



*“Learning to love, loving to learn.”*

Year 3/4 Home learning – Monday 20th April –  
Friday 24th April

Dear Parents/Carers,

Hope you are all keeping well and staying safe.

Every week, we will produce a document like this to help you with home learning. As you will see, there is an example timetable that you may choose to use. A routine is always useful but things will work differently for each of you depending on your set up at home and your own child/ren. We do not expect this to be followed rigidly, however you may wish to, which is of course absolutely fine. Equally, you may have seen other activities that you would like to do with your child/ren that are not part of the timetable, which is also fine. All of these activities do not require printing to take place and work can be completed within the exercise book provided.

We would advise, where possible, that the children at least read daily, carry out a daily maths activity, practise spellings/phonics and do an element of physical activity. We would love to hear about what you have been doing via dojo.

Teachers and TAs will call every family at least once a week to check in with you all and see how you are getting on. Teachers will ask to speak to the children too; we ask for you to be present when this is taking place.

Teachers will continue to be available via dojo between 8.30am and 3.30pm Monday to Friday should you have any further questions, updates or would like to share work with them.

Please remember that we are thinking of you all.

Stay safe,

The staff at St Chad's

Monday	Tuesday	Wednesday	Thursday	Friday
Health and Fitness: Joe Wicks 9am Workout	Health and Fitness: Complete some maths work using the BBC Supermovers website	Health and Fitness: Joe Wicks 9am Workout	Health and Fitness: Complete some maths work using the BBC Supermovers website.	Health and Fitness: Joe Wicks 9am Workout
Reading: Read a book on Oxford Owl	Reading: Share a story together and summarise the key parts	Reading: Listen to your child read and discuss new vocabulary.	Reading: Complete a Reading Comprehension activity together.	Reading: Read a book on Oxford Owl
Writing: Use the Hamilton Trust week 3 resources (Fantastic Mr Fox)	Writing: Use the Hamilton Trust week 3 resources (Fantastic Mr Fox)	Writing: Use the Hamilton Trust week 3 resources (Fantastic Mr Fox)	Write your own version of Fantastic Mr Fox Children to include: <ul style="list-style-type: none"> <li>Expanded Noun Phrases</li> <li>Different Sentence Openers</li> <li>Correct Punctuation</li> <li>Characterisation</li> </ul>	
Spelling: Adding the prefix super-	Adding the prefix super-	Common Exception Words year 3 and 4	Adding the prefix super-	Common Exception Words year 3 and 4

Maths: Times tables using TT Rockstars	Maths: Calculation (Practice of addition and subtraction methods)	Maths: White Rose Equivalent Fractions (Summer Term Week 1)	Maths: White Rose Equivalent Fractions (Summer Term Week 1)	Maths: Corbett maths 5 a day bronze, silver or gold <a href="https://corbettmathprimary.com/5aday/">https://corbettmathprimary.com/5aday/</a>
Afternoon: Use some of the weekly project activities towards the bottom of the page.				

### Learning Project Week 3 – Environment

Weekly Reading Activities (at least 1 per day)	<ul style="list-style-type: none"> <li>• You could share a story together. This could be a chapter book where you read and discuss a chapter a day.</li> <li>• Listen to your child read and let them discuss what they have read.</li> <li>- Predicting – what might happen? What clues have you been given?</li> <li>- Questioning – adult asking questions / child asking questions for clarity / build on understanding</li> <li>- Clarifying – identifying &amp; discussing new words / phrases</li> <li>- Summarising – recapping sections of text</li> <li>- Inference – infer meaning based on clues / spelling patterns - Prior knowledge – making links within text or wider understanding - Encourage them to read with expression and intonation.</li> <li>• Get your child to read a book on Oxford Owl - <a href="https://home.oxfordowl.co.uk/books/free-ebooks/">https://home.oxfordowl.co.uk/books/free-ebooks/</a> discuss what your child enjoyed about the book.</li> <li>• Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?</li> <li>• With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.</li> <li>• Have a go at answering questions on a reading comprehension.</li> </ul>
Weekly Maths Activities (at least 1 per day)	<ul style="list-style-type: none"> <li>• Sign into TT Rockstars and improve your understanding of times tables. Focus on the 12 x table this week.</li> <li>• Play on Hit the Button - <a href="https://www.topmarks.co.uk/maths-games/hitthe-button">https://www.topmarks.co.uk/maths-games/hitthe-button</a> focus on number bonds, halves, doubles and times tables.</li> <li>• Practise telling the time. This could be done through this game <a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a> (scroll down to access the game). Try to focus on converting between analogue and digital time.</li> <li>• Use White Rose Maths Resources.</li> <li>• Improve your calculation skills by answering some 5 a day questions from Corbett Maths.</li> </ul>
Weekly Spelling Activities (at least 1 per day)	<ul style="list-style-type: none"> <li>• Practise the Year 3/4 for Common Exception words</li> <li>• Practise your spelling on Spelling Frame <a href="https://spellingframe.co.uk/">https://spellingframe.co.uk/</a></li> <li>• Practise some spellings adding the prefix in-. Some spellings the children could focus on are: incomplete, inedible, incapable, invade.</li> </ul>

	What other spellings can the children find which include the prefix in/im?
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> <li>• Write a recount of your day. This could be used in history one day to show what happened during this period.</li> <li>• Discuss the question, 'Do you think school uniform should be worn at school?' Could your child write a letter to Mrs Jenkins giving their viewpoints?</li> <li>• Use literacy shed. Could your child find a video and write a descriptive setting describing what they can see? Children to focus on describing the settings and the characters. Children to include different sentence openers, noun phrases and correct punctuation.</li> <li>• Use the Hamilton Trust Week 3 resources to focus on learning some of the different grammar requirements for Year 3/4.</li> <li>• Write a letter/email/ text message to a member of their family that they have not seen recently</li> </ul>

**The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.**

<p><b>Let's Wonder:</b> What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc..... Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc..... How is climate change having an effect on the weather and natural disasters?</p>	<p><b>Let's Create:</b> Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?</p>	<p><b>Be Active:</b> Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls.  If indoors, could they complete the Joe Wicks live workout every morning at 9am o his Youtube Channel.</p>
<p><b>Time to Talk:</b> Discuss environmental issues in the UK. Air pollution, climate change, litter, waste, and soil contamination are all examples of human activity that have an impact in the UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our</p>	<p><b>Understanding Others and Appreciating Differences:</b> Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them</p>	

<p>environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass.</p>	<p>throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, Red cross or Christain Aid.</p>	
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Additional learning resources parents may wish to engage with The school home learning website is full of different resources and activities for the children to discover and explore. Have a look and see what takes their interest.