

Year 3/4 Home Learning - Week beginning Monday 8th June

Dear Parents/Carers,

The home learning format has changed slightly. You will see below that for Reading/Writing/Maths and Spelling we have split the activities into daily tasks for learning taking place in school and at home to be consistent. As before, there is no expectation for children to complete all activities. Children may choose the tasks they wish to complete and we still recommend little and often. If you have any questions about home learning, please do not hesitate to contact your child's teacher via class email. Thank you for your continued support.

The Year 3/4 team.

Weekly Reading tasks

Monday- One of our key texts for our new *Sea Shanties* topic is ***Why the Whales Came* by Michael Morpurgo**. Look at the front cover and make a list or a poster with questions you have about the book. What do you predict will happen?



Tuesday- The whales in *Why the Whales Came* are Narwhals. Visit: <https://www.kidzone.ws/animal-facts/whales/narwhal.htm> and read facts about Narwhal whales. *Which is your favourite fact?*

Wednesday- Read the sea themed poem, *Grim and Gloomy* by James Reeves at: <https://www.poetrybyheart.org.uk/poems/grim-and-gloomy-2/> Discuss the rhyming vocabulary. *What do you think 'bare and boomy' means?* You might like to pick some words and look up synonyms (a word that means the same) for them.

Thursday- Watch and enjoy Malachy Doyle read *Molly and the Whale* at: <https://www.youtube.com/watch?v=UfhLCYp6oMc> *Why does Molly sing to the whale? 'Blubbery' describes the shake of the whale. How else might a whale shake?*

Friday- Take a book themed quiz at:

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/>

Weekly Writing tasks Eithne Gallagher's lovely story *The Cloud-Swing* tells of a young child's magic journey on a cloud swing around Italy under lockdown. You can find it here: <https://www.talk4writing.co.uk/wp-content/uploads/2020/05/The-Cloud-Swing.pdf>

Once you've read the story, you might want to try to **write your own trip through lockdown**. You could choose a magic carpet or have your own cloud-swing or microlight to magic you to wherever you want to go.

Monday- Start your story by thinking about what lockdown has been like for you. You might want to draw pictures and jot down key words. Perhaps include a thought bubble to show the reader what you are thinking.

Tuesday- Decide what your form of transport might be- a cloud swing/magic carpet/microlight? Draw it and write down a list of adjectives to describe it.

Wednesday- You could then set off on your journey. Write some sentences or a short paragraph about the famous places in the UK that you visit. Think about where you've always wanted to go! Try adding some fronted adverbials: *All of a sudden*, *Just then*, *In the blink of an eye*,

Thursday- Have a go at writing your story. Think about how your story will end. Margherita's story ends with her wanting to return home- will yours end the same way?

Friday- Design a front cover for your story or write a 'blurb' to tell your reader what your story is about.

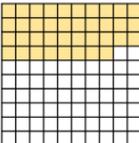
Weekly Maths tasks

Monday- Visit <https://www.bbc.co.uk/bitesize/articles/zmcny9q> and watch the video about tenths. Draw your own ten frame and practise shading in tenths. How many ways can you find to make one whole? Write a calculation to match your picture. For example, $2/10 + 8/10 = 10/10$ (1 whole). There is also a worksheet and animation under the video if you'd like more practise!

Tuesday- Visit <https://whiterosemaths.com/homelearning/year-3/> and have a go at **lesson 3 'tenths'** or, if you are Year 4 visit <https://whiterosemaths.com/homelearning/year-4/> and have a go at **lesson 1 'Recognise tenths and hundredths'**. You will find both lessons under 'Summer Term Week 5 (W/C 18th May)'.

Wednesday- Visit <https://www.topmarks.co.uk/learning-to-count/paint-the-squares> for an online hundred square or you may wish to print it off. Use your hundred square to have a go at this activity:

Here is a hundred square.
How many hundredths are shaded?
How many more hundredths do you need to shade so the whole hundred square is shaded?
___ hundredths + ___ hundredths = 1 whole



Thursday- Play the 'chocolate bar' game with someone in your family. You will both need a rectangular piece of paper folded into 10 equal sections. Each section of your 'chocolate bar' represents one tenth. Take turns to roll a dice. Colour in that many tenths. The first person to make one whole (ten tenths) is the winner of that round!

Friday- Have a go at one or more of the White Rose Maths Friday Challenges at: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/05/Family-Challenge-Friday-22nd.pdf>

Spelling

Choose your level of change and practise your words this week. Get a family member to test you at the end of the week.

many	particular	parliament
old	ordinary	opportunity
only	opposite	occur
both	often	occupy
children	occasionally	nuisance

Weekly Spelling tasks

Monday- Rainbow words. Choose 5 Common Exception words and choose different colours to write each letter and create rainbow words. Common exception words can be found here:

http://www.crosslee.manchester.sch.uk/serve_file/253974

Tuesday- Practise spelling these words: sadly, completely, usually, finally, comically. Can you identify the spelling rule for adding the 'ly' suffix?

Wednesday- Come up with some alliterative adjectives for your favourite sea creatures. For example: wonderful whales, dancing dolphins, jumping jellyfish.

Thursday- Dictated sentences. Ask a member of your family to put this week's spellings into 5 short sentences. Make sure you can't see the sentences! Your family member can then read them aloud for you to write down. Check to see which words you have spelt correctly.

Friday- Proofread writing tasks from this week. Look for spellings that don't look right. Use a dictionary to check any spellings that you are unsure of using the first 2/3 letters of the word.

Science

Big questions

Which everyday materials are attracted to a magnet?
How do magnets attract and repel each other?

Watch this video about magnets at: <https://www.bbc.co.uk/bitesize/clips/zk9rkqt>



Get Physical

This half-term's P.E focus is OAA (Outdoor Adventurous Activities).

- Create a simple map of your garden or a suitable space indoors. Choose a few obstacles and set them up in your space. Make sure to include these in your map. Give your map to a member of your family and get them to navigate your obstacle course. You could swap over and time each other to make it competitive!
- Rescue Teddy from the swamp. Mark out a circle in a space. This will be your island in the swamp. Place a teddy or favourite toy in the swamp. You now need to plan how to rescue your teddy/toy. What item will be best to use? Which will help you to rescue teddy the fastest? You could use a skipping rope, bucket and spade, string...

If you have a magnet at home, gather some everyday objects around the home and test them to see if they are attracted to the magnet. What materials are your objects made from? Are all metals attracted to magnets?

You may wish to draw a scientific diagram showing how magnets attract and repel each other (Use the video to help you with this).

If you don't have magnets at home, you could research everyday items that contain or use magnets and make a list.

Be Creative - Shell sketching

You may have some shells at home or you may like to collect some if you go to the beach on one of your daily walks. Have a go at sketching one of your shells- Look carefully at the shape, colour and texture of your shell. Does it have any interesting marks or holes? Is it smooth or rough and how will you show this in your sketch?



You may like to use a picture of a shell from the internet or make a shell sculpture from playdough instead.

Let's Wonder - What is a Sea Shanty?

Our new topic is *Sea Shanties*! Research what sea shanties are. Here are some questions to help you:
Who sang sea shanties and why?
How long have sea shanties been around?
Why is the timing of a sea shanty important?



Wellbeing- Coping with change

Ask your child to make 2 lists: one listing all of the issues that are not within their control and the other listing issues that are within their control. After this, support your child with listing who is responsible for the issues out of their control and then what they can do to support the issues within their control. This activity should help your child feel more in control about the current situation.