

COVER DAY · YEAR 3-4 / GRADE 2-4

# Cover Day Full-Day Pack — Year 3-4

Self-contained, no-prep, curriculum-aligned

## Read this first (5 mins)

Welcome. This pack contains everything you need for a full Y3-4 cover day. Total session time = ~5 hours of teaching plus breaks. WHAT YOU'LL TEACH: • Literacy (45 mins) — Reading a short text + comprehension questions • Numeracy (45 mins) — Mixed maths starter + main task • Topic / Foundation (60 mins) — A research and create task on 'How to Survive in the Jungle' (geography + writing) • Afternoon (90 mins) — Art and design activity + reading time • End-of-day reflection (15 mins) WHAT YOU NEED: • This pack (printed or on screen) • The class register (ask the school office) • Pencils, books, paper for children • Whiteboard and pens • Whatever the school's behavior system is — ask the office or a friendly TA IF SOMETHING GOES WRONG: Stay calm. Keep them seated and quiet. Send for the headteacher or year leader. Most issues are about being unsure of routines — when in doubt, ask a child 'what do you usually do here?'

## Morning routine (15 mins)

9:00 — REGISTRATION Take the register. If a child says they're 'usually here' but isn't called, mark and check with the office at break. 9:05 — INTRODUCE YOURSELF 'Good morning. I'm [name]. Mrs/Mr [usual teacher] is away today, so I'm going to be your teacher. I'm going to do my very best, and I'd like you to help me out by being your usual brilliant selves.' Ground rules — agree these aloud: 1. Hands up to speak 2. Listen when others are speaking 3. We work hard and we look after each other 4. If you need to leave the room, ask first 9:10 — Quick warmup Quick mental maths — 5 questions called out, children write answers on paper or whiteboards. • What's  $7 \times 6$ ? • Half of 84? • 100 minus 47? •  $365 \div 5$ ? • What's 9 squared? Check answers together. Praise effort, not just correct answers. 9:15 — Move to literacy.

## Literacy session (45 mins, 9:15-10:00)



**TASK:** Read 'The Stranded Astronaut' (text on page 6). Answer the comprehension questions.

9:15 — **INTRODUCE THE TEXT** (5 mins) 'Today we're reading a short story about an astronaut who gets stranded in space. Listen carefully — there will be questions.' Read the text aloud. Use voices, pauses, expression. This pulls children in.

9:20 — **INDEPENDENT READING** (10 mins) Children read the text again to themselves. Mark or underline anything they don't understand or that surprises them.

9:30 — **COMPREHENSION QUESTIONS** (20 mins) Children work through the questions on page 7 in their books or on paper.

**Differentiation:**

- Y3 / less confident: complete questions 1-5
- Y4 / more confident: complete all 8

**FAST FINISHERS:** Write a 50-word continuation of the story.

9:50 — **REVIEW** (10 mins) Go through answers. Take volunteers. Discuss any disagreements. End with: 'What's the best survival skill you'd take into space?'

10:00 — Tidy up. Move to break.

### Reading text — 'The Stranded Astronaut'

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### Comprehension questions

Question	Type
1. What was the name of the astronaut?	Retrieval
2. What was wrong with her spacecraft?	Retrieval
3. How many days of food and oxygen did she have left?	Retrieval
4. What did Maya's grandmother used to say to her?	Retrieval
5. Why do you think Maya 'took a deep breath' when she heard the alarm?	Inference
6. Find one word from the text that means 'turning slowly' or 'spinning slowly'.	Vocabulary
7. What feeling do you think Maya had at the end of the story? Use evidence from the text.	Inference + evidence



Question	Type
8. If you were Maya, what would you do next? Why?	Personal response

### Break (10:00-10:15)

BREAK ROUTINE varies by school. Most likely: children line up at the door, you take them out to the playground, blow a whistle when break ends. ASK A FRIENDLY CHILD: 'How does your class line up usually?' Children love being trusted to explain routines. DURING BREAK: Find another teacher and ask: • How does this class respond when something goes wrong? • Anything I should know about specific children? • Where's the toilet for staff? • When's lunch? • Where do I go at the end of the day?

### Numeracy session (45 mins, 10:15-11:00)

TASK: Solve mixed problems with 4 operations. Working out shown. 10:15 — STARTER (10 mins) Write on the board:  $24 \times 6 = ?$   $144 \div 9 = ?$   $3.4 + 5.7 = ?$   $850 - 264 = ?$  Children do these in books. Check answers together. 10:25 — MAIN TASK (25 mins) Children work through the problems on page 9. Six word problems, increasing difficulty. Working OUT must be shown — not just answers. DIFFERENTIATION: • Y3 / support: complete questions 1-3, then 'magic squares' (page 10) • Y4 / standard: complete all 6 • Stretch: invent your own multi-step problem and solve it 10:50 — REVIEW (10 mins) Go through 2-3 problems. Ask different children to explain their thinking. 11:00 — Tidy up. Move to topic.

### Maths problems

#	Problem	Skill
1	A bakery makes 24 cakes each day. How many cakes does it make in a week?	Y3: $\times 7$
2	A class of 30 children share 240 stickers equally. How many does each child get?	Y3: $\div$
3	A play starts at 13:45 and ends at 15:20. How long does the play last?	Y3-4: time
4	A library has 1,468 books. 372 are children's books. How many are NOT children's books?	Y4: -



#	Problem	Skill
5	If 6 footballs cost £42, how much would 9 footballs cost?	Y4: multi-step
6	A water tank holds 4.5 litres. After Monday it has 1.8 litres less. After Tuesday it has 0.6 litres less than Monday. How much is left?	Y4 stretch: multi-step decimals

### Topic session (60 mins, 11:00-12:00)

**TASK:** 'How to Survive in the Jungle' — research and create a survival guide poster. 11:00 — **HOOK** (5 mins) 'Imagine your plane has crashed in the Amazon rainforest. You're alive. You have a backpack with basic supplies. What would you do **FIRST**?' Let 3-4 children share ideas. Don't say if right or wrong yet. 11:05 — **RESEARCH PHASE** (25 mins) In pairs, children use the **FACTS** sheet (page 12) to learn about: 1. Finding water 2. Finding food 3. Building shelter 4. Avoiding danger 5. Signalling for help They choose 3 of these to focus on for their poster. 11:30 — **POSTER DESIGN** (25 mins) A3 paper if available; otherwise A4. Children design a poster with: • Title: 'How to Survive in the Jungle' (or their own) • 3 sections covering their chosen topics • An illustration for each • A 'top tip' at the bottom **DIFFERENTIATION:** • Y3 / support: 2 sections, drawn diagrams with labels • Y4 / standard: 3 sections with full sentences • Stretch: include a numbered survival priority list 11:55 — **PACK UP** (5 mins) Posters displayed on a table or wall. Children leave them out for the afternoon.

#### Jungle Survival Facts (children's reference sheet)

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### Lunch (12:00-13:00)

**LUNCH ROUTINE:** Children line up. They go to the dining hall (or eat packed lunches in classroom — varies). **YOU GO TO THE STAFF ROOM.** Find one. Sit with someone friendly. Ask if you have lunch duty (sometimes supplies are asked to do this). **USE THIS TIME TO:** • Eat • Drink water • Check your phone if needed • Look ahead to the afternoon plan The afternoon is



shorter and lighter. You're nearly there.

### **Afternoon — Art (60 mins, 13:00-14:00)**

TASK: Botanical drawing — observational drawing of a plant or natural object. 13:00 — INTRODUCE (5 mins) 'This afternoon we're doing observational drawing. That means looking very, very carefully at something and drawing what you ACTUALLY see — not what you think it should look like.' 13:05 — GATHER OBJECTS (10 mins) If weather permits, take children outside for 5 mins to collect ONE leaf, twig or natural object each. Otherwise, use available classroom plants or pre-arranged still life. 13:15 — DRAWING TIME (35 mins) Children draw their object on plain A4 paper, in pencil. Three rules: 1. Look at the object more than at the paper 2. Don't erase — adjust as you go 3. Add detail before you add colour If time and resources: add colour with pencil crayons. 13:50 — GALLERY WALK (10 mins) Drawings displayed. Children walk around silently and leave one positive comment each on a sticky note. 14:00 — Tidy up. Move to reading.

### **Reading time (30 mins, 14:00-14:30)**

Children read independently. They get their book bag / class library book. IF THEY DON'T HAVE A BOOK: there's usually a class basket. Failing that, give them a piece of paper and ask them to write the next chapter of 'The Stranded Astronaut' from the morning. YOU model — sit with your own book if possible (any book counts, even a magazine). 14:25 — Five-minute warning. Books away.

### **End-of-day reflection (15 mins, 14:30-14:45)**

BRING THE CLASS TOGETHER on the carpet (Y3) or at desks (Y4). ROUND-ROBIN REFLECTION: 'Three things from today. Each child shares ONE.' • Something I learned • Something I enjoyed • Something I'd do differently next time Then YOU share too: 'I really enjoyed [specific thing about the class]. Thank you for [specific thing] today. Tomorrow when [usual teacher] is back, you can tell them about [achievement].' 14:45 — End-of-day routines PACKING AWAY varies hugely by school. Ask a friendly child or TA. Common steps: • Books and pencils put away • Coats on • Letters and notices to take home • Line up at the door DISMISS BY ROW or by name. Don't let them just rush — that ends the day badly. End of day. Well done. You got through it.



**Notes for the regular teacher**

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