



“Learning to love, loving to learn.”

**Year 3/4 Home learning – Monday 1st June – Friday
5th 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: 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: Captain Tom Moore Reading Comprehension Complete either the 1 star or 2 star activity.	Reading: Read a book on Oxford Owl
Writing: Activity 1 Instruction Writing - Ask your child to write a set of instructions explaining how to make an African mask. Remind them to include: equipment, headings, imperative verbs (bossy words), adverbs (e.g. carefully, slowly) and a handy hint. Activity 2 Create a postcard - Discuss a holiday that your child has been on or a place they've visited. Get them to design a postcard and write about what they did there.		Writing: Use the Hamilton Trust week 10 resources – Triangle Poems Complete activities from Day 4 and Day 5. This will focus on conjunctions and prepositions.		
Spelling: Words with a '-ly' suffix	Words with a '-ly' suffix	Common Exception Words year 3 and 4	Words with a '-ly' suffix	Common Exception Words year 3 and 4

Maths: Times tables using TT Rockstars	Maths: Measure Perimeter Use the resources provided to support the child's understanding.	Maths : Calculate Perimeter. Use the resources provided to support the child's understanding.	Maths: Ask your child to think about the products that they use at home and how far they have travelled. Food, clothing, toys and electrical items often carry 'Made in...' labels. Calculate distances travelled and order from those made closest to home to those made furthest away.	Maths: Corbett maths 5 a day bronze, silver or gold https://corbettmathsprimary.com/5aday/
Afternoon: Use some of the weekly project activities towards the bottom of the page.				

Learning Project – Around the World

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 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.

	<ul style="list-style-type: none"> • 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 with the suffix -ly. Some spellings the children could focus on are: carefully, finally, completely, gently. What other spellings can the children find which include the suffix -ly?
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> • Instruction Writing - Ask your child to write a set of instructions explaining how to make an African mask. Remind them to include: equipment, headings, imperative verbs (bossy words), adverbs (e.g. carefully, slowly) and a handy hint • Create a postcard - Discuss a holiday that your child has been on or a place they've visited. Get them to design a postcard and write about what they did there. . • Use the Hamilton Trust Week 8 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 countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

<p>Virtual Explorer</p> <p>What are the continents of the world? Where are they located? What languages are spoken in these continents? Ask your child to use Google Maps to explore a continent of their choice. Can they create a continent fact file or choose a particular country they are interested in and create an information guide including the weather, tourist locations, landmarks, weather, traditional music, food, flags</p>	<p>Mask Making</p> <p>Ask your child to use paper or cardboard and a range of materials around the home to design and create their own African mask. Can they find out their importance to African culture by watching this clip ?</p>	<p>Dance around the World</p> <p>Use SafeYoutube to dance along to some different cultural dances from around the world, such as the Brazilian Samba, the traditional Diwali stick dance or the Spanish Flamenco. Your child can design a cultural costume for their favourite dance and label it with suitable materials</p>
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Speak the Language

Encourage your child to discuss with their family the links they and their family have to the wider world. Find out places family members have visited on holiday, work/business links or simply countries they would like to visit in the future. Have a go at learning some simple phrases in different languages from around the world and write the phrases using the colours of the flag for that country. You could visit the Mrs Mandarin [website here.](#)

Tribal Traditions

Ask your child to find out about the cultural differences, customs and traditions of an indigenous group/tribe from around the world such as the Maori people, Native Americans, the Yanomami tribe or the African Maasai tribe. Ask your child, why it is important indigenous people are remembered? Can your child create some artwork inspired by one of the tribes?

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.