



“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 27th April –
Friday 1st May

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: Ask your child to read this extract from Ocean Emporium . They can use a dictionary to clarify any unfamiliar vocabulary.	Reading: Read a book on Oxford Owl
Writing: Write an information text about a particular animal that lives under the water. Use the ‘Deadly 60’ website to identify the animal. Aim to write 3 paragraphs focused on any of the following: <ul style="list-style-type: none"> • Appearance • Habitat • What does it eat? • How does it protect itself? You could always make up your own sub-headings.		Writing: Use the Hamilton Trust week 4 resources Day 3 This is a focus on poetry and tenses. Use the support resources as an aid.	Writing: Use the Hamilton Trust week 4 resources Day 4 This is a focus on poetry and tenses. Use the support resources as an aid.	Writing: Use the Hamilton Trust week 4 resources Day 5 This is a focus on poetry and tenses. Use the support resources as an aid.

Spelling: Adding the prefix sub-	Adding the prefix sub-	Common Exception Words year 3 and 4	Adding the prefix sub-	Common Exception Words year 3 and 4
Maths: Times tables using TT Rockstars	Maths: Calculation – Focus on methods for addition/subtraction/multiplication	Maths: White Rose Problem Solving with Fractions (Lesson 3 Summer Term Week 2)	Maths: White Rose Problem Solving with Fractions (Lesson 4 Summer Term Week 2)	Maths: Corbett maths 5 a day bronze, silver or gold https://corbettmathprimary.com/5aday/
Afternoon: Use some of the weekly project activities towards the bottom of the page.				

Learning Project – Under the Sea

Weekly Reading Activities (at least 1 per day)	<ul style="list-style-type: none"> • You could share a story together. This could be a chapter book where you read and discuss a chapter a day. • Listen to your child read and let them discuss what they have read. - Predicting – what might happen? What clues have you been given? - Questioning – adult asking questions / child asking questions for clarity / build on understanding - Clarifying – identifying & discussing new words / phrases - Summarising – recapping sections of text - 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. • Get your child to read a book on Oxford Owl - https://home.oxfordowl.co.uk/books/free-ebooks/ discuss what your child enjoyed about the book. • 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? • 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. • Have a go at answering questions on a reading comprehension.
Weekly Maths Activities (at least 1 per day)	<ul style="list-style-type: none"> • Sign into TT Rockstars and improve your understanding of times tables. Focus on the 8 x table this week. • Play on Hit the Button - https://www.topmarks.co.uk/maths-games/hitthe-button focus on number bonds, halves, doubles and times tables. • Practise telling the time. This could be done through this game https://mathsframe.co.uk/en/resources/resource/116/telling-the-time (scroll down to access the game). Try to focus on converting between analogue and digital time. • Use White Rose Maths Resources. • Improve your calculation skills by answering some 5 a day questions from Corbett Maths.

<p>Weekly Spelling Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> • Practise the Year 3/4 for Common Exception words • Practise your spelling on Spelling Frame https://spellingframe.co.uk/ • Practise some spellings adding the prefix sub-. Some spellings the children could focus on are: submarine, subheading, subcontinent, subtitle What other spellings can the children find which include the prefix sub?
<p>Weekly Writing Activities (at least 1 per day)</p>	<ul style="list-style-type: none"> • Write a recount of your day. This could be used in history one day to show what happened during this period. • Visit the Literacy Shed for this wonderful resource on The Lighthouse. Or ask your child to write their own under the sea rhyming poem. • Use the Hamilton Trust Week 4 resources to focus on learning some of the different grammar requirements for Year 3/4. • Ask your child to write an advert advertising a job to work on a submarine. How can they make the advert persuasive so that lots of people apply?

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

<p>Exploring the blue abyss Can your child remember the oceans of the world? Encourage your child to find out about the five different layers of the ocean (Sunlight Zone, Twilight Zone, Midnight Zone, Lower Midnight Zone or Abyss and the Trenches). Sea creatures adapt incredibly to live in specific layers where the conditions, such as the temperature and light levels, can change. Can your child explore the creatures that are found in each layer of the ocean and create a fact file for each ocean layer with a labelled diagram</p>	<p>Submarine Sculptures Ask your child to look at pictures of real submarines for inspiration and create their own model submarine from different materials found at home e.g. plastic bottles, paint, coloured pencils, string, paper mache, sweet wrappers, tin foil and cardboard. When your child is collecting materials, question them on the suitability of each material. Alternatively, children could design and create a boat to carry a load on the ocean using junk modelling.</p>	<p>‘Under the Sea’ Stretches Ask your child to try some yoga using the Cosmic Kids Youtube channel. There are lots of ‘Under the Sea’ themed yoga workouts that your child could try. If indoors, could they complete the Joe Wicks live workout every morning at 9am on his Youtube Channel.</p>
<p>Preventing Pollution Encourage your child to ask different family members what they know about plastic waste (e.g. plastic bags, six-pack rings and microbeads) that ends up in the ocean. They could do this by creating a questionnaire and carrying out interviews (perhaps over Facetime with adult supervision?). Discuss how you could help reduce ocean pollution</p>	<p>Reef Research The Great Barrier Reef is the only living thing which is visible from space! Encourage your child to take a virtual tour of the reef using AirPano and create a poster or video to promote the Great Barrier Reef. Ask them to use scientific language relating to the habitats and species groups found in the reef. Can your child identify the</p>	

and work together to create a persuasive poster to reduce plastic waste.	main threats to The Great Barrier Reef and include these too?	
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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.