



HOME LEARNING SCHEDULE TATER DU



Week: 8

Week commencing: Monday 1st June 2020

Times Tables Rock Stars:

- Please complete five games every day.

SPAG.com

- Year 3s and Y4s: complete the Terminology quiz.
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Spelling, grammar and punctuation (SPAG):

Words with French origins:

Ch (sounds like sh), /g/ spelt gue and /k/ spelt -que.

Practise spelling and write sentences with these words.

- Monday – chef, machine, parachute, brochure, chute.
- Tuesday – fatigue, league, rogue, tongue.
- Wednesday – vague, plague, dialogue.
- Thursday – antique, unique, grotesque, plaque.
- Friday – Can you think of any words that have the letters ch (sounds like sh), gue or que in them?

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 6 (beginning 1st June – Y3 Tenths and fractions, Y4 Adding and subtracting fractions). I will attach the worksheets 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 :



Question time!

- ▶ What does it mean to be envious?
- ▶ In my story, why might some sea creatures be envious of this fish?
- ▶ Which sea creatures may not be envious of this fish?
- ▶ Have you ever been envious of someone else?
- ▶ Do you think someone has ever been envious of you?
- ▶ Is it wrong to be envious?
- ▶ Do you think fish really have feelings?
- ▶ Should we treat fish differently to the way we treat other people?
- ▶ Would you treat a fish with no colourful pattern the same way as you would this fish?

Tuesday:



Sentence challenge!

Can you make a list of nouns that you can see in the picture? E.g. Eyes, fins, ocean.

Can you make a list of adjectives to describe each of your nouns?

Can you now write a paragraph describing the fish in great detail?

Top tip: Try to think of synonyms for 'blue'. A Google search or thesaurus might help!

Wednesday:

Sick sentences!

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

- ▶ The fish swam through the water.
- ▶ It had eyes and a pattern on its skin.
- ▶ Its mouth opened and closed as it flapped its fins.

Perfect picture!

Can you draw a picture of another creature you'd be likely to find living in the nearby waters?

Thursday:



Story starter!

The majestic creature glided gracefully through the perfect, azure waters. Its size and beautiful colours stood out in stark contrast to the murky, grey ocean floor beneath.

Many other creatures that dwelt under the sea looked on with envy at the unusual and startlingly bright colours that its appearance possessed...

Can you continue the description? Check out the sentence challenge for a bit of help!

Friday:

Can you invent your own mysterious sea creature? You could write a story about it, draw and describe it in detail or create a labelled diagram or Fact File.

Weekly spellings: (Spellings to be issued on a Monday, practised during the week and tested on Friday).

Y3 Spellings – Revision of words learnt.	Y4 Spellings – Challenge words.
difficult	accept
important	inactive
length	illegal
perhaps	submarine
position	interact
pressure	calendar
question	information
strange	adoration
special	sadly
purpose	usually

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"> • Why is the ocean blue? Go on... find out! • How many amazing shark facts can you find? Build them into a PowerPoint presentation, a poster or a fact file.
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.
Creative work.	<p>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> <ul style="list-style-type: none"> • Virtual Explorer - 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.

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| | <ul style="list-style-type: none">• Mask Making - Ask your child to use paper or cardboard and a range of materials around the home to design and create their own African mask?• Dance Around the World - 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. Encourage your child to watch the recording back and evaluate their dance.• 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.• 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? |
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