the animals found in the country.

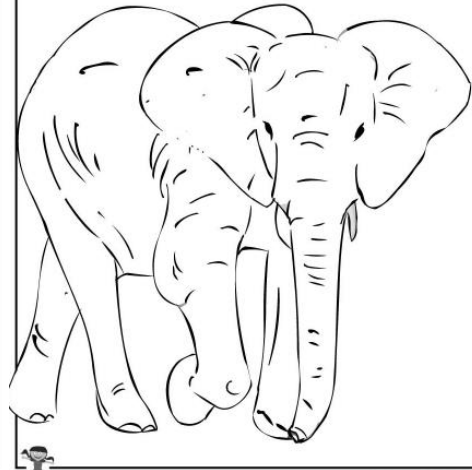
Today you will be using your art skills/ all the shading techniques you would have practiced earlier on in the week to shade some animals from Zimbabwe that is set in the story.

You can choose to shade as many animals as you want.

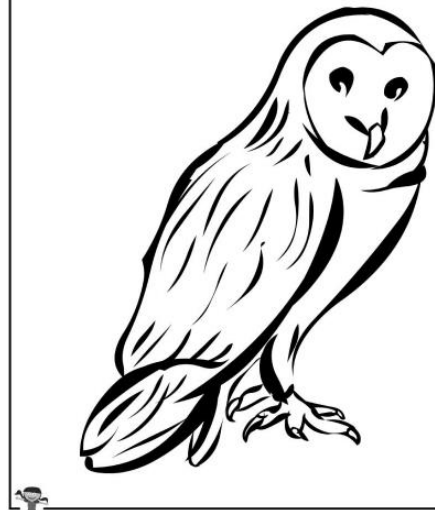
AFRICAN BUFFALO



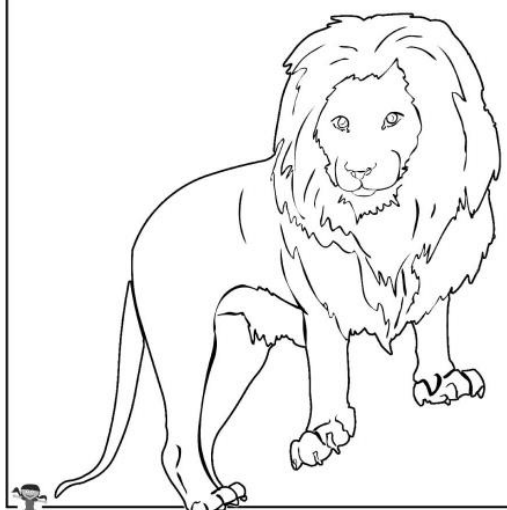
AFRICAN BUSH ELEPHANT



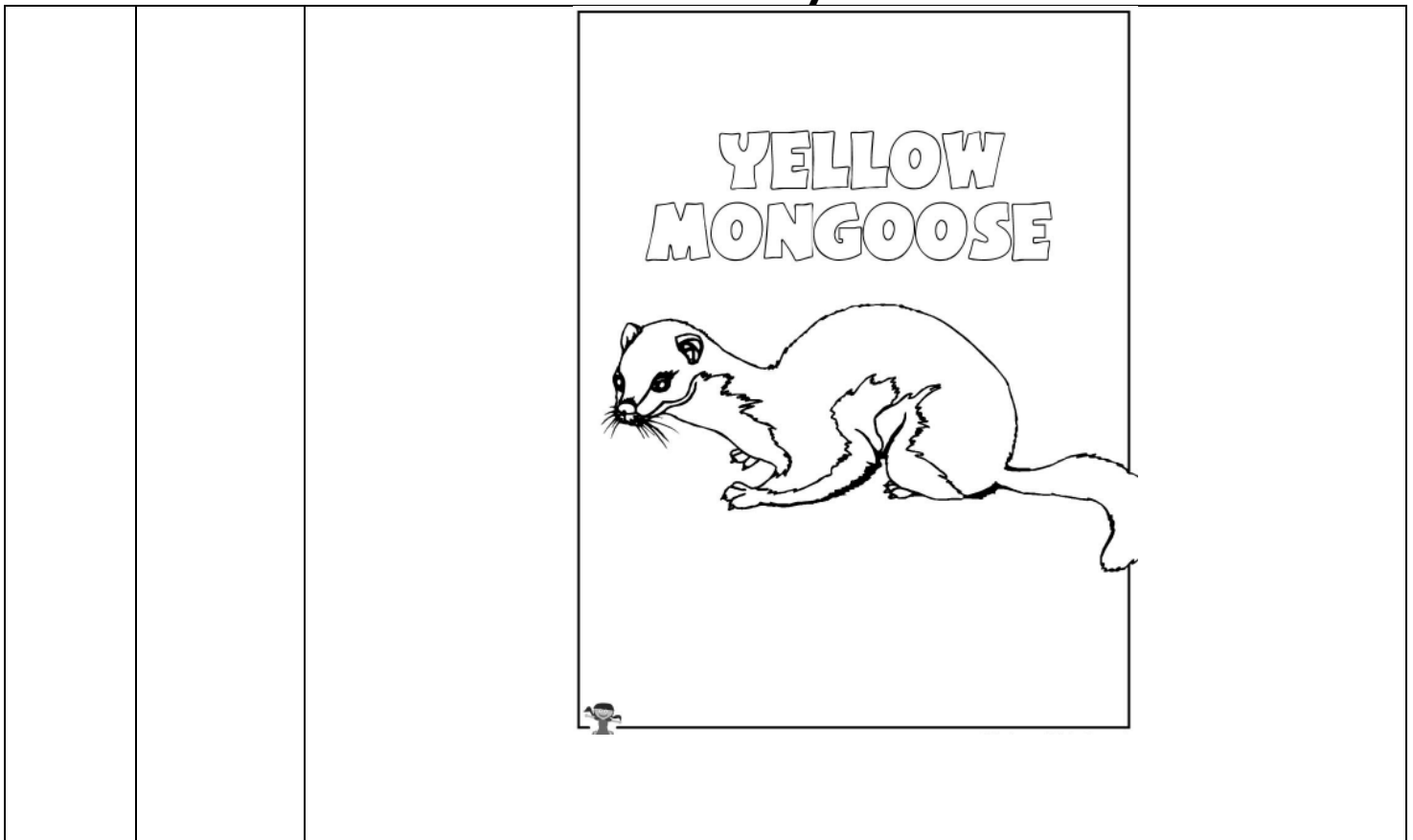
BARN OWL



SOUTHWEST AFRICAN LION



# Year 3/4 Weekly Plan



10-20 mins

Story time/Read a text

## Friday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.
30 mins	PE with Joe Wicks / Eat breakfast with family	This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.
30-40 mins	Reading Activity Wash hands	<p>Guided reading- Inference</p> <p>Listen to the story again if you need to.</p> <p><a href="https://www.getepic.com/app/read/14141">https://www.getepic.com/app/read/14141</a></p> <ol style="list-style-type: none"> <li>Choose a character to follow in the story. Write down at least 5 things in each group: <ul style="list-style-type: none"> <li>SPEAKS</li> <li>THINKS</li> <li>DOES</li> <li>FEELS</li> </ul> </li> <li>Complete a 4-column <b>Somebody-Wanted-But-So</b> Chart the story <ol style="list-style-type: none"> <li>Somebody – the main character(s)</li> <li>Wanted – what did that character want?</li> <li>But – what was stopping them from getting what they wanted?</li> <li>So – what did they do to overcome the but?</li> </ol> </li> </ol>
15-20 mins	Break Time	
10 mins	Times tables Practice	<p>You should practise times tables every day.</p> <p>Year 3: 3s, 4s, 8s</p> <p>Year 4,5,6: All timetables up to 12x12.</p>

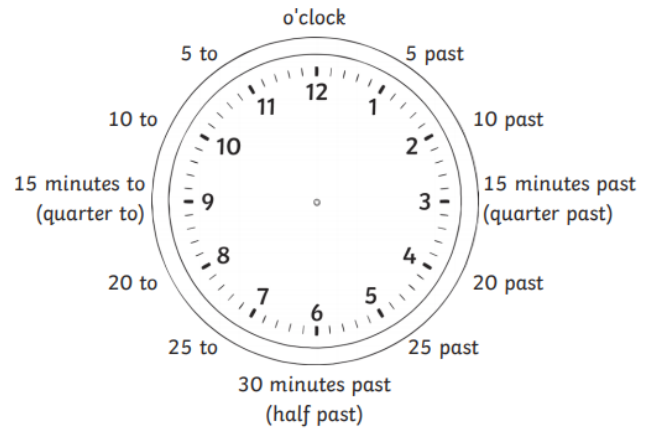
# Year 3/4 Weekly Plan

## Time - 5 Minute Intervals

Today you will be looking at and even smaller amount of time on an analogue clock, five minute intervals.

As you can see in the picture a clock is broken down into 60 small chunks. This is because there are **60 minutes in 1 hour**. You could count all the tiny lines and there would be 60.

Now on a clock each of the numbers shows a 5 minute interval. This helps us to tell the time. Hopefully you have been practising your 5 times tables as this will really help you.



Looking at the picture we can see that if our minute hand is pointing to the number 1 it is 5 minutes past. If it were pointing to number 4 it would be 20 minutes past. If it were pointing at the number 8 it would be twenty minutes to. (If you need to remind yourself of when we use the word past and to, go back up to Wednesdays lesson to have a look).

### A - Write the time shows on the clock.



### I- Now draw the correct hands to show the time onto the clocks.



quarter to 6

5 to 9









20 past 11

**M** – Look at the first clock and write down the time, then draw and write what the time would be in 20 minutes from the original time.

30-40 mins

Maths Activity

# Year 3/4 Weekly Plan

		<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">               a)               _____           </div> <div style="text-align: center;">               b)               _____           </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">               c) _____           </div> <div style="text-align: center;">               d) _____           </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">               e) _____           </div> <div style="text-align: center;">               f) _____           </div> </div>	<p><b>Ext – Write the time in words.</b></p>
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30-40 mins	Lunch time
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30-40 mins	Topic/English Activity	<p><b>Adventure Story - Editing and Improve</b></p> <p>Well done! You have finished writing all the different parts of your adventure story this week. Now it is time to edit it and improve it.</p> <p>Now you will need to put it all together. The first thing you will need to do is get all the parts you have written and read them all together. It will help if you read it out loud so you can listen to make sure that it makes sense. If you find a part that doesn't, think about the sentence that you have written. Is there something you could change so that it flows better? Maybe you could use a different word or need to add in an extra one. This is fine as you are working on making it better.</p> <p>You will need to check that you have used correct punctuation in your writing. Make sure that sentences all begin with capital letters as well as names as they are proper nouns. Have you used any question marks or exclamation marks in your story? If you haven't, is there anywhere that you could add them to improve it?</p> <p>Have you used and direct speech for your characters? If so have you used your inverted commas in the correct places to show this? (E.g "Help me Agent Fox!" Cried Lily.)</p> <p>Is you writing organised into paragraphs so that it is clear to the reader?</p> <p>Have you checked for spelling mistakes?</p> <p>When you are finally happy and you are sure you have included al the different things listed, write it up into best as one whole piece of work. Make sure to use your best handwriting (don't forget to join if you can!). You could even draw a picture at the end to go with it.</p> <p>If you can take a picture and ask your adult to send it to us at the school either via the schools facebook or by email to <a href="mailto:updates@smfa.org.uk">updates@smfa.org.uk</a> as we would love to read your fantastic adventure stories!</p>
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10 mins	Golden Mile/Physical Activity
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## Year 3/4 Weekly Plan

### Music- African music

Every African community has its own music. The traditional music created by Africa's many peoples has always formed an important part of everyday life on the continent. In more recent times, African popular music has blended traditional styles with elements taken from American music. In turn, African music has had a great impact on music far beyond Africa's borders.

African music is used for social and ceremonial purposes. Religious songs are performed at rituals. Work songs accompany such activities as hoeing and threshing. Traditional music has its roots in mythology, legends, and folktales. It is sometimes linked to gods, ancestors, or heroes.

People also make music for fun or to relax. Some kinds of music are made especially for dancing.

Listen to this piece of music.

<https://www.youtube.com/watch?v=L7m61Em4A5k>

What instruments can you hear?  
How does this music make you feel?

Your task is to create a song using this music as background music and inspiration. Your song can be about anything you want. If you want to make it more of a challenge, create a song about Africa. Think about the traditions, culture, history, food and the people when writing your song.

Once you have completed writing your song. You can perform it in front of an adult if you want to.

Have fun and be creative!

Can you guess what these African instruments are?



30-40 mins

PSHE/Topic



# Year 3/4 Weekly Plan



10-20 mins

Story time- read and think about your favourite part of the story so far.