



“Learning to love, loving to learn.”

Year 3/4 Home learning – Monday 13th July –
Thursday 16th 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: International day of friendship 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: Write a book review of your favourite book. Use the example sheet	Reading: Read a book on Oxford Owl
Watch the video 'embarked' from the literacy shed (about moving) https://www.literacyshed.com/embarked.html Write a <u>creative write</u> story based on the video <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB) Expanded noun phrases		Write a <u>recount</u> of the year. Think about what happened in each term and what you enjoyed and achieved <u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Subordinate clauses (I SAW A WABUB) Expanded noun phrases <u>Or write an end of year poem</u> - can you make it rhyme? Use alliteration? Onomatopoeia?		Write a <u>letter</u> to your new teacher to tell them all about yourself. Think about what your favourite subjects are in school, what you are good at, what you want to improve, what your hobbies are etc

				<u>Marking ladder:</u> Include paragraphs, Fronted adverbials, Co-ordinating conjunctions, Subordinate clauses, Facts
Spelling: Practise some spellings with the suffix ian-beautician, electrician, musician, politician	Spelling: Practise some spellings with the suffix ian-beautician, electrician, musician, politician	Spelling: Common Exception Words year 3 and 4	Spelling: Practise some spellings with the suffix ian-beautician, electrician, musician, politician	Spelling: Common Exception Words year 3 and 4
Maths: Times tables using TT Rockstars White rose: lines of symmetry	Maths: The Mystery of the Missing Tennis Balls – Maths Problem Solving		Maths: White Rose Creating Bar Charts	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 – Transition</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.

	<ul style="list-style-type: none"> • 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/ • Practise some spellings with the suffix ian- beautician, electrician, musician, politician
Weekly Writing Activities (at least 1 per day)	<ul style="list-style-type: none"> • Watch the video 'embarked' from the literacy shed (about moving) https://www.literacyshed.com/embarked.html Write a <u>creative write</u> story based on the video • Write a <u>recount</u> of the year. Think about what happened in each term and what you enjoyed and achieved • <u>write an end of year poem</u>- can you make it rhyme? Use alliteration? Onomatopoeia? • Write a <u>letter</u> to your new teacher to tell them all about yourself. Think about what your favourite subjects are in school, what you are good at, what you want to improve, what your hobbies are et • Use the Hamilton Trust Week 15 resources to focus on learning some of the different grammar requirements for Year 3/4.

This week's learning project focuses on supporting your child with transitioning to their new class. It will give them the opportunity to reflect on their time in their current class, discuss their favourite memories and achievements whilst also considering their hopes and dreams for the next academic year.

Memories - Starting a new academic year is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing or art piece of their special memory and frame it in a hand-made photo frame. They may choose to draw a favourite lesson, a funny moment with friends, a school trip, their favourite teacher or a job role they were proud of.

Achievements - Every child is unique and special. Over the course of the last year, your child will have achieved so much. Whether that's learning their times tables, swimming without armbands or having the confidence to put their hand up in class and offer an answer. Remind your child that an achievement is something that has been accomplished through great effort, skill, perseverance or courage then ask them to mind map all of their achievements this year, both in school and outside of school. Look at the mind map together and ask your child to identify their greatest achievement? Encourage your child to write about this special achievement. How did they accomplish this? What barriers did they face? Who helped them? They could record this as a story featuring themselves as the main character, a newspaper report or even write a rap!

Saying Farewell - Ending the academic year can be a time that is full of mixed emotions for many children. However, whilst many aspects of school life change, many remain the same too. A new year is also a great time to make new friends. Can your child create a poster that illustrates top tips for making friends and showing kindness? They could speak to family members or their own friends to gather some ideas first.

Individual Qualities - Art can be a great tool for self-exploration and self-expression. Encourage your child to create a piece of artwork which represents their personality and highlights their individual qualities. This could be a picture or something more abstract using materials available at home. Your child may find listening to their favourite music encourages their own expression. Once completed, ask your child to discuss their artwork with you. What did they want to represent in this piece? How did they try to show off their personality through their artwork?

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.