



“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 15th June –
Friday 19th June

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: Planet Earth reading comprehension. Choose either the *1, *2, or *3 star challenge	Reading: Share a story together and summarise the key parts	Reading: Listen to your child read and discuss new vocabulary.	Reading: 'Mars the red planet' Reading Comprehension Complete Choose either the 1*, 2* or 3* star challenge	Reading: Read a book on Oxford Owl
Creative write using the video from the literacy shed 'Planets unknown' or 'The planets'- write over 2 days <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB) Expanded noun phrases		Create a news report about finding the planet mars-imagine that it has just been discovered-write over 2 days <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB) Expanded noun phrases		Create a non-chronological report (fact-file) about the different planets in our solar system <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Co-ordinating conjunctions, Subordinate clauses, Facts

Spelling: Practise some spellings with the suffix- ation- words including =explanation, preparation, realisation	Spelling: Practise some spellings with the suffix- ation- words including =explanation, preparation, realisation	Spelling: Common Exception Words year 3 and 4	Spelling: Practise some spellings with the suffix- ation- words including =explanation, preparation, realisation	Spelling: Common Exception Words year 3 and 4
Maths: Times tables using TT Rockstars	Maths: Measuring Capacity	Maths : Measure Capacity	Maths: Add and Subtract Capacity	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.				

<u>Learning Project – Space</u>	
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 12 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.

	<ul style="list-style-type: none"> • Improve your calculation skills by answering some 5 a day questions from Corbett Maths. • Use BBC bite-size daily lessons
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 suffix- ation- words including =explanation, preparation, realisation
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> • Creative write using the video from the literacy shed 'planets unknown' or 'The planets'- write over 2 days • Create a news report about finding the planet mars-imagine that it has just been discovered- write over 2 days • Create a non-chronological report (fact-file) about the different planets in our solar system • Use the Hamilton Trust Week 13 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 space. Learning may focus on our Solar System, the Sun and the Moon. It could look at life in outer space from the view of an astronaut and travelling through space.

<p>Our Solar System</p> <p>Encourage your child to think about what they already know about space and create a mind map. Can they name the planets in our solar system? Can they remember them in order or create their own mnemonic to help them? Ask your child to research the characteristics of the planets e.g What is it made of? What size is it? How close to the Sun is it? Temperature? Can they create a fact file, PowerPoint or Google Slide presentation on a planet of their choice? These facts about Mars or these facts about space may be a good starting point.</p>	<p>Blast Off</p> <p>Ask your child to design a new spacesuit suitable for an astronaut. They will need to consider which materials would be most suitable, comfort for the astronauts and the temperature in space. Encourage them to design a logo for the spacesuit too. Perhaps they could make this using materials from around the home</p>	<p>Astronaut Acrobatics</p> <p>Astronauts have to be fit and agile for their missions to space. Ask your child to design an obstacle course in your garden or home space and put your agility to the test! Can you find your pulse and count your heart rate before and after exercising</p>
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Out of This World

Ask your child if space travel was made more accessible and they could go on holiday to space, would they like to be the first space tourist? Can they think of arguments for and against being the first space tourist? Is it unethical for millionaires to spend their money on space tourism or should they spend all their money on reducing poverty? Ask them to prepare a speech about this discussion point.

One Giant Leap for Mankind

Ask your child to find out about [Neil Armstrong](#). Who was he and what challenges did he have to overcome during his life? Can they write a biography or create a piece of drama about Neil Armstrong's life and achievements?

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.