



St Chad's Patchway CofE Primary School

“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 6th April – Friday 17th 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

As a school, we completely understand that the next couple of weeks are the Easter holidays. This structured timetable for the two weeks is **not essential work and is **not expected** to be completed. However, we have found that for some families the weekly timetables have been effective for providing their child/ren with a daily structure. Therefore, if you would like your child to continue with parts of their learning, a weekly timetable and different resources that could be used has been provided below.**

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	Reading: Listen to your child read and discuss new vocabulary.	Reading: Share a magazine and discuss how the articles are structured e.g. sub-headings, pictures etc	Reading: Read a book on Oxford Owl
Writing: Do you think school uniform should be worn at school? Write a letter to Mrs Jenkins expressing your views.	Writing: Use a video from The Literacy Shed to write a descriptive setting.	Writing: Use the Hamilton Trust week 3 resources	Writing: Use the Hamilton Trust Week 3 resources	Writing: Use the Hamilton Trust week 3 resources
Spelling: Adding the prefix anti-	Adding the prefix anti-	Common Exception Words	Adding the prefix anti-	Common Exception Words

Maths: Times tables using TT Rockstars	Maths: Re-cap addition and subtraction methods. The same as column addition and subtraction	Maths: Re-cap multiplication grid method with the children. An example will be put on Class Story	Maths: Corbett Maths 5 a day	Maths: Corbett Maths 5 a day
Afternoon: Use some of the weekly project activities towards the bottom of the page.				

Learning Project Week 3 – Viewpoints

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. <ul style="list-style-type: none"> - 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 12 x table this week. Play on Hit the Button - https://www.topmarks.co.uk/maths-games/hit-the-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.
Weekly Spelling Activities (at least 1 per day)	<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 re-. Some spellings the children could focus on are: recycle, reappear, rearrange, refresh. What other spellings can the children find which include the prefix re-?
Weekly Writing Activities (at least 1 per day)	<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. 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?

	<ul style="list-style-type: none"> • 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. • Use the Hamilton Trust Week 3 resources to focus on learning some of the different grammar requirements for Year 3/4. • Write a letter/email/ text message to a member of their family that they have not seen recently
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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.

<p>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?</p>	<p>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.</p>	<p>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? If indoors, could they complete the Joe Wicks live workout every morning at 9am o his Youtube Channel.</p>
<p>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?</p>	<p>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?</p>	<p>Understanding Others and Appreciating Differences: Listen to different pieces of music from around the world, which styles of music do they prefer and why? Maybe they could learn a song by heart and perform it.</p>

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.