


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- The BFG by Roald Dahl</p> <p>Today you will understand how writers use language to create characters.</p> <p>Read together and highlight words/phrases we don't understand or know how to read. Make a list of words which you think are nonsense words, and then suggest what the words might mean.</p> <p style="text-align: center;">The BFG by Roald Dahl</p>  <p>Here is the <u>repulsant snozzcumber!</u> cried the BFG, waving it about. 'I <u>squoggle</u> it! I <u>mispise</u> it! I <u>dispunge</u> it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo <u>snozzcubmers</u> instead. If I don't, I will be nothing but skin and groans.'</p> <p>'You mean skin and bones,' Sophie said.</p> <p>'I know it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.</p> <p>'I'm sorry,' she said. 'I didn't mean to be rude.'</p> <p>'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.</p> <p>'Do we really have to eat it?' Sophie said.</p> <p>'You do unless you <u>is wanting</u> to become so thin you will be disappearing into a thick ear.'</p> <p>'Into thin air,' Sophie said. 'A thick ear is something quite different.' Once <u>again</u> that sad look came into the BFG's eyes.</p> <p>'Words,' he said, 'is oh such a twitch-tickling problem to me all my life. <u>So</u> you must simply try to be patient and stop <u>squibbling</u>. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting <u>squiff-squiddled</u> around.'</p> <p>'That happens to everyone,' Sophie said.</p> <p>'Not like it happens to me,' the BFG said. 'I is speaking the most terrible <u>wigglish</u>.'</p> <p>'I think you speak beautifully,' Sophie said.</p> <p>'You do?' cried the BFG, suddenly brightening. 'You really do?'</p> <p>'Simply beautifully,' Sophie repeated.</p> <p>'Well, that is the nicest present anybody is ever giving me in my whole life!' cried the BFG. 'Are you sure you is not twiddling my leg?'</p> <p>'Of course not,' Sophie said. 'I just love the way you talk.'</p> <p>'How <u>wondercrump!</u> cried the BFG, still beaming. 'How <u>whoopsey-splunkers!</u> How absolutely <u>squiffing!</u> I is all of a stutter.'</p>
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.

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30-40 mins	Maths Activity	<p>Units of Measure</p> <p>When measuring length, we use the measurements shown in the picture.</p> <p>In the picture they go in size order from biggest to smallest. The biggest being kilometres, then metres, then centimetres and finally millimetres.</p> <p>Millimetres are the smallest lines on a ruler and centimetres are the slightly taller lines that come every after every 10 millimetres.</p> <p>You may have seen a metre ruler before at school, maybe used by your teacher on the whiteboard.</p> <p>Kilometres are used to measure much larger lengths.</p> <p>If you can, watch this video: https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwx</p> <p>Activity</p> <p>Your activity is to think of at least 5 things that you could measure for each of the units of measure. These things could be in your house, outside in your community or things that you have seen in magazines or on the television.</p> <p>Millimetres (MM)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>Centimetres (CM)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>Metres (M)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <p>Kilometres (KM)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	
30-40 mins	Lunch time		
30-40 mins	Topic/English Activity	<p>Features of a Newspaper Report</p> <p>If you have access to the internet watch this video: https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt</p>	

ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.

It was last year when Sally Ship, an art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made the find of her life. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to hit whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!' Sally and 18-year-old Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What

had they bought?'

Sally explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place but no other finds were made. It is yet to be decided where the coins will be put on display for the public.



The treasure was discovered in a garden in Somerset.

PENHILL NEWS

Date: Monday 25th January 2016

Written by: Mrs R Smith

Dangerous dragon on the rampage in local school!



Yesterday, Seven Fields Primary School, was attacked by a terrifying dragon in the middle of the night, while the caretaker slept soundly.

The vicious dragon left a trail of destruction in its wake. The school field bore the scorch marks of its powerful flames and the walls of the classrooms are smothered in claw marks. Not only that, the classrooms were ransacked and furniture smashed to smithereens.

Chris, the school caretaker, was only roused to the situation when the school alarm sounded to which he rushed to the school immediately, only to be faced with the beast! Chris told Penhill News that he was feeling petrified about the near death experience. 'I never expected to be confronted with that. I was half expecting it to be some pesky lads from the estate. I haven't slept a wink since the incident!' he said.

The kitchen fridges were emptied and a fire ripped through the school hall. Mrs McCormick, the school's head teacher, is saddened by the attack and the interruption to the children's learning. She told us earlier today: 'The majority of our children rely on our delicious, hot school meals and now we have nothing to feed them. The children are missing valuable school time but we endeavour to open ASAP.'

Luckily, the caretaker's dog, named Rocky, barked and scared off the dragon which flew away hastily before the police arrived at the scene. CCTV from the school cameras clearly show the dragon, which is believed to be a Welsh Green, wrecking the outstanding primary school.

The school remains closed while the incident is investigated by the police and the repairs are carried out. Meanwhile, there have been no reported sightings of the dragon but a dragon slayer has been employed to exterminate it before any more havoc is caused.

The Daily News

21st July 1969

THE WORLD'S FAVOURITE NEWSPAPER

Since 1879

The Eagle Has Landed!



The American flag is placed on the moon.

American astronaut Neil Armstrong has become the first person to step on the surface of the moon.

Armstrong used the phrase 'the eagle has landed' to let Houston know that the lunar module had actually landed on the moon.

As Armstrong put his foot on the moon he declared: 'That's one small step for man, one giant leap for mankind.' The craft landed on an area of the moon called 'the sea of

Armstrong was joined on the moon by Edwin 'Buzz' Aldrin. A third astronaut, called Michael Collins, stayed aboard the Columbia mothership orbiting the moon.

The two moon bound astronauts stayed on the moon for a total of around 21 hours. They spent most of this time inside the lunar module.

Story continued on the next page.

These are some examples of newspaper reports. Newspaper reports have key features that help us when we are writing one. Some of the features to look for are:

A headline – Headlines are there to sell stories to the readers by telling them what the story is about and grab their attention.



An introductory paragraph – This is the first paragraph of the report which covers the 5W's - who, what, when where and why.

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Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

Pictures and captions – Pictures can be included to add extra information or display what the story is about. These pictures will have captions which are like small pieces of information to tell the reader what the picture is of.



Year 3/4 boys looking at a book together. Photo by: Sarah-Jane, Taylor, Tyler, CJ and Ben.

Facts – In a newspaper report, the story is based on truth. The things reported are meant to be true and not fictional.

Writing in the third person and past tense – News reports are written in past tense which means we use words that show something has already happened such as had, found or did. When writing in third person the story is about other people. It is not about yourself or the reader so you would use the person's name or pronouns such as he or she.

Quotes – Quotes are used in the form of direct speech to directly show something that someone has said. They tell us who said it and sometimes how. They are the opinions of people involved. A quote will be shown in inverted commas. For example: "I hate it when people take my fruit!" Mrs Berry stated.

A conclusion paragraph – A conclusion paragraph is a summary of facts that have been stated in the story. It may also answer questions that have been raised.

If you have a newspaper to look at try and find these things, if not have a look at finding them in the report below.

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BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The International Space Station is a large spacecraft that travels around the Earth. It is a home where astronauts can live while in Space. The Space Station was built in pieces and many nations were involved in its construction. For example, the first piece was launched in November 1998 by the Russians. Construction of the space station was finally completed in 2011.

The men were launched into space on 15th December 2015. The mission involved conducting experiments, testing out new technology and inspiring the next generations of space travellers. Peake told reporters that the best part of his mission was a spacewalk where he had to make a repair on the space station.

Having circled the planet nearly 3,000 times, the crew returned home to Earth in a capsule, which reached speeds of up to 28,000 kilometres per hour. The touchdown was bumpy due to high winds, however the astronauts landed safely in Kazakhstan, all returning in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. While sitting in their space suits, the men were checked over by medical staff. During these checks, Peake



Landing with a bump! Tim Peake lands safely in Kazakhstan.

was asked how it felt to be home. 'The smells of Earth are so strong and it's wonderful to be back in the fresh air'.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Germany where he is getting used to life back on Earth. Scientists and doctors are carrying out tests to see how his body has been affected by his time in space. Being in space can have a serious impact on the human body. When astronauts return home, they have to readapt to the gravity on Earth as the lack of gravity in space can also cause your bones and muscles to weaken.

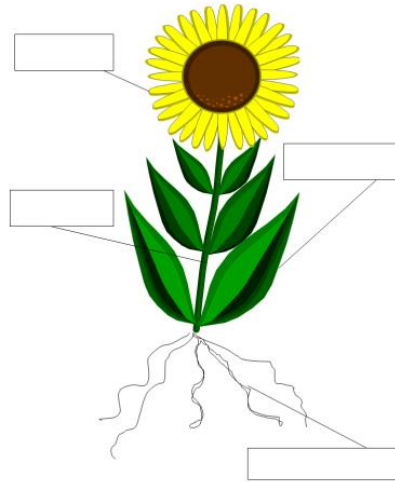
Peake recently commented on how he'd missed family and friends, and even the rain. Tim said he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat'.

Having been recognised by the Queen for his services to science, Tim is now a CMG, or Companion of the Order of St Michael and St George. He dedicated this award to his entire team.

Photo courtesy of NASA. © 2015 BBC. All rights reserved. www.bbc.com/news/science-31444444

10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	Science- Parts of a plant & functions Using the template below, without asking an adult label all the parts of this plant.

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Share and discuss your diagram. What were the similarities and differences with some of your answers?

Each part of a plant has its own special job.

Here are some key words:

- Flower
- stem
- leaf
- roots

Watch and listen to this video carefully:

<https://www.youtube.com/watch?v=CqYe6kN7jrQ>

Discuss with an adult, what you have understood from watching the video. Any questions you have, write them down so you can use it later and see if you can answer it yourself.

Re-watch the video again: This time on a piece of paper, try and make some notes on parts of the plant. You will use this information later to label the parts of the plant and explain the functions.

<https://www.youtube.com/watch?v=CqYe6kN7jrQ>

Using the key words above, fill in the missing gap.

The job of the _____ is to support the plant and keep it upright.

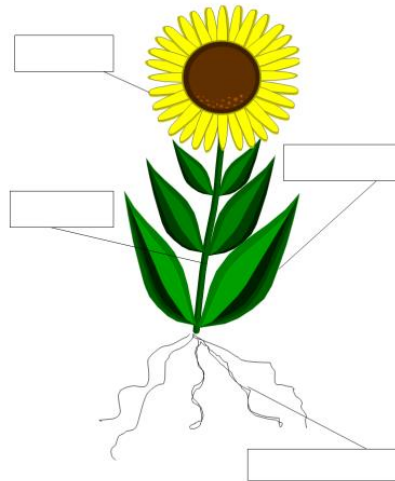
The job of the _____ is to attract _____

The job of the _____ is to take up _____ and nutrients from the soil.

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The job of the leaf is to _____

Now that you have understood the different parts of the plants and the functions of it. Label the plant again, this time explaining what each of the parts do.



Extension: You can draw your own plant and label it.

10-20 mins

Story time/Read a text or your favourite story

Tuesday

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- Summary</p> <p><u>Re-read for fluency</u></p> <p><u>Today you will understand how writers use language to create characters.</u></p> <p>Using the nonsense quotes from the text, you will rotate to each quote and record suggestions of what the BFG might mean.</p> <p>Discuss which words Dahl has combined to create nonsense words, and the effect of that word choice on the readers.</p> <p>Note: The language with BFG speaks was called Gobblefunk by Roald Dahl (clip - https://www.youtube.com/watch?v=tvvQ9oy3pjs)</p>

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The BFG by Roald Dahl



Here is the repulsant snozzcumber! cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcubmers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and bones,' Sophie said.

'I know it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'Do we really have to eat it?' Sophie said.

'You do unless you is wanting to become so thin you will be disappearing into a thick ear.'

'Into thin air,' Sophie said. 'A thick ear is something quite different.' Once again that sad look came into the BFG's eyes.

'Words,' he said, 'is oh such a twitch-tickling problem to me all my life. So you must simply try to be patient and stop squibbling. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting squiff-squiddled around.'

'That happens to everyone,' Sophie said.

'Not like it happens to me,' the BFG said. 'I is speaking the most terrible wigglish.'

'I think you speak beautifully,' Sophie said.

'You do?' cried the BFG, suddenly brightening. 'You really do?'

'Simply beautifully,' Sophie repeated.

'Well, that is the nicest present anybody is ever giving me in my whole life!' cried the BFG. 'Are you sure you is not twiddling my leg?'

'Of course not,' Sophie said. 'I just love the way you talk.'

'How wondercrump!' cried the BFG, still beaming. 'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'

Nonsense quote

Here is the repulsant snozzcumber! cried
the BFG, waving it about. 'I squoggle it!
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I is refusing to gobble up human beans like the other giants. I must spend my life guzzling up icky-poo snozzcumbers instead. If I don't, I will be nothing but skin and groans.'

'Words,' he said, 'is oh such a twitch-tickling problem to me all my life. So you must simply try to be patient and stop squibbling. As I am telling you before, I know exactly what words I am wanting to say, but somehow or other they is always getting squiff-squiddled around.'

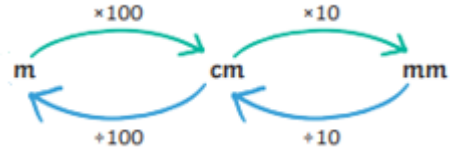
'How wondercrump! cried the BFG, still beaming. 'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'

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	Equivalent Lengths CM and MM There are 10 millimetres in 1 centimetre.

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This means that to convert cm to mm you need to multiply the amount by 10. You can do this by using your place value chart.

To convert mm to cm you would need to divide by 10.



1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$

Multiplying

X 10 digits move LEFT 1 space

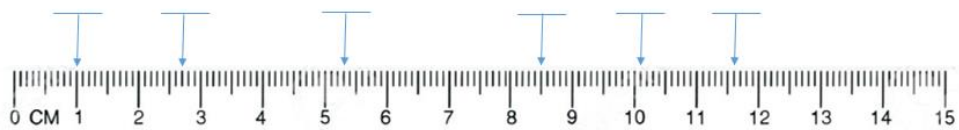
Dividing

÷ 10 digits move RIGHT 1 space

Draw a line to match the following measurements:

1cm		60mm
6cm		170mm
9cm		10mm
17cm		90mm
12cm		120cm

Write the number of mm shown at the arrows:

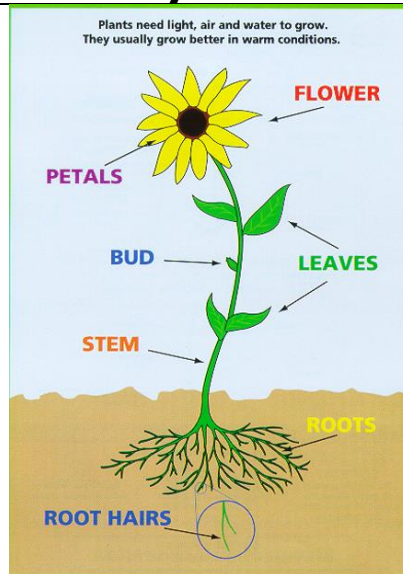




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30-40 mins	<i>Lunch time</i>	
30-40 mins	Topic/English Activity	<p>Writing a Headline</p> <p>The purpose of a headline is to grab the reader's attention. It is therefore important to make sure the headline is short and snappy. It needs to sum up what the story is about. Sometimes using alliteration can be effective for this. E.g. World Wide What or Frantic Fire Frenzy.</p> <p>Have a go at re-writing these headlines as practice:</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 250px;"> <p>MAN GETS AWAY WITH STEALING LOTS OF MONEY FROM A BANK</p> </div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 250px;"> <p>AN OLD POPSTAR IS TOLD HE CAN'T ENTER A PARTY IN LONDON</p> </div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 250px;"> <p>LOCAL GIRL CAME FIRST IN AN INTERNATIONAL RUNNING RACE YESTERDAY</p> </div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; width: 150px; height: 40px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 250px;"> <p>A REALLY MEAN DOG HARMS SOME SMALL ANIMALS IN A WOOD</p> </div> <div style="margin: 0 10px;">→</div> <div style="border: 1px solid black; width: 150px; height: 40px; margin-left: 10px;"></div> </div> </div> <p>Now you need to think of something that has happened in the last few months that you could write about. Maybe someone had a birthday and they went for a day out or you may have seen the whale at Clacton beach. Choose something that you know a lot about. If you are really stuck, you could choose a story or fairy tale as the basis of your newspaper report.</p> <p>Once you have decided, try and write a few different headlines for your story. Pick your favourite.</p>
10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	<p style="text-align: center;">Life cycle of a plant</p> <p style="text-align: center;">Yesterday you would have looked at the different parts of the plant and its functions.</p> <p style="text-align: center;">Recap: Write down all the different parts of a plant. Choose 3 parts of the plant and explain its functions.</p> <p style="text-align: center;">Here is an image of a plant.</p>

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What do you notice? Are there any additional details on this diagram that you didn't come across yesterday. What are they?

With an adult, discuss what you think is meant by petals, bud and root hairs? What do you think they do?

Name of Part	Function
 FLOWERS  PETALS	<p>The reproductive organs of a plant are in the flower.</p> <p>Flowers are usually colourful and sometimes smell to help attract insects.</p>
 LEAVES	<p>The green chlorophyll in the leaves helps to make food by absorbing sunlight. The energy of the sunlight converts carbon dioxide from the air, and water from the roots, into food for the plant. (photosynthesis)</p>
 BUD	<p>In the bud, small leaves or flowers start to grow. The bud protects them.</p>
 STEM	<p>The stem's function is to hold the plant upright. It also carries water, minerals and food between the roots and the leaves and flowers.</p>
 ROOTS	<p>The root anchors the plant in the ground, so that it does not blow away.</p>
 ROOT HAIRS	<p>The root hairs help the root to absorb water and minerals from the soil. Water is essential for photosynthesis in the leaves.</p>

Today you will be looking at the life cycle of a plant. You will understand the process of this.

On a piece of paper, write down 5-10 facts that you already know about plants. Now, share your answers with an adult. Explain why you have included those facts.

Key vocabulary:

Here are some key words. Your task is to find the definition of the words. What do they mean?

- growth
- seed
- reproduction
- germination
- fertilisation
- cycle
- pollination

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- seed dispersal

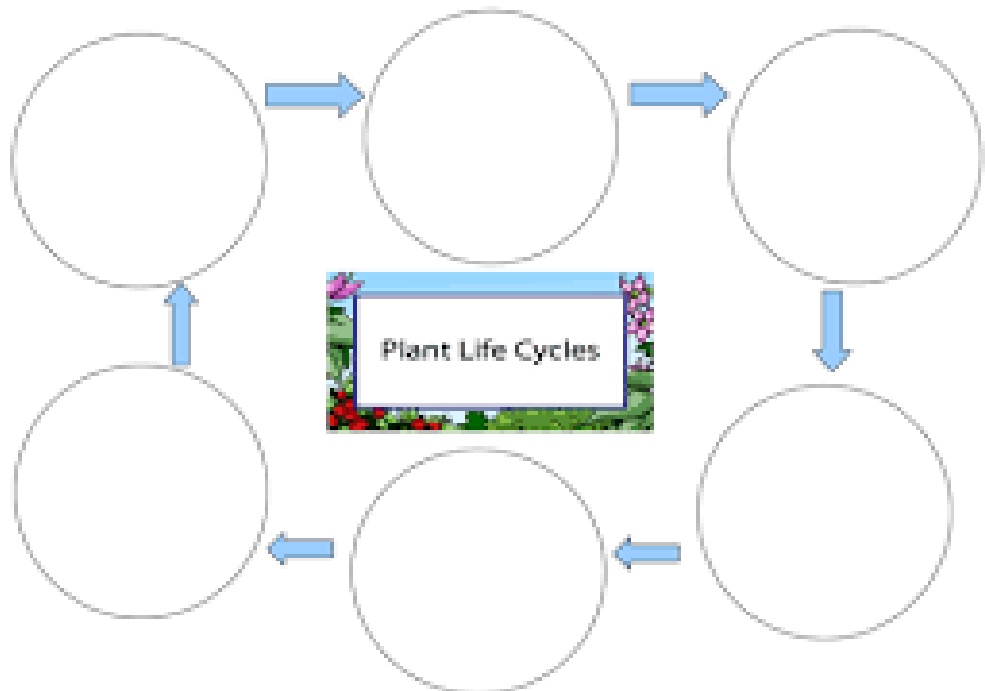
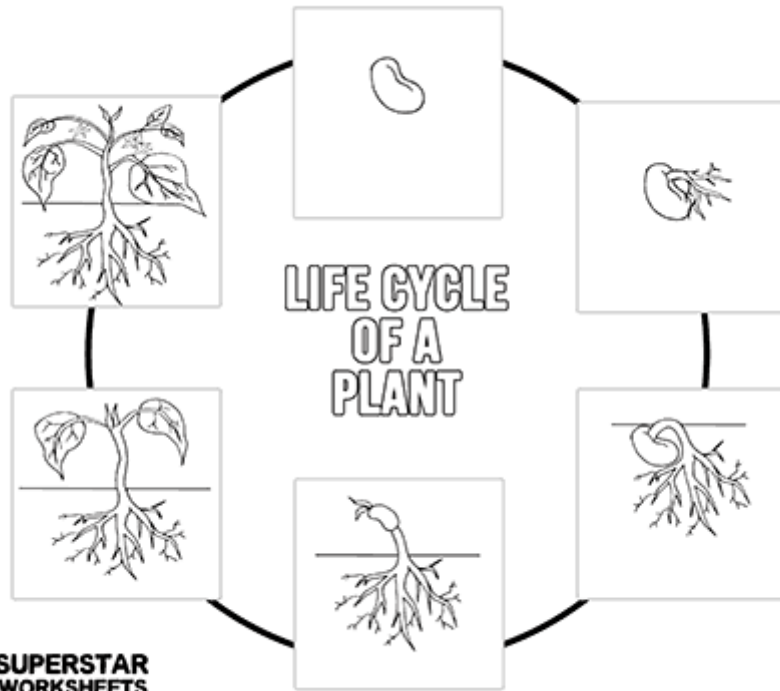
Extension: Now create sentences using three words from the list.

Watch this video:

<https://www.youtube.com/watch?v=AcSgaUBwln4>

Using the key words above, sequence them in the correct order. Which one do you think comes first?

Choose a diagram to complete: Label each part and explain what is happening at each stage.



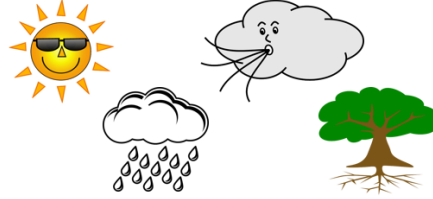
Extension: Fill in the missing gap and check your answers on the diagram by using the information below.

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The life cycle begins when the _____ is planted in the _____.



The seed needs certain things to be able to start _____ – sunshine, water, air and nutrients.



When the seed has had enough of these things, it _____ and starts to grow. We call this _____.



When the plant has grown, it becomes time to _____ so that new plants can _____.



In order to reproduce, a plant must combine its new baby seeds with the _____ of another plant. Insects, such as _____, pick pollen up on their legs and bodies whilst collecting _____ from a flower. They then leave this pollen behind on new plants. This process is called _____.



When the bee has left some pollen behind, the pollen _____ up with the baby seeds in the plant. When they join together, this is called _____. The seed is now ready to become its own plant.



Before it can grow on its own, the new _____ needs to move away from the mother plant. This can happen in lots of ways – _____, by _____ or via birds and other animals. This is known as _____.



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	Guided reading- Question Re-read for fluency

Today you will begin to understand what the writer is implying in a text

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Match the phrases from the text with what the writer was implying

The BFG by Roald Dahl



Here is the repulsant snozzcumber! cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcumpers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and bones,' Sophie said.

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'Of course not,' Sophie said. 'I just love the way you talk.'

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Year 3/4 Weekly Plan

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30-40 mins	Maths Activity	<p>Equivalent Lengths CM and M</p> <p>There are 10 millimetres in 1 centimetre.</p> <p>This means that to convert cm to mm you need to multiply the amount by 10. You can do this by using your place value chart.</p> <p>To convert mm to cm you would need to divide by 10.</p> <div style="text-align: center;"> <pre> graph LR m((m)) -- "x100" --> cm((cm)) cm -- "+100" --> m cm -- "x10" --> mm((mm)) mm -- "+10" --> cm </pre> </div>																				



Year 3/4 Weekly Plan

10 000	1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Multiplying

X 10 digits move LEFT 1 space
 X 100 digits move LEFT 2 spaces
 X 1000 digits move LEFT 3 spaces

Dividing

÷ 10 digits move RIGHT 1 space
 ÷ 100 digits move RIGHT 2 spaces
 ÷ 1000 digits move RIGHT 3 spaces

A-

Draw a line to match the following measurements:		
200cm		6m
800cm		11m
1100cm		2m
600cm		5m
800cm		8m

Convert between cm and m.	
cm	m
600cm	
	8m
700cm	
850cm	
	5m 30cm

I-



Year 3/4 Weekly Plan

Complete the statements.

3000m = km

5km = m

500m = km

9500m = km

Complete the bar model.

Use <, > or = to make the statements correct.

500m $\frac{1}{2}$ km

7km 800m

5km 500m

30-40 mins Lunch time

Planning a Newspaper Report

When planning your newspaper report you need to think about the facts. Using the topic/event that you have chosen and written a headline for.

Now you need to think about the facts that you need to write your news report. You can use the boxes below to help you. You do not need to write in sentences when planning and can use bullet points but remember to be precise and only use facts.

Who is the report about?

What is the report about?

Where did the event happen?

When did the event happen?

10 mins Golden Mile/Physical Activity

Art-Learning how to shade drawings

Today you will learn

PSHE- Associating colours with emotions

PSHE/Topic

Look at the front cover of this book. What do you think this book might be about? Make a prediction.

Year 3/4 Weekly Plan

two new techniques to shading called scribbling and stippling.

Scribbling
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



One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour.

Watch this video. https://www.youtube.com/watch?v=Ih0iu80u04Y&feature=emb_title

Pause the video when you come across questions and discussions. Answer the questions on the video.

Towards the end of the video, you will be asked to draw 'The Colour Monster'. Make him fun and colourful. Explain why you have chosen specific colours to colour in your colour monster.

Evaluation: What did you learn from this story?

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.
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	Guided reading- Summary <u>Re- read for fluency</u>

Year 3/4 Weekly Plan

The BFG by Roald Dahl



Here is the repulsant snozzcumber! cried the BFG, waving it about. 'I squoggle it! I mispise it! I dispunge it! But because I is refusing to gobble up human beans like the other giants, I must spend my life guzzling up icky-poo snozzcubmers instead. If I don't, I will be nothing but skin and groans.'

'You mean skin and bones,' Sophie said.

'I know it is bones,' the BFG said. 'But please understand that I cannot be helping it if I sometimes is saying things a little squiggly. I is trying my very best all the time.' The Big Friendly Giant looked suddenly so forlorn that Sophie got quite upset.

'I'm sorry,' she said. 'I didn't mean to be rude.'

'There never was any schools to teach me talking in Giant Country,' the BFG said sadly.

'Do we really have to eat it?' Sophie said.

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'Into thin air,' Sophie said. 'A thick ear is something quite different.' Once again that sad look came into the BFG's eyes.

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'Of course not,' Sophie said. 'I just love the way you talk.'

'How wondercrump!' cried the BFG, still beaming. 'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'

Today you will identify the main ideas from more than one paragraph

You will need to sort statements into true or false

Extension: Once you have completed sorting out the statement, you will need to explain why you have grouped the statements in that particular way

Truth or Rumour?

Sort the statements into what you think is true and what could be just a rumour.

Year 3/4 Weekly Plan

			There were no Maths lessons in the BFG's school.	Snozzcumbers are the natural food of all giants.	The BFG is kind.
			The BFG does not think he is like the other giants.	Sophie wants to be nice to the BFG.	Snozzcumbers taste disgusting.
			Speaking properly and making sense has always been a problem for the BFG.	The BFG wants to trick Sophie into eating a Snozzcumber, so he can laugh at her.	Sophie is cleverer than the BFG.
			Sophie is afraid of the BFG.	The BFG can magically disappear into thin air if he wants too.	The BFG likes Sophie a lot.
			Sophie is trying to like the BFG, but it is tricky because he is so scary.	The BFG has caught Sophie so the other giant can eat her.	The BFG has one thick ear and one thin ear.
			The BFG wants Sophie to help him with his twiddling leg.	BFG speaks with a stutter.	Sophie is upset by the BFG.

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

Calculating Perimeter

If you can, watch this video: <https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zsr4k7h>

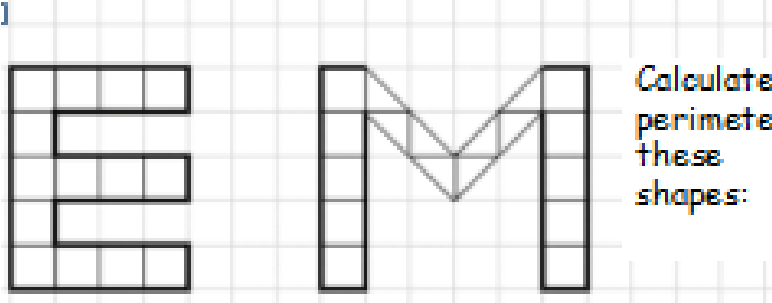
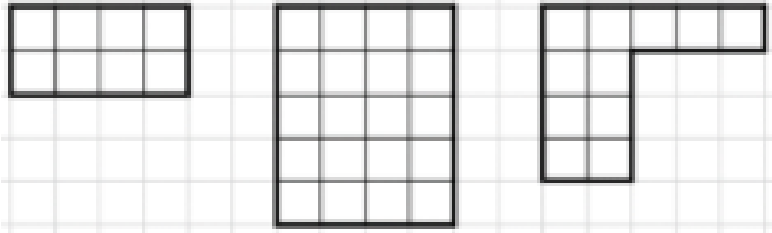
The perimeter is the distance all the way around the outside of a 2d shape.

To work out perimeter you need the lengths of all the sides.

The perimeter of this shape is $10 + 10 + 6 + 6 = 32$

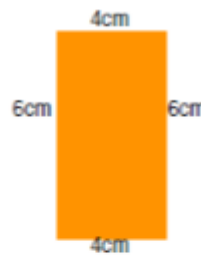
In the activity below the shapes have been drawn onto 1 cm squares (not to scale) so you are able to count all of the squares around the edge to work out the perimeter.

Year 3/4 Weekly Plan



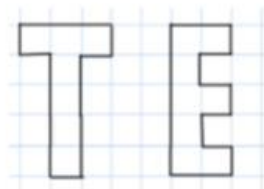
Calculate the perimeter of these shapes:

Now have a go at working out the perimeter of these shapes. You will need to add the lengths of ALL sides to find the perimeter.



Challenge -

Which of these shapes has the longest perimeter?



Explore other letters which could be drawn as rectilinear shapes.

Put them in order of shortest to longest perimeter.

Can you make a word?




Year 3/4 Weekly Plan

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30-40 mins	Lunch time	
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30-40 mins	Topic/English Activity	<p>Writing a Newspaper Report</p> <p>Now you have planned your newspaper report and have written your headline the next step will be for you to write your newspaper report. You will need to write information for each part of the newspaper report – the introduction, the main story and the conclusion. There are prompts in each of the boxes to help you.</p> <div data-bbox="587 1243 1316 1451"><p>Introduction - briefly sum up what happened. Try and grab the reader's attention.</p></div> <div data-bbox="587 1473 1316 1832"><p>Main Story - tell the reader exactly what happened. Include facts, quotes and eyewitness accounts.</p></div> <div data-bbox="587 1854 1316 2072"><p>Conclusion - what can we expect to happen next?</p></div>
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Year 3/4 Weekly Plan

10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	<p>PSHE - Associating colours with emotions</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation? What can we do when we feel confused in the future? In this story, yellow refers to happiness, red is for anger and blue is linked to sadness. Do you agree with those colour choices? Why? Make a list of different emotions and think of times when you have experienced them. Think of other emotions and choose colours that might represent them (e.g. frustration, disgust, envy).
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 style="text-align: center;">Guided reading- Prediction</p> <p style="text-align: center;"><u>Re-read for fluency</u></p>

Year 3/4 Weekly Plan

The BFG by Roald Dahl



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'Of course not,' Sophie said. 'I just love the way you talk.'

'How wondercrump!' cried the BFG, still beaming. 'How whoopsey-splunkers! How absolutely squiffing! I is all of a stutter.'

Today you will ask questions to improve your understanding of the text

You will choose either the character Sophie or the BFG and using the Bloom's questioning matrix, create a list of possible questions you would like to ask.

Once you have completed the task above, you will have the opportunity to role play (Hot seat) each character answering one question from each group. (See attached printable props – Sophie's glasses and BFG's ears, if needed).

Activity 1:

Year 3/4 Weekly Plan

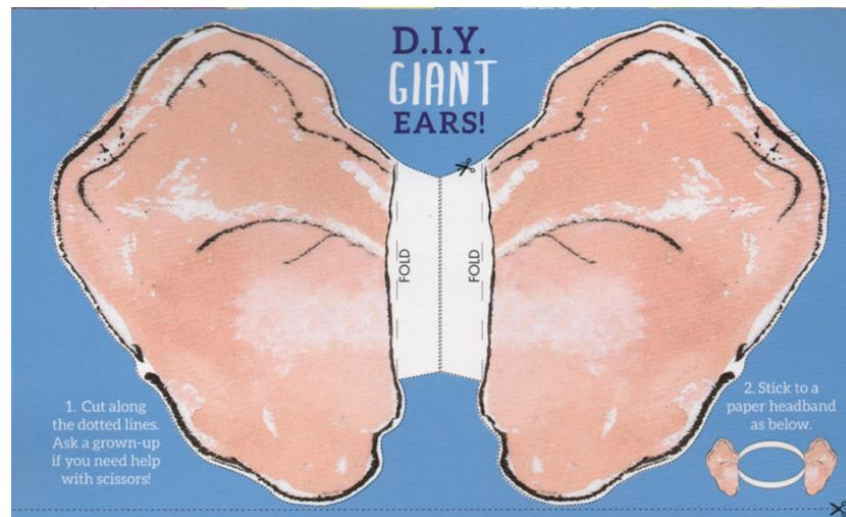
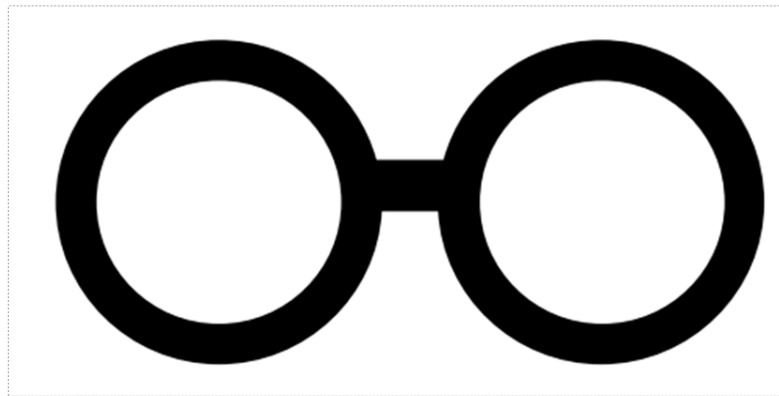


Can you compose a question for each box about the text?

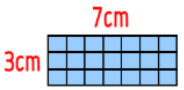
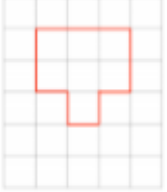
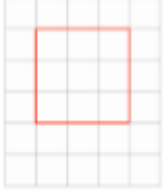
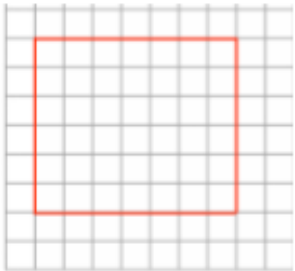
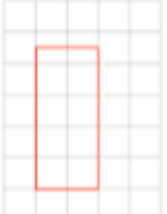
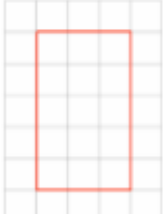
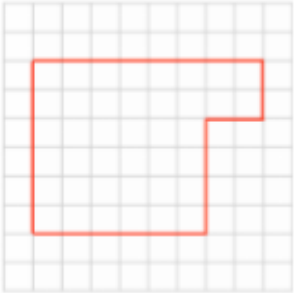
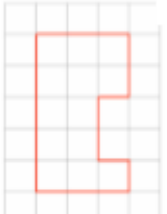
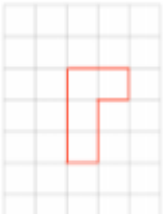
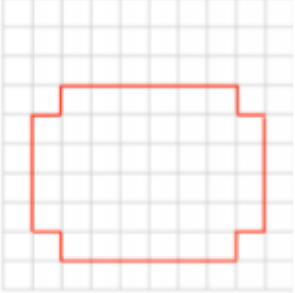
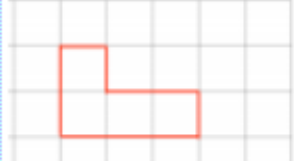
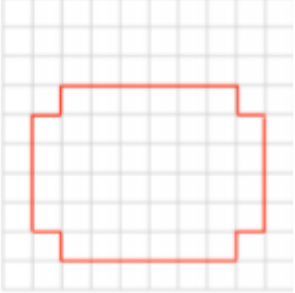
	Is	Did	Can	Would
What				
When				
Where				
Who				

Remembering Understanding

Activity 2:



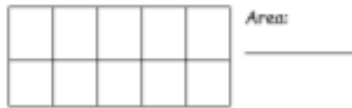
Year 3/4 Weekly Plan

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>
30-40 mins	Maths Activity	<p>Calculating Area</p> <p>Area is the term we use to define the amount of space taken up by a 2D shape. We measure the area in square units: cm^2 or m^2.</p> <p>If you can, watch this video: https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zwqt6fr</p> <p>To work out the area of a square or rectangle. Multiply its height by its width.</p> <p>If the height and width are in cm, the area is shown in cm^2.</p> <p>If the height and width are in m, the area is shown in m^2.</p> <div style="border: 2px solid yellow; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: 1.2em; font-weight: bold; color: purple;">Finding the Area (rectangle)</p> <p>To work out the area of a rectangle, multiply its length (the longer side) by its width (the shorter side):</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <p style="color: red; font-weight: bold;">length \times width = area</p> </div>  </div> <p style="text-align: right; font-size: 0.8em;">The area of this rectangle is $7\text{cm} \times 3\text{cm} = 21\text{cm}^2$</p> </div> <p>These shapes have been drawn on centimetre squared paper (not to scale). Count the squares of the length and then the width and multiply these two numbers together for the area. You can check your answers by counting the squares inside.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 20px;">            </div>

Year 3/4 Weekly Plan

Find the area of the following shapes:

1)



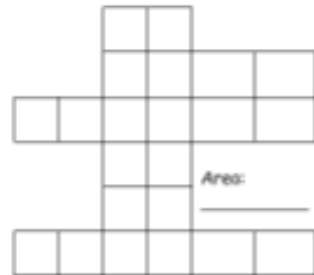
2)



3)



4)



Challenge -

Abbie is designing her house. She wants 5 rooms which are all different shapes but have the same area of 12 cm^2 . Draw her 5 possible rooms.

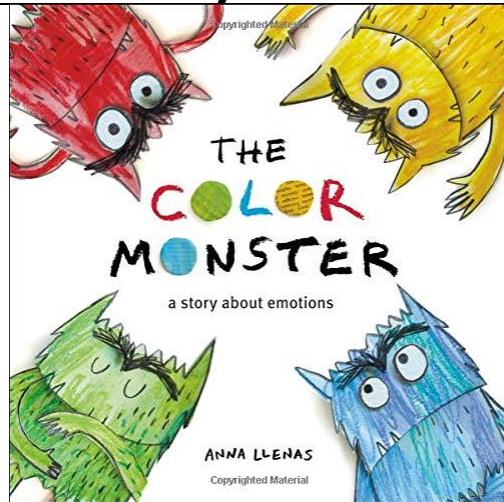




Year 3/4 Weekly Plan

30-40 mins	Lunch time			
30-40 mins	Topic/English Activity	<p>Writing a Newspaper Report</p> <p>Today you are going to use your planning to write your newspaper report. There is a template included so if you are able to you can print it out or if not you can use it as a guide to help you set it out on a piece of paper.</p> <p>Don't forget to:</p> <ul style="list-style-type: none"> • make your headline big and bold so it stands out • start writing on the left hand column and then continue on to the left hand side • include a picture and give it a caption to tell the reader what the picture is about • include a quote from a person about the story (making sure to use correct punctuation) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 100px;"></td> <td style="width: 50%; height: 100px;"></td> </tr> </table> </div>		
10 mins	Golden Mile/Physical Activity			
30-40 mins	PSHE/Topic	PSHE/Art		

Year 3/4 Weekly Plan



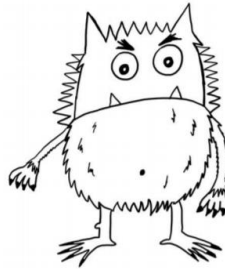
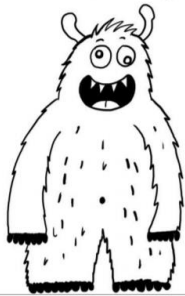
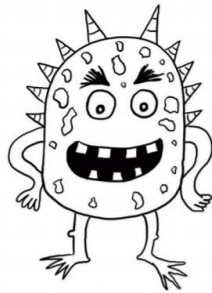
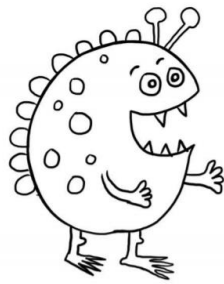
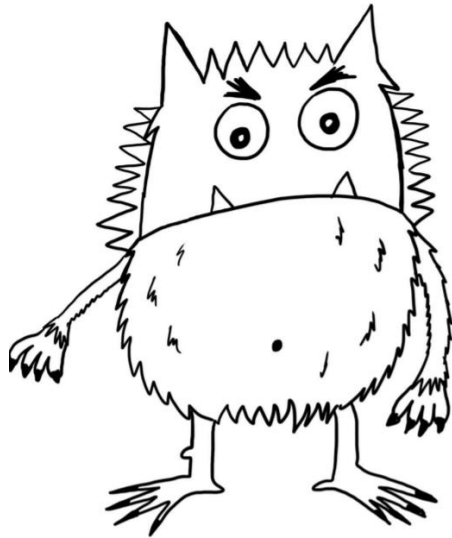
The little girl puts the Colour Monster's feelings into separate jars. Use the template below to draw things that make you happy/ angry/sad etc.



Once you have completed the task above. Practice drawing faces that show different emotions. Can you draw a happy face? Can you draw an angry face?

Extension:
Choose some printable monster images (see below). How many different ways can you colour them?

Year 3/4 Weekly Plan



10-20 mins

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