



“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 11th May –
Friday 15th 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 |
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| 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 question them on what they have read. | Reading: Rainforest Reading Comprehension. Complete either the 1 star or 2 star activity. | Reading: Read a non-fiction book. |
| Writing: Write an acrostic poem using the letters 'RAINFOREST' | Have a look at images of the rainforest and write a setting description for one of them. Remember to use noun phrases and different sentence openers. | Writing: Use the Hamilton Trust week 6 resources – Focus on clauses and conjunctions Use the resources to complete the different activities focused on clauses and conjunctions. Focus on activities from Day 1 and Day 2. | | |
| Spelling: Adding prefixes 'dis' and 'in' | Adding prefixes 'dis' and 'in' | Common Exception Words year 3 and 4 | Adding prefixes 'dis' and 'in' | Common Exception Words year 3 and 4 |

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| Maths: Times tables using TT Rockstars | Maths: White Rose Divide a two digit number by a 1 digit number. | Maths: White Rose Multiplication and division problem solving | Maths: Statistics – Research and compare temperatures and rainfall in the Amazon rainforest and the UK month on month. Can they display their findings in a table or bar chart? Can they compare the yearly totals? | Maths: Corbett maths 5 a day bronze, silver or gold https://corbettmathprimary.com/5-a-day/ |
| Afternoon: Use some of the weekly project activities towards the bottom of the page. | | | | |

| <u>Learning Project – The Rainforest</u> | |
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| 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? • Read online about rainforests. Using different facts about rainforests, can your child create a quiz? • 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 3 and 4 times tables 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. |

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| | <ul style="list-style-type: none"> • Research and compare temperatures and rainfall in the Amazon rainforest and the UK month on month. Can they display their findings in a table or bar chart? Can they compare the yearly totals? |
| 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 with the rule 'short i sound spelt y'. Some spellings the children could focus on are: disappeared, disliked, disapproval, incredible, invisible. What other spellings can the children find which include the prefix dis or in? |
| Weekly Writing Activities (at least 1 per day) | <ul style="list-style-type: none"> • Ask your child to write an advert advertising a job as a pilot, train driver or bus driver. Include persuasive language to encourage applicants. • Create an acrostic poem using the word RAINFOREST. • Your child could create a setting description of pictures of a rainforest. • Task your child with creating a 'Defeating the Monster' tale. The monster could be a rainforest predator such as a crocodile or a boa constrictor. • Use the Hamilton Trust Week 6 resources to focus on learning some of the different grammar requirements for Year 3/4. |

The project this week aims to provide opportunities for your child to learn more about the world's rainforests. Learning may focus on the plants, animals and insects that inhabit the rainforest, food that originates there and weather patterns. It could look at plants and animals that can be found in the garden too.

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| <p>Amazing Animals</p> <p>Ask your child to think about the following: How many different types of animals live in rainforests? Can they name any? What is their diet like? How do they hunt for their prey or hide from predators? Look at these 11 amazing rainforest animals. Encourage your child to choose one of the animals and create a poster all about them.</p> | <p>Layers of the Rainforest</p> <p>Take a look at this information with your child, all about the layers of the rainforest. Ask your child to try creating their own diagram showing the layers of the rainforest and the animals you can find in each layer. Your child could cut and stick pictures, paint or draw! Can your child categorise the animals?</p> | <p>Roar</p> <p>Have a go at this forest themed GoNoodle!</p> <p>Finished? Ask your child to try making up their own rainforest-themed dance routine to the same song - they could pretend to be a different animal for each dance move!</p> |
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One Step at a Time

Talk to family members about the deforestation of rainforests and think about how we could help by taking small steps at home. This article should help get them started! Can your child record their very own advert encouraging people to reduce, reuse, recycle? Encourage them to think about the impact on the environment, animals and their habitats, global warming and the tribes that occupy the rainforests. Alternatively, they could write a jingle about the benefits of recycling and perform this to the famil

The Problem with Palm Oil

Take a look at the [Greenpeace](#) website and find out about the effects of palm oil on our planet. Discuss with your child how this affects animals around the world. Ask your child to identify all of the foods in the kitchen that contain palm oil. Can they suggest alternatives for your next shop? Task your child with planning an imaginary charity event to raise funds for [The Orangutan Foundation](#).

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.