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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: To be able to sketch a design in the style of Dominique Salm.  Please email your picture a picture of your animal sketch. |
|  | **Monday:**   |  | | --- | | **French:** This week you will be using the PPT ‘Comment es tu?’ to learn how to describe eye colour as well as hair colour and type. If you put the PPT in full screen, it speaks to you in French. Make your way through the PPT and listen to the descriptions and see if you can spot what is being described on the picture. |   **Art:**  Visit Dominique Salm’s website- <https://dominiquesalm.co.uk/gallery/>  Look at examples of art work in the style of Dominique Salm.  Choose 1 animal you have been researching this week and sketch a design.  Think carefully about what colours Dominique uses – they are all black and white photos so don’t use colour.  **Tuesday:**  Safer Internet day.  With an adult watch: <https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2022/film>  Respectful relationship recipe.  Your task is to write a recipe for respectful and healthy relationships online. An optional template has been provided. Consider the following points to prepare for writing the recipe:  What are the ‘ingredients’ for happy and healthy relationships *offline*? I.e. what is it about your relationships with your family and friends that make them special?  The ingredients for respectful relationships offline are what you need online too! These are the ingredients that will help make the internet a kinder, happier, healthier place for everyone.  Have you ever done something kind online, or something that made others happy? What was it?  Try and add 5 – 10 ingredients and think about making your ‘measurements’ varied and descriptive. E.g. a large handful of, a small spoonful of, a pinch of… etc.  **Wednesday:**  **PE**: You have spent the last few weeks learning and practising different ways of travelling, balancing and rolling. We would now like you to put together your own sequence of moves and perform them to someone at home. Can you put together two different rolls and two different balances connected together using travelling. For example, you may start by skipping before stopping to roll on your side, then hopping to a balance on one foot and one hand and continuing with one more roll and balance. You can change the way you travel by how fast or slow you move or how high or low you are. We would not expect this to be a long sequence, 2-3 minutes should be plenty of time.  **Thursday:**  **PSHE** We will be looking at Votes for schools. Log on after and have your say! <https://voice.votesforschools.com/college/login/pupil>  **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 5 ‘Lean on me’ by Bill Withers. | |
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