



HOME LEARNING SCHEDULE TATER DU



Week: 14

Week commencing: Monday 13th July 2020

Times Tables Rock Stars:

- Please complete five games every day.

SPAG.com

- Year 3s: complete last week's Subordinate Clauses and Conjunctions quiz from last week as no one did it. ☹
- Year 4s: complete the Fronted Adverbials (B) quiz.

Spelling, grammar and punctuation (SPAG):

Please try the activities on Purple Mash. They are about speech punctuation and fronted adverbials. All of the activities can be done on the screen. Can you give examples of your own?

BBC Bitesize

BBC Bitesize are offering 12 weeks of lessons at

<https://www.bbc.co.uk/bitesize/dailylessons>.

If you click on your child's year group, there are some guided lessons on English, Maths and a Foundation subject each day.

Maths:

After using TTRockstars, please try the following activities each day:

- Go onto <https://whiterosemaths.com/homelearning/> for your year group and try the activities in SUMMER TERM Week 12 (beginning 13th July – Y3 Capacity and pictograms, Y4 Symmetry). I will attach the worksheets, answers and links to the videos on our Home Learning page. You do not need to print these out – just discuss or write the answers in your book.

Reading:

- To read every day for a minimum of 15 minutes.
- Keep on top of your AR quizzes.
- Please see the Reading at Home tab on the School Website for additional suggestions on how to maintain reading at home.

Literacy:

Monday :

Can you carry on this story? Remember to use accurate punctuation, interesting words, a range of conjunctions and sentence openers (e.g. adverbial openers).



Story starter!

Eyes. Wherever you went in Watchwood Forest there were eyes.

It was home to the most beautiful and mysterious creatures in the entire realm, yet very few human eyes had ever seen it.

One day, at the time of year where it stays sunny and warm well into the evening, a little girl called Rose decided she would explore Watchwood Forest. Rose had been told by her parents and by numerous other bossy grown-ups that she was never to go into the Forest.

Now, to you and me (as the kind of people that always follow the rules), it might seem a little careless and a bit reckless and maybe even a bit foolish for Rose to find herself in such a place, especially after been told such a thing! However, Rose was not that sort of girl. In her mind, rules were there to be broken...

Can you continue Rose's story?

Tuesday:



Question time!

- ▶ Will Rose's adventure prove to be magical and fun?
- ▶ Or is Rose just about to begin a living nightmare, and seriously regret venturing out into Watchwood Forest?
- ▶ Have you ever been told to do something by someone but then done the complete opposite? Did you make the right choice?
- ▶ If you were in Rose's shoes what would you do?
- ▶ Do you think Watchwood Forest is a safe place to be? Describe your answer.
- ▶ Do you think the different characters you can see are good or bad?
- ▶ Even if a character looks nice, does it mean that they are?

Wednesday:

Sentence challenge!

Can you write a sentence that uses an apostrophe for omission?

E.g. cannot = can't I
have = I've he will= he'll
she is= she's we have=
we've will not = won't

Can you write a sentence that uses an apostrophe for possession?

E..g. Rose's eyes

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ Amongst the trees there was a deer.
- ▶ Pairs of eyes watched the girl from the shadows.

Thursday:



Perfect picture!

Can you draw one of the characters that live in Watchwood Forest?

You could then think of some adjectives to describe it.

Use interesting vocabulary (perhaps from your Purple Mash work last week) to describe your characters.

Friday:

Can you write your own story that involves a magical setting? Remember to include direct speech (accurately punctuated), adverbial openers and expanded noun phrases (adjectives). Can you include a range of punctuation?

Weekly spellings:

As we have got to the end of our programme of study for each year's spellings, I have attached an Activity Booklet to help you practise the words that are on the Y3/4 Statutory Spelling List. I have also included the Y1 and Y2 Common Exception Words if your child needs a little more support with spelling.

The Deep Blue Sea	<p>We were going to learn all about the Deep Blue Sea this half term.</p> <ul style="list-style-type: none"> • Research how to scuba dive and write a set of instructions for a new diver. • Make a tourist leaflet for people visiting Australia's Great Barrier Reef.
On going topic.	Hopefully, you have chosen a topic that interests you and started to research it yourself. Continue to create more pages for it.

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. They may choose to decorate the photo frame provided or to craft their own using card.

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. Spend some time with your child discussing all of the similarities and differences between their current class and the new class that they will be going into. For example, their lunchtime may remain the same or they will now get to learn how to play the ukulele. 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?

GOAL SETTING



Setting goals is an excellent way for your child to try and achieve things that they might not think is possible. Goal setting will also help your child to improve their confidence and self-esteem when they see that they can achieve the target they've set. Create a 'Wheel of Fortune' together. Use

the headings: Learning, Friendships, Physical Challenge, Wellbeing and Family. Under each heading, ask your child to write a goal thinking carefully about how long it will take to achieve each goal, who or what can help them and any difficulties they may have to overcome.

Below are some ideas of how your child could set out their work.

MEMORIES	ACHIEVEMENTS	SAYING FAREWELL	INDIVIDUAL QUALITIES	GOAL SETTING
				