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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. | Foundation Tasks (offline and online)  Image result for reading cartoon    Main learning objective:  Draw a landscape, with attention to detail and scale.  Create a piece of music using ‘Garage Band’  Understand the difference between and challenge and a dare and develop strategies to refuse dares. |
|  | **Monday:**  **Computing:**  Using the skills you learned last week, create a piece of music in the ‘Garage Band’ app.  If you do not have access to Garage Band please log onto bug club and do some reading or log on to TTRockstars and do some times table challenges.  **Tuesday: PSHE, part** : 1  Votes for schools – log on, read through the PPT and have your say! <https://voice.votesforschools.com/college/login/pupil>  Remember your login for this will be the same login you use for bug club (that ends in .311) and the password is password.  **PSHE, part 2**  Look at the PSHE sheet ‘How Dare You’  Which of the scenarios given are dares?  *When someone dares you to do something they are asking you to do something risky which you feel uncomfortable with and might get you into trouble or cause harm.’*  How would you define the scenarios that were *not* dares? Maybe they can be seen as challenges. Sometimes we all need to step outside our comfort zone and be challenged to try something new or different. Can you think of other situations where you might be given a challenge which makes you step outside of your comfort zone.  Activity 2 - Dealing with dares  Look at the first scenario on the sheet again. Discuss the following:   * Why do you think the friend would be asking you to go into the classroom? * Why aren’t they going themselves? * How would you feel if you didn’t go and they started telling people that you were a chicken? * What might be the possible consequence of going in to the classroom and getting the ball?   What do you think the best way of dealing your friend would be in this situation? Think of some possible strategies.  For example:   * Tell your friend to do it themselves * Say no * Explain the possible consequences * Keep repeating (the reason why you won't do it) * Be firm, look them in the eye and speak clearly (assertiveness) * And so on…   Now think about   * If the person being dared felt really uncomfortable who could they talk to about it? * If you saw someone being dared to do something what could you do to help? (e.g. get help from a trusted adult). * Being able to stand up for yourself in a dare situation is very imporant. Think about how to be 'assertive' (standing up for yourself, without being aggressive) and have 'self-respect' (e.g.having confidence in yourself to be able to behave in a way that is honest and fair)   By practising these assertive strategies we can get better at them and also strengthen our self-respect.  **Wednesday:**  **Art:** Using the Canary Islands PPT, look through the pictures of the landscape on the different islands. Note: there is a teaching video with Miss Williamson, to help you draw it. Draw a landscape of Tenerife, using slide 9.Use watercolours or coloured pencils. Take care with the scale and detail!  **French:** Look at the months PowerPoint. Listen to the pronunciation (put the PPT in full screen and click through the slides) and repeat after it. Why not have a go at seeing how many you can remember without looking?  **Thursday:**  PE: Gymnastics : Spell a word: You will need space and an observer (someone to watch you).  Explain to your observer that you are going to balance whilst making alphabet letter shapes with your body.  Hold each balance for 5 seconds whilst the observer tires to work out the letter you are balancing in the shape of.  After you have completed all the letters in the word ask the observer to reveal the word you have spelt.  Start by creating a small 2 letter word.  Skill Tip: think about your posture,  Can you point your toes?  Are your arms and legs straight?  **Friday:**  **Music:** Navigate to - <https://charanga.com/site/log-in/> NOTE: do not use internet explorer, please use a different browser.  Scroll to ‘student login’.  Log on to Charanga using your personal log in details (they will be on a small slip sent home in September). If you have forgotten, please email your class teacher via the Year 4 email address, or just use the generic year 4 log in:  Username: p915769 Password: spring  Click on and complete the allocated tasks – navigation is on the toolbar on the right hand side once you have clicked on the chosen task.  Complete lesson 2 ‘Lean on me’ by Bill Withers. |
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