



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

Year 3/4 Home learning – Monday 18<sup>th</sup> May –  
Friday 22<sup>nd</sup> 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: VE Day Reading Comprehension. Complete either the 1 star or 2 star activity.	Reading: Read a book on Oxford Owl
Writing: <b>Activity 1</b> <b>All famous people should earn £1,000,000 a year.</b>  Does your child agree/disagree? Can your child write a discussion on the statement?  <b>Activity 2</b> Tell your child to imagine that they are famous. What would they be famous for? Can they write a diary entry recounting the day's events in role?		Writing: Use the Hamilton Trust week 7 resources – Super Mario  Use the resources to read about the characters from Super Mario. The learning is focused around being able to identify nouns, verbs, adverbs and adjectives.  Complete activities from Day 1 and Day 2.		

Spelling: Words with an 'im-' prefix	Words with an 'im-' prefix	Common Exception Words year 3 and 4	Words with an 'im-' prefix	Common Exception Words year 3 and 4
Maths: Times tables using TT Rockstars	Maths: White Rose A focus on calculation	Maths: White Rose A focus on calculation	Maths: Complete more of the White Rose activities or get your child to revise using all 4 operations by playing <a href="#">this game</a> . They make a target number using the different operations.	Maths: Corbett maths 5 a day bronze, silver or gold <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a>
Afternoon: Use some of the weekly project activities towards the bottom of the page.				

<b><u>Learning Project – Famous and Significant People</u></b>	
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 3 and 4 times tables 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>

	<ul style="list-style-type: none"> <li>Ask your child to think about these questions: What calculations can you create using the numbers 127, 111, 200, 28 and 65? Will you use addition, subtraction or both? Can you find the inverse to the calculations that you write?</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 with the prefix im-. Some spellings the children could focus on are: impossible, improper, immature, imperfect. What other spellings can the children find which include the prefix im-?</li> </ul>
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> <li><b>'All famous people should earn £1,000,000 per year.'</b> Does your child agree/disagree? Ask them to have and write a discussion on this statement.</li> <li>Use the Hamilton Trust Week 7 resources to focus on learning some of the different grammar requirements for Year 3/4.</li> <li>Ask your child to find out when the NHS began. <a href="#">Who was the founder?</a> Encourage them to compare the NHS then and now. Can they represent information on a timeline or in an information booklet?</li> </ul>

**The project this week aims to provide opportunities for your child to learn more about famous or significant people. Learning may focus on past or present inventors, explorers or scientists and how they influence society today.**

<p><b>Famous Fact Find</b> Find out about <a href="#">one or more Famous British People here</a>. Ask your child to decide how they would like to present the information they have discovered. This could be a slide show, a poster or an information report about them. Can your child create a true or false quiz about their chosen person and test it out on the family during a games night?</p>	<p><b>Healthcare Heroes</b> As the NHS plays such a significant role in our lives, ask your child to represent our amazing NHS staff with their own piece of artwork. This could be a painting, collage or even a <a href="#">collectable stamp</a> of a famous medic e.g Florence Nightingale, Mary Seacole or Aneurin Bevan.</p>	<p><b>Sporting Superstar</b> <a href="#">Watch</a> an interview with Rod Ellingworth, a famous, British cyclist. Then go for your own bike ride as part of your daily exercise. Don't forget to wear your helmet. No bike? Then take a walk and look out for any cyclists you see</p>
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### **Family Matters**

As a family, discuss the famous people that may have had an impact on their lives and the choices they have made about the jobs they have chosen. Talk about who has inspired them and why. Your child can create a family tree that illustrates inspirations and choices.

### **Religious Role Models**

Ask your child to find out about significant religious people, like Jesus, Moses, Guru Nanak or someone else who is important to your family. What do they notice about these people? What is similar about them? What is different?  
[Help!](#) Record the similarities and differences in a table format or make a Religious Role Model mini-book.

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.