Year 3/4 Home Leaning Autumn - **Week Beginning – 1st February 2021**

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Book of choice for 20 – 30 minutes	**Reading** Book of choice for 20 – 30 minutes	**Reading** Book of choice for 20 – 30 minutes	**Reading** Book of choice for 20 – 30 minutes	**Reading** Book of choice for 20 – 30 minutes
English – Reading Can you remember where we have got up to in our story? Lila is about to go into the Grotto of the Fire-Fiend. How do you think she is feeling? Listen to Chapter 5 – audio clip. Think: What is the air like inside Razvani's Grotto? Who are the ghosts? Does this chapter show us what is really important? What do you think the three gifts are and how did Lila show them? **English – Following a Play Script** Resource: Following a Play Script – Monday. Today we are thinking about how we can bring The Firework Maker's Daughter book to life. Work through the slides and listen to the different extracts. Look at the play	**English – Planning a Play Script Using a Storyboard** Resource: Planning a Play Script – Tuesday. Begin by listening again to Chapter 5 – audio clip and look at the questions on slide 3 of Planning a Play Script – Tuesday. Today we are going to choose a section of the chapter and design a storyboard, which we will turn into a play script next week. Look at slide 4: Which characters are in this chapter? There are some images to help: Character Display Posters. Work through the slides, really thinking about the characters. What might they say? How might they behave? What actions might they do? It might be helpful to make notes that you can use later on.	**English – Writing Storyboard** **This is following on from yesterday's lesson.** Activity: Choose a **short section** of the chapter and using Grotto Storyboard Activity Sheet map out your ideas for your play script. There are 3 different sheets – please choose the one that is appropriate for you. Use the information you know about the characters and the text and begin planning your storyboard. You need to include the following: • Pictures and speech bubbles for the characters – this will be used as dialogue. Make sure you include enough characters and think about the punctuation - ?! • Text underneath the boxes that explains what is happening – this will be used for stage directions. Top tip: remember to include adverbs to explain how something is said or	**English – Grammar** Today we are going to look at and recap expanded noun phrases. Can you remember what they are and what they do? Look at the video and work through the activities at https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f Challenge: Adjectives for Effect sheets. There are 3 levels – choose one for your ability. Use the answers to mark your own work before posting on Seesaw. **English – Spellings** Please use the activities on the following links to practise: **Year 3 – Sounds spelt 'ch'** https://spellingframe.co.uk/spelling-rule/19/16-Words-with-the-sound-spelt-ch-(mostly-French-in-origin)	**English - Reading Comprehension** Please complete the reading comprehension – *Pet Care of a Dog*. Think about the genre of the text (fiction, non-fiction, poetry) before you answer the questions and make sure you think about or discuss any unknown words. When you answer the questions, remember to think carefully about what the question is asking you. Underline evidence in the text if needed and write your answers in full sentences where required please. N.B. There are 3 levels of text – choose one for your ability. Use the answers to mark your own work before posting on Seesaw.

script slides – do you remember any of the features of a play script? Activity: Use the resource Razvani Grotto Play Script to act out the scene with Lila and Razvani, adapting your voice and adding actions according to the stage directions. There are 3 levels of text – please select the one appropriate for you. You will need to practise this several times – you do not need to learn the script off by heart. When you have finished rehearsing, and if you are able to, please post a video clip of you acting the scene out on Seesaw. Hint: If you are unable to act this out with anyone, you could make puppets and put on a puppet show!	Activity: Choose a **short section** of the chapter and using Grotto Storyboard Activity Sheet map out your ideas for your play script. There are 3 different sheets – please choose the one that is appropriate for you. **You will have today and tomorrow to complete this – you may want to use today to organise your ideas and tomorrow to write the storyboard.** Use the information you know about the characters and the text and begin planning your storyboard. You need to include the following: • Pictures and speech bubbles for the characters – this will be used as dialogue. Make sure you include enough characters and think about the punctuation - ?! • Text underneath the boxes that explains what is happening – this will be used for stage directions. Top tip: remember to include adverbs to explain how something is said or how something happens, e.g. quickly, loudly, urgently, quietly.	how something happens, e.g. quickly, loudly, urgently, quietly. Remember, the more information you include, the easier it will be to convert your storyboard into a play script. Extension Activity: What do the following words mean? Use a dictionary to help you. • Foolish • Talented • Stubborn • Determined • Courageous • Thoughtful For each of these personality traits, can you think of an event in the story that shows when Lila demonstrated these traits? For example, Lila was hasty and hot-headed when she rushed home and packed a bag to go off to Mount Merapi in search of the Royal Sulphur.	**Year 4 - Suffixes** https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable Challenge: Write your spelling words in sentences, demonstrating that you understand the meaning of them.	

Times Tables Don't forget to log onto TTRS and play. Spend time practicing in the 'Garage' levels on the tables that you need to work on.	**Times Tables** Don't forget to log on to TTRS and do a few 'Sound Checks' can you achieve 25 out of 25 when you only have 6 seconds to answer a question?	**Times Tables** Don't forget to log on to TTRS and complete some 'Studio' Time. When you have been on the Studio 10 times TTR will generate an average response time for you. The aim is to improve your response time. Take care the response time can go both ways quicker and slower! We report the quickest and the most improved response times in the school newsletter each term.	**Times Tables** Don't forget to log onto TTR and play. Want to play against others? Go to the 'Area' and race your classmates or go to the 'Festival' to race the world.	**Times Tables** Don't forget to log onto TTR and play. Want to set a challenge for a friend or a member of school staff to beat? Go to 'Rockslam' to set the score for them to beat
Maths – Year 3 **Subtract money** Watch the video https://vimeo.com/498297373 and complete the worksheet **Monday –Subtract money** Mark your work at the end and pop your score in the comments section	**Maths – Year 3** **Give change** Watch the video https://vimeo.com/499227948 and complete the worksheet **Tuesday –Give change** Mark your work at the end and pop your score in the comments section	**Maths – Year 3** **Make tally charts** Watch the video https://vimeo.com/500377891 and complete the worksheet **Wednesday –Make tally chart** Mark your work at the end and pop your score in the comments section	**Maths – Year 3** **Draw pictograms** Watch the video https://vimeo.com/500379996 and complete the worksheet **Thursday –Draw pictograms** Mark your work at the end and pop your score in the comments section	**Maths – Year 3** **Interpret pictograms** Watch the video https://vimeo.com/500378019 and complete the worksheet **Friday –Interpret pictograms** Mark your work at the end and pop your score in the comments section
Maths – Year 4 This week, we will be learning about area. I have attached a page from BBC Bitesize to help refresh your memory ☺ https://www.bbc.co.uk/bitesize/guides/ztndmp3/revision/1	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Counting Squares** https://vimeo.com/500381471	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Making Shapes** https://vimeo.com/500864228	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Comparing Area** https://vimeo.com/501678823	**Maths – Year 4** A different kind of learning today, I have two different area activities for you to try. They also include perimeter, which you were fantastic at in school. Chose one, or do both, that's up to you!

Watch the video and complete the accompanying worksheet. **What is Area?** https://vimeo.com/499229510 Mark your work at the end and pop your score in the comments section on SeeSaw.	Mark your work at the end and pop your score in the comments section on SeeSaw.	Mark your work at the end and pop your score in the comments section on SeeSaw.	Mark your work at the end and pop your score in the comments section on SeeSaw.	They are labelled as 'Friday Challenge 1' and 'Friday Challenge 2' on the website. Afterwards, I have found lovely story, related to our Maths, which I thought would be lovely for a Friday. Spaghetti and Meatballs for All – A Mathematical Story https://www.youtube.com/watch?v=jN_GmgeU5cw
Foundation Subject - Science Using the 'Solids, liquids, gases' pdf (or create your own boxes), draw a solid, a liquid and then a gas in the top row of boxes. For example a table, glass of water, cold breath. Now watch the Seesaw videos that explain what particles look like for the different states. What do we notice about the jars and beans? How do they move? How much can they move? Are they a solid, liquid or gas? If you want to re-create these then we would love to see your thoughts and descriptions.	**Foundation Subject - Science** Today we are going to explore what happens when we use bubble solution. This is a fun investigation for you to do at home – be inventive with resources. You could use straws, string, a whisk, a hula hoop if you have one, your fingers, wire (with a grown up) and anything else you think might make a bubble shape. You will need a tray, the sink or maybe the bath to make a bubble solution. Here are some clips that you may find useful: https://www.youtube.com/watch?v=Kg9nF8yXtww https://www.thecreationstation.co.uk/inspiration/how-to-make-giant-bubbles-makeitmonday	**Foundation Subject – RE** Please read through the power point **Hindu places of pilgrimage** watch the clips attached and work through the tasks.	**Foundation Subject – DT** **Creating Bath Bombs** Can you follow the instructions for making homemade bath bombs? https://www.youtube.com/watch?v=wieE0wSVXOQ **Note: Please make sure you have adult supervision and don't use any products that you may be allergic too.** You will also need a large water tray so that you can watch your bath bombs fizzing. This is to see what happens when they are placed in water (a bath).	**Foundation Subject – Music** Use the Potions Music Booklet on the website. Lesson 4: Today we are looking at rests in music. Start by clapping out the rhythms on the Rhythm Cards PDF. Can you name the crotchets and quavers? Do we always hear something when we are listening to music? Is there ever silence in a piece of music? What do we call this? How is this shown in musical notation? Look at Crotchets Quavers and Rests PowerPoint. Activity: Work through lesson 4 in the booklet. Write your own rhythm using crotchets, quavers and crotchet rests.

https://www.bbc.co.uk/bitesize/clips/zpbvr82 Now draw the particles into the bottom three boxes under your chosen solid, liquid and gas. Challenge: Can you get your family to act like a solid, liquid and a gas? Does your movement change between states? Do you need to stay close to each other? Can you move as a solid? Can you move as a liquid? Can you move as a gas? Upload your findings to Seesaw and enjoy!	Using a bubble solution, investigate and explore blowing bubbles – using bubble wands, hula hoops and straws (or chosen items). Can you make big bubbles, tiny bubbles? How long can you make a bubble last? Can you make a double bubble? Do you know how the bubbles keep their shape? What makes them round? What are they full of? (Bubbles are round because the molecules inside the bubble (air) is trying to get out of the bubble. Equally, on the outside, there are molecules pushing in on the bubble surface. So the two forces, force the bubble to be round.) Can you make square or triangular bubbles using craft wire? What happens to the non-circular bubbles? Challenge: Do bubbles last longer in different temperatures? Can you freeze a bubble? Blow a bubble into the chilled air outside – how long does it last (time using a stopwatch). Blow around 5 bubbles and identify the overall or most popular time. Blow bubbles onto a tray of ice (outside) and observe what happens		What scientific processes are occurring? Good Luck! **Alternate Activity** If you do not have these types of items at home, then don't worry. Here is an alternative task, related to this week's learning. Watch this video, https://www.youtube.com/watch?v=ksXoY-8pZ7Q, can you create a diagram and poster that explains the process of reactions from a bath bomb?	

	to the bubbles. Do they freeze? How long do they last? Now have a go inside – again, observe them, how long do they last?			
Foundation Subject – Topic Today we are going to make a sticky substance called putty! **It can get very messy, might need aprons / old clothes and trays for spillages.** You will need water (1 cup) and corn flour (2 cups), some food dye and a mixing bowl. Tip all ingredients into the bowl and mix. What do you notice when you squeeze the putty through your fingers? The more pressure you put on the putty, the harder it gets and the less pressure the softer and more liquid like it gets. Discuss whether it's a liquid, solid or gas and why. Video for making: https://www.youtube.com/watch?v=psrXCVkOmn8 from 2:00.	**Keep Active** ***PE at Home- Lesson 4.*** Lesson Objective: To develop under arm throw accuracy. In this lesson you will take part in 3 different throwing challenges, which focuses on developing the under arm throwing technique. Make sure you watch the video demonstration on SeeSaw, as well as download the activity cards on the Help with keeping active page. Have fun and send your scores to Mr Deverall by emailing sports@holyportprimaryschool.co.uk	**Foundation Subject – PSHE** Congratulations on planning your event, hopefully one day soon you may be able to put your plans into action and create your amazing fundraising idea. This week, we will be moving onto taking responsibility with money. I would like you to read the story, found on this website, https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2, play the activity and the take the quiz and let us know your results on SeeSaw.	**Foundation Subject – Computing** Visit https://www.barefootcomputing.org/homelearning on this website there are lots of amazing activities for you to try at home. Make sure you are only doing 1 a week though, otherwise we will run out! **Recommended this week – Dance Moves**	**Keep Active** **Virtual School Games** The second week of the winter Olympics. If you have not submitted your scores to Mr Deverall, there is still time. If you have done the challenges already, keep trying them, when you keep practising and get used to the challenges, your scores will improve! Email sports@holyportprimaryschool.co.uk to send your scores to Mr Deverall. He would love to see how you got on, including videos and pictures so he can provide you with coaching points! **You have to be in it to win it!**