Year 3/4 Home Leaning Autumn - **Week Beginning – 11th January 2021**

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| **Something Active – 45 Minutes**<br>Joe Wicks PE Work Out (9am)<br>Cosmic Yoga<br>Fitness Challenges | **Something Active – 45 Minutes**<br>Cosmic Yoga<br>Fitness Challenges | **Something Active – 45 Minutes**<br>Joe Wicks PE Work Out (9am)<br>Cosmic Yoga<br>Fitness Challenges | **Something Active – 45 Minutes**<br>Cosmic Yoga<br>Fitness Challenges | **Something Active – 45 Minutes**<br>Joe Wicks PE Work Out (9am)<br>Cosmic Yoga<br>Fitness Challenges |
| **Reading**<br>Book of choice for 20 – 30 minutes | **Reading**<br>Book of choice for 20 – 30 minutes | **Reading**<br>Book of choice for 20 – 30 minutes | **Reading**<br>Book of choice for 20 – 30 minutes | **Reading**<br>Book of choice for 20 – 30 minutes |
| **English - Predicting**<br>This term we are reading the book *The Firework-Maker's Daughter* by Philip Pullman. We will read out chapters to you and post them so you can read the text with us.<br>Please use the Images PDF on the website for today's lesson.<br><br>Look at the cover of the book:<br>• What can you see?<br>• What might the story be about?<br>• What sort of story might it be – genre?<br>• Who might like to read it?<br>Read the blurb:<br>• Were any of your predictions so far correct? | **English – Character Descriptions**<br>Listen to Chapter 1 – Audio Clip.<br>Think: What have you found out about the character of Lila? Who is she? Where does she live and with who? What does she look like? Were any of your predictions from yesterday correct?<br><br>Think about the characters mentioned in the book so far:<br>• Lila<br>• Lalchand<br>• Chulak<br>• Hamlet<br>• King<br>• Razvani | **English – Letter Writing**<br>Recap: What did Lalchand find out at the end of Chapter 1? Read Chapter 2 – Text Extract. How is Lila feeling and why? Where is she going? What is her quest? What do you think she might take with her?<br><br>Imagine you are Lila. What would you write in the letter to your father? Look at How to set out an Informal Letter and remind yourself of the layout. Remember Lila is writing to her father who she knows and so informal language is used.<br><br>Activity: Imagining you are Lila, write a letter to Lalchand, your father, explaining that you have learnt | **English – Grammar**<br>Recap: What is a preposition? Can you find the word *position* in it? What might that tell you? Watch the video and complete the activities at https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd<br>Challenge: Use prepositions in sentences of your own.<br><br>**English – Spellings**<br>Please use the activities on the following links to practise:<br>**Year 3 – Suffixes**<br>https://spellingframe.co.uk/spelling-rule/101/24-The-suffixes%E2%80%93ment%E2%80%93ness%E2%80%93ful%E2%80%93less-and%E2%80%93ly | **English - Reading Comprehension**<br>Please complete the reading comprehension – *Pet Care of a Bearded Dragon*. 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.<br><br>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.<br><br>N.B. There are 3 levels of text – choose one for your ability. Use the answers |

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| • What is a firework?<br>• What might a firework-maker's daughter do?<br>Think about:<br>• Where does Lila go on her journey?<br>• What is the secret she sets out to find?<br>Activity: Draw a picture with speech bubbles, comic strip or write a descriptive paragraph depicting where you think Lila will go on her journey and what she will find. Use the Images PDF to help you. | Activity: Draw and label each character as you imagine them from the text. Can you think of at least 3 adjectives / phrases to describe each character? For example, *messy, cruel, long dusty hair, fire fiend.* Make sure you explain who each character is, e.g. Firework Maker, boy. You will need to listen to the clip again and pause it as you make your notes.<br><br>Challenge: What does the phrase *'pestilential boy'* mean? | everything you need to and are now off to find the Royal Sulphur from Razvani, the Fire-Fiend. Please explain your ideas in detail and write in paragraphs. Remember to polish your work when you have finished.<br><br>**English – Reading**<br>Listen to Chapter 2 – audio clip.<br>Think: What is the rest of the secret? How does Lalchand feel when he realises Lila has gone? What effect does the cliff-hanger ending have on the reader? | **Year 4 - Prefixes**<br>https://spellingframe.co.uk/spelling-rule/11/4-More-prefixes-1-of-3<br><br>Challenge: Write your spelling words in sentences, demonstrating that you understand the meaning of them. | to mark your own work before posting on Seesaw. |
| **Times Tables**<br>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**<br>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**<br>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**<br>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**<br>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 |

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| **Maths – Year 3**<br>**Related calculations**<br>Watch the video<br>https://vimeo.com/486330232<br>and complete the worksheet<br>**Monday – Related calculations**.<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 3**<br>**Multiply 2 digits by 1 digit**<br>Watch the video<br>https://vimeo.com/486513593<br>and complete the worksheet<br>**Tuesday – Multiply 2 digits by 1 digit.**.<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 3**<br>**Multiply 2 digits by 1 digit**<br>Watch the video<br>https://vimeo.com/489850121<br>and complete the worksheet<br>**Wednesday – Multiply 2 digits by 1 digit.**<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 3**<br>**Divide 2 digits by 1 digit**<br>Watch the video<br>https://vimeo.com/489844871<br>and complete the worksheet<br>**Thursday – Divide 2 digits by 1 digit**.<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 3**<br>**Divide 2 digits by 1 digit**<br>Watch the video<br>https://vimeo.com/489845622<br>and complete the worksheet<br>**Thursday – Divide 2 digits by 1 digit**.<br>Mark your work at the end and pop your score in the comments section |
| **Maths – Year 4**<br>Watch the video and complete the accompanying worksheet.<br>**11 and 12 Times Tables**<br>https://vimeo.com/490692507<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 4**<br>Watch the video and complete the accompanying worksheet.<br>**Multiply 3 Numbers**<br>https://vimeo.com/491109801<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 4**<br>Watch the video and complete the accompanying worksheet.<br>**Factor Pairs**<br>https://vimeo.com/491282075<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 4**<br>Watch the video and complete the accompanying worksheet.<br>**Efficient Multiplication**<br>https://vimeo.com/492101020<br>Mark your work at the end and pop your score in the comments section. | **Maths – Year 4**<br>Watch the video and complete the accompanying worksheet.<br>**Written Methods**<br>https://vimeo.com/491687378<br>Mark your work at the end and pop your score in the comments section. |
| **Foundation Subject -Topic**<br>Look at the historical herbal potions information. Discuss the reasons that the potions were made (what were they used to treat). Do you think that these are modern potions? Are they all from the same time period? Justify your answers. | **Foundation Subject – RE**<br>Read and work through the power point 'Special Journeys'<br>Your tasks are in the power point. | **Foundation Subject – Science**<br>**Time for Wacky Races!**<br>Today you are going to be carrying out an investigation. You are going to be testing how long it takes five different liquids to reach the bottom of a slope.<br>Firstly, you need to plan how you will carry out your investigation. I want you to think about how you | **Foundation Subject – Music**<br>Find the Music booklet on the website: Familiarise/read through some of the key musical vocabulary at the front.<br>**Lesson 1**: Today you are going to listen and appraise 4 pieces of music all about potions. As you listen to each piece, write down what you feel and can hear in the boxes. | **Foundation Subject – Art / DT**<br>Can you create a potion bottle of your own?<br>Last week you looked at different designs, so you should have good knowledge of how unique and different they all are.<br>This week, you need to create a plan for your own potion bottle and think carefully about what it's used for. |

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| Look at the website with the herb list.<br>https://www.herbwisdom.com/herblist.html<br>Do you recognise any herbs? Do you have any in your kitchen or garden? Choose some you have heard of and discuss their health benefits.<br><br>Design your own potion to treat something. Write a summary of what it will treat, what ingredients you will use and how you will make the potion. Use the historical herbal potions as a guide. | | will make it a fair test. Check with your adult as to which liquids you may use. Some examples include: water, ketchup, cooking oil, washing up liquid, lemonade or treacle.<br><br>Discuss your plan with your adult. Think about how many times you will test each liquid? What volume of each liquid you will use? Do you need another person to help you with a timer?<br><br>Begin writing the Aim, Equipment and Method. Once onto the Results, draw a results table and fill in predictions for each liquid rating them 1-5 (quickest to slowest). Ensure there is space in the table for three times/liquid.<br><br>Once you are happy with your plan. Test the rates at which liquids flow (viscosity) down a ramp or sloping piece of guttering. Time how long it takes for five different fluids to reach the bottom. Record your findings in a table and draw conclusions. | **Challenge**: can you guess the book or film that they are from?<br><br>Tracks:<br>• *Alice's Theme - Alice in Wonderland* https://www.youtube.com/watch?v=Ce0dZbPOepE<br>• *Poor Unfortunate Souls – The Little Mermaid* https://www.youtube.com/watch?v=xfkkMHieqcI<br>• *Polyjuice Potion – Harry Potter and the Chamber of Secrets* https://www.youtube.com/watch?v=GU1VIItcsyA<br>• *The Secret of the Magic Potion – Asterix* https://www.youtube.com/watch?v=-64kgGrZ9sk | For example, you could do a heart shaped bottle for a love potion OR a trophy shaped bottle to make you the best footballer in the world.<br><br>**Extension –** Can you make your bottle real? You can use anything that you have at home. The computer, playdough, clay or anything you can think of to create your own potion bottle at home ☺ |

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| | | Why are some liquids faster than others? Were there any aspects of your experiment that you would improve? Was it a fair test? | | |
| **Foundation Subject – Spanish**<br>Buenas tardes!<br>Log on to Languagenut and go to the vocab trainer/How I look/ section 4.1 Body parts. Listen to the pronunciation of the words and carry out some practice games. Try some practice from each of the reading, writing, speaking and listening sections.<br>If you need your login, please ask your teacher via Seesaw. | **Keep Active**<br>Lesson Objective- To develop catching skills. Practice the 3 catching techniques, Cup Catch, Crocodile Catch and W Catch. First practice each skill for 3 minutes, then see how many catches you can do in a row without dropping the ball. For the final task, using a timer, time 30 seconds and see how many catches you can get in that time!<br><br>For more guidance, watch the demonstration video, you can also use the Activity card provided, which offers coaching points and ways of making the challenges easier or harder, this can be found on the Keeping active page on the school website. | **Foundation Subject – PSHE**<br>Visit https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks2<br><br>Scroll down until you find the story, once you've read the story….Can you plan your own fundraising idea? Think about what you would be great at! Everyone at this time needs a little bit of smiles, so who knows soon you may be able to actually try your idea out! | **Foundation Subject – Computing**<br>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!<br><br>**Recommended this week – Going Wild** | **Keep Active**<br>Keep Active<br>Lesson Objective-To take part in Virtual School Games challenges. The event is called Fitness Frenzie. All of the guidance, including video demonstrations are on the school website, under the Keeping Active Page. Send in your scores to Mr Deverall by emailing sports@holyportprimaryschool.co.uk |