

## Learning Project WEEK 5 & 6 - Viewpoints

Age Range: Y3/4

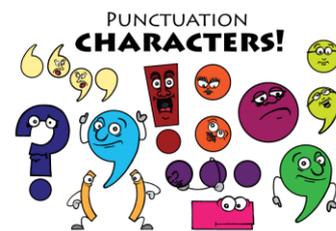
### Weekly Maths Tasks (Aim to do 1 per day)

If you feel confident, please work at your child's pace through [Year 3 White Rose Maths](#) and [Year 4 White Rose Maths](#) – there are videos to explain each concept and worksheets too. There are lots of other activities to support your child's learning with the following links.

- [BBC Bitesize](#) has daily lessons for each year group in Maths *and* all the other subjects.
- Sumdog
- Working on [Times Table Rockstars](#) - your child will have an individual login to access this.
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables.
- Adding totals of the weekly shopping list or some work around money. This [game](#) could support work on adding money. Or for a challenge, try this [game](#) – choose mixed coins and give change.
- Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. Or for a challenge, try [digital/analogue](#).
- Get a piece of paper and ask your child to show everything they know about **Multiplication**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given numbers in **100s**.

### Weekly Reading Tasks (Aim to do 1 per day)

- Read a book or chapter together.
- Listen to your child read and let them discuss what they have read. Encourage them to look at the punctuation – how does it make you change your voice as you read? You could use [Children's Library](#) for some different books.
- Read a book on [Oxford Owl](#), (Login lowick20 Password lowick20) discuss what your child liked, disliked or would improve about the book. Can they come up with a different ending?
- Try some reading [games](#). There are some fun ones to have a go with!
- Watch [Newsround](#) and discuss what is happening in the wider world.



- Explore punctuation in the books you read. Can you make a list or poster of all you see? When would you use these?

### Weekly Spelling Tasks (Aim to do 1 per day)

- Practise reading, writing and spelling some of the Year 3/4 [Common Exception](#) words. **Find the three HARDEST ones!**
- [Phonics play](#) will help you to revise your phonics with some fun games. Go to 'Phase 6' for Planetary Plurals.
- Play some spelling games on [Top Marks](#).
- Practise your spelling on [Sumdog](#).
- Practise your spelling some of the free sections on [Spelling Frame](#)
- Choose 5 Common Exception words and practise spelling them using pyramid words. Write the word in a pyramid, e.g.

s  
 sp  
 spe  
 spel  
 spell  
 spelli  
 spellin  
 spelling

### Weekly Writing Tasks (Aim to do 1 per day)

Have a look at the latest [Talk4Writing](#) school booklet for [Year 3](#) and [Year 4](#). Choose the year group that feels right for your child. This mirrors our approach in school and starts with a story to read together. The booklet contains lots of English based activities linked to the story.

- Have you listened to [RadioBlogging](#) - a daily interactive English lesson brought to you by Pie Corbett?
- Write a letter to a family member telling them all about how their day has been.
- Write a list poem about all the things they like. Which adjectives and adverbs could they include too?  
eg I like eating juicy, sweet strawberries.
- If they were to become a superhero what would their superpower be? Write a character description of them as a superhero. Explain how they save the day.
- Retell a traditional tale from another character's point of view. eg Tell the three little pigs from the wolf's perspective.
- Take part in a writing [master class](#).



The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **Let's Wonder:**

Draw a picture of themselves and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their qualities. How are they different to other children in different parts of the world? What makes them similar to other children around the world?



- **Let's Create:**

Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.



- **Be Active:**

Move around their home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not?



- **Time to Talk:**

Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?



- Design an information leaflet that highlights how children can keep safe.

- **Understanding Others and Appreciating Differences:**

Listen to different pieces of music from around the world, which styles of music do they prefer and why? [Music](#) Maybe they could learn a song by heart and perform it.



- **Reflect:**

Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?

And for something completely different, have a look at [Science Sparks](#). There are some great things to do at home or in the garden.

### Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link.

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