|  |  |  |
| --- | --- | --- |
| 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: FridayYou 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 sceneParagraph 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. |
|  |
|  |
|  |
|  |