



“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 29th June –
Friday 3rd July

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 the information about birthdays around the world and summarise the key parts	Reading: Share a story together and summarise the key parts	Reading: Listen to your child read and discuss new vocabulary.	Reading: Research about different celebrations throughout the world and make clear notes	Reading: Read a book on Oxford Owl
Writing – Imagine you are planning the Queen’s birthday. First research the importance of the monarchy and the Queen in our country. Make a plan of all the celebrations that will take place. Create an invitation to send out to the VIP’s who will attend and a letter for the rest of the public to invite them to street parties. Focus on: <u>Marking ladder:</u> Formal language Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB)		Research about different celebrations throughout the world and create a non-chronological report about it. <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB) Expanded noun phrases		<u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Co-ordinating conjunctions, Subordinate clauses, Facts

Expanded noun phrases				
Spelling: Practise some spellings words with the sh sound spelt ch chalet brochure parachute moustache	Spelling: Practise some spellings words with the sh sound spelt ch chalet brochure parachute moustache	Spelling: Common Exception Words year 3 and 4	Spelling: Practise some spellings words with the sh sound spelt ch chalet brochure parachute moustache	Spelling: Common Exception Words year 3 and 4
Maths: Times tables using TT Rockstars White rose day 1 interpret charts	Maths: White Rose 24 Hour Clock	Maths : White Rose Comparing Durations	Maths: White Rose Finding Durations	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.				

Learning Project – Celebrations

Weekly Reading Activities (at least 1 per day)

- 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. • 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/ <p>Practise some spellings with chalet, brochure, parachute, moustache</p>
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> • Watch the video on literacy shed (other cultures shed): A Mexican celebration Day of the Dead (Spanish: Día de Muertos) <p>Retell the story as a creative write: Focus on:</p> <ul style="list-style-type: none"> • Research about different celebrations throughout the world and create a non- chronological report about it. • Use the Hamilton Trust Week 14 resources to focus on learning some of the different grammar requirements for Year 3/4.

This project this week aims to provide opportunities for your child to learn more about celebrations. Learning may focus and different types of celebrations that take place and who may celebrate them. It could look at how people celebrate different events differently in other parts of the world.

<p>Planning a Celebration</p> <p>It's time to plan a celebration event of their choice. This could be a birthday party, an Easter hunt or anything else they wish to plan. Tell them they have £150 to spend and 25 guests will be attending. What will the money be spent on? Ask them to plan the celebration considering the location of the event, how they will decorate the venue, what their guests will eat and drink and how they will entertain their guests. Get them to</p>	<p>Time to Design</p> <p>Can they imagine their perfect celebration outfit? What would it look like? What would it be made from? How comfortable would it need to be? Ask them to design a costume for a celebration of their choice. Think about the patterns they would like to incorporate on their design and the cultural traditions</p>	<p>Birthdays around the world</p> <p>Birthdays are celebrated differently in different countries. Write an information report detailing how birthdays are celebrated in the following countries: China, England, Spain, Italy and Mexico. Ask your child which country would they like to celebrate their birthday in</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>detail the timings of the event and any timings for preparation.</p>		<p>based on their findings? Why?</p>
<p>What's the same and what's different? Select a holiday/festival of their choice and research how different countries around the world celebrate this event. They could compare whether it is celebrated at the same time, the outfits people wear, the food eaten, etc. Make a video, poster or report of the things they have discovered</p>	<p>British Celebrations In Great Britain, Valentine's Day, St Patrick's Day and Bonfire Night are just some of the celebrations that take place. Ask your child to choose one celebration day and research how the celebration came to be. Using the information they have found, plot the events on a timeline and include dates, details and pictures/sketches. Now create a poster advertising the celebration day. This could be done on a computer programme of your choice or on paper.</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.