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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon | Maths - Task (offline and online)  Image result for maths 1 2 3 |
| Main learning objective: To be able to use embedded clauses to add description eg The old man, *who lived in a tiny house,* felt very lonely.  Desired outcome: The children will be able to write coherent, descriptive sentences including embedded clauses beginning who or which.  Assessment activities to by submitted by: Friday  You can take a phot of your work and email to the Year 4 email. | Main learning objective: add and subtract lengths  Assessment activities to by submitted by: Friday  You can take a phot of your work and email to the Year 4 email. |
|  | **Monday**  Look at the first 8 pages of ‘The Arrival’ (see PowerPoint).  Who do you think the people are? What are they doing? Why? Do you think they are rich or poor? Why? Write a paragraph about what you think is happening in the story so far. Include description and interesting sentence openers.  **Tuesday**  <https://teachers.thenational.academy/lessons/to-explore-relative-clauses-65k30c?from_query=embedded+clauses>  Look at the characters on the Tuesday – The Arrival sheet.  Describe one of the characters using interesting adjectives***.***  ***Try to include an embedded clause in your sentence… (add in a which, who, that...) for example***  ***The old woman wore a grey hat - The old woman, who had wrinkled skin, wore a grey hat.***  Stick the picture in their book and write your description. (At least 3 sentences)  Choose 2 more characters and describe them. Try to use an embedded clause in each description.  **Please show me evidence of this**  Wednesday No writing today!  Discuss what is happening in the picture on slide 9 of the PowerPoint (the second double page picture)  Think of a 3 question opener (finish the sentences below with positive ideas (*Example* children sing happily in the streets) followed by a negative answer)  ‘Is this the place where…?  Is this the place where….?  Is this the place where…?  No, this is the place where ………. *Example* loneliness reigns/ the street where family walk.  Discuss what else is actually happening…. Can you think of other sentences to replace the ones below  *Shadows, the size of monsters, loomed in the alleyways.*  *Doorways seemed eerie and silent.*  Develop some ‘embedded clauses’….*The deserted street, where the family walked, was surrounded by ghostly and beastly shadows.*  If time…. do an adjective (?), verb and adverb starter sentences….**(senses)**  *Sadly, the family walked towards the station.*  *Walking slowly, the child gripped the father’s hand.*  *Confused (upset, afraid, lonely), the child walked the distance, not knowing why they were heading that way.*  Choose your best sentences and record a description of what is happening on the page.  **Thursday**  Write a description of the page you talked about/thought about yesterday.  Starting with the 3 questions from Weds. (paragraph 1)  Paragraph 2 – describe the street scene  Paragraph 3 – describe the family Paragraph 4 – describe the shadow  **Friday**  Complete the comprehension work on Benjamin Zephaniah. | **Monday**  Add lengths  <https://vimeo.com/468942122>  **Tuesday**  Subtract lengths  <https://vimeo.com/469688534>  **Wednesday**  No pens Wednesday!  Can you measure the perimeter of items around your house?  Remember to measure each side then add them altogether!  **Thursday**  Perimeter on a grid  <https://vimeo.com/470182402>  **Friday**  Complete the My Maths times table activity and practise writing out all of your times tables from 1 to 12. |
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