



HOME LEARNING SCHEDULE TATER DU



Week: 10

Week commencing: Monday 15th June 2020

Times Tables Rock Stars:

- Please complete five games every day.

SPAG.com

- Year 3s: complete the Present Perfect quiz.
- Year 4s: complete the Direct Speech (A) quiz.

Spelling, grammar and punctuation (SPAG):

Present perfect form.

Please try the activities in the Grammar booklet. You don't need to print it out as you can just verbally answer the tasks or write them into your Home Learning book. There are guidance and the answers at the back of the booklet.

- Monday – Fairy Tale Town.
- Tuesday – Humpty Dumpty's Sentence Challenge.
- Wednesday – Puss in Boots auxiliary verbs.
- Thursday – Troll's Present Perfect Sentences.
- Friday – Fairy Tale Present Perfect Story.

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 8 (beginning 15th June – Y3 Adding and subtracting fractions, Y4 Decimals). 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 :



Story starter!

Danny's flippers swished the water up and down as he moved silently in the sombre shadow of the enormous beast. He could hear his own heart beating like a drum inside his chest as he fixed his gaze on the shark. He looked closely at the markings on the shark's body as the two glided through the water in silence. "Wherever the shark decides to go," thought Danny, "I'm following!". He put all his strength into keeping up with the king of the underwater playground. He was determined that their adventure would last as long as was possible.

Can you carry the story on?....

Tuesday:



Sentence challenge!

'swished the water' is an example of Onomatopoeia. Using words which mimic the sound of the object or action they refer to is a powerful tool in writing. Can you think of other sound words linked to this picture and make a sentence?

Sick sentences!

These sentences are sick and need your help to get better.

- ▶ The shark was big. The man was smaller. The shark swam up high. The man swam under him.

Wednesday:



Question time!

- ▶ Why is Danny swimming underneath the shark?
- ▶ What were the markings on the sharks body from?
- ▶ Why is the shark not eating Danny?
- ▶ Where might the shark lead Danny on their adventure? Is he happy to be followed by a diver? Has he noticed Danny is there?

Thursday:



Perfect picture!

What do you think Danny and the shark will see on their adventure? Can you draw some things they might find under the sea?

Friday:

Can you invent your own story about going on an underwater adventure with a sea creature? Remember to include direct speech (accurately punctuated), adverbial openers and expanded noun phrases (adjectives). Can you include a range of punctuation?

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 – Revision of words learnt.
pleasure	expression
island	musician
dislocate	reluctantly
disadvantage	group
decide	scene
survey	circle
exactly	solar
bravely	supermarket
ordinary	bicycle
promise	except

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"> • Create a picture dictionary of plants and creatures of the ocean. • Find non-fiction books or information on the internet about the oceans and seas. Use them to find out about the sea creatures of the world. Write down any new facts you have learnt.
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 space. Learning may focus on our Solar System, the Sun and the Moon. It could look at life in outer space from the view of an astronaut and travelling through space.</p> <ul style="list-style-type: none"> • Our Solar System- Encourage your child to think about what they already know about space and create a mind map. Can they name the planets in our solar system? Can they remember them in order or create their own mnemonic to help them? Ask your child to research the characteristics of the planets e.g What is it made

of? What size is it? How close to the Sun is it? Temperature? Can they create a fact file, PowerPoint or Google Slide presentation on a planet of their choice?

- Blast off!- Ask your child to design a new spacesuit suitable for an astronaut. They will need to consider which materials would be most suitable, comfort for the astronauts and the temperature in space. Encourage them to design a logo for the spacesuit too. Perhaps they could make this using materials from around the home?
- Astronaut Aerobics- Astronauts have to be fit and agile for their missions to space. Ask your child to design an obstacle course in your garden or home space and put your agility to the test! Can you find your pulse and count your heart rate before and after exercising?
- Out of this World- Ask your child if space travel was made more accessible and they could go on holiday to space, would they like to be the first space tourist? Can they think of arguments for and against being the first space tourist? Is it unethical for millionaires to spend their money on space tourism or should they spend all their money on reducing poverty? Ask them to prepare a speech about this discussion point.
- One Giant Leap for Mankind - Ask your child to find out about Neil Armstrong. Who was he and what challenges did he have to overcome during his life? Can they write a biography or create a piece of drama about Neil Armstrong's life and achievements?

STEM (Science, Technology, Engineering and Maths)

Making Instruments

Mission X – Jump Training

- Stronger bones help astronauts stay safer while performing all of their assigned tasks – whether in a space vehicle, on the moon, Mars, or once back on Earth.
- Your bones become stronger when you do exercises that support your weight, such as running or jumping. Train like an astronaut by skipping on the spot for 60 seconds without stopping. Rest for 30 seconds. Repeat three times. Vary and extend by adding jumping jacks, travelling forward and by increasing length of time.

<https://www.stem.org.uk/system/files/elibrary-resources/2019/02/JumpForTheMoon%20-%20Student.pdf>

- Sign up and access all of the Mission X resources with this link:
<https://www.stem.org.uk/missionx>