Year 3 and 4 - During your time of self-isolation this is our recommended timetable of tasks for you. Week Beginning 11th May 2020. Please pick and choose the bits you feel are appropriate.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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| 9-9:30 – Joe Wicks PE Work Out<br><br>Check out Joe Wicks' YouTube page to follow his morning workout! It is Fab!<br><br>OR keep active with Mr Deverall<br>https://www.holyportprimaryschool.co.uk/help-with-keeping-active/ | 9-9:30 – Joe Wicks PE Work Out<br><br>Check out Joe Wicks' YouTube page to follow his morning workout! It is Fab!<br><br>OR keep active with Mr Deverall<br>https://www.holyportprimaryschool.co.uk/help-with-keeping-active/ | 9-9:30 – Joe Wicks PE Work Out<br><br>Check out Joe Wicks' YouTube page to follow his morning workout! It is Fab!<br><br>OR keep active with Mr Deverall<br>https://www.holyportprimaryschool.co.uk/help-with-keeping-active/ | 9-9:30 – Joe Wicks PE Work Out<br><br>Check out Joe Wicks' YouTube page to follow his morning workout! It is Fab!<br><br>OR keep active with Mr Deverall<br>https://www.holyportprimaryschool.co.uk/help-with-keeping-active/ | 9-9:30 – Joe Wicks PE Work Out<br><br>Check out Joe Wicks' YouTube page to follow his morning workout! It is Fab!<br><br>OR keep active with Mr Deverall<br>https://www.holyportprimaryschool.co.uk/help-with-keeping-active/ |
| English task – 60 seconds Reading Comprehension – Wooden Allfather<br><br>English Task – Play Scripts<br>What is your favourite film? Which characters are in it? How do you think the actors learnt their words? The film would have originally been written as a screenplay, or play script.<br>Watch<br>https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/zx8kng8<br>What do you think needs to be in a play script? Think about the characters, setting, dialogue, directions and layout of the writing. Using the *Play Script Features* sheet, can you colour-code the different parts?<br><br>English Task – Spellings<br>Look at the word list and play some games to learn the spelling patterns. | English task – 60 seconds Reading Comprehension – Gary's Big Adventure<br><br>English Task – Write your Play Script<br>Go to https://www.literacyshed.com/a-shed-full-of-animations.html and watch the clip *Ruckus*. Over the next few days we would like you to write a script for the two brothers, Frank and Jason. You do not have to write a script for the whole clip, just a section of it. You may wish to start when the brothers are waiting for the train. Please start the dialogue (speech) for the characters today. Remember to set it out correctly and use a variety of punctuation. Use *Features of a Playscript* to help you. Remember to set the scene at the beginning. It would be advisable to write on every other line for this task. | English task – 60 seconds Reading Comprehension – The Official Safe-Tea Shelter<br><br>English Task – Write your Play Script<br>When you have completed the dialogue, we would like you to go back through the script and add the stage directions in. You may wish to use a different colour to do this, so that it is obvious when you are reading the script. Remember to think about how the characters are speaking and if you need to give them any additional directions. Use *Features of a Playscript* to help you.<br><br>Read through your completed play script. Are you happy with it? Do you need to add any extra detail? | English task – 60 seconds Reading Comprehension – People of the Rainforest<br><br>English task – Performance<br>Practise and perform your script with a member of your family. Remember to make sure everyone follows the stage directions carefully.<br><br>Can you send us a video of your final performance? | English task – 60 seconds Reading Comprehension – The Hunter With a Heart<br><br>English task - SPAG<br>We thought you might like this game for the end of the week! You can choose a certain area to work on or pick 'free play', which is a mixture of them all.<br>https://www.bbc.co.uk/bitesize/topics/zkbkf4j/articles/zbm8scww<br><br>English Task – Spellings<br>Test yourself |

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| Weekly Spellings<br>Practice your words and then test yourself at the end of the week. There are lots of games to choose from.<br>Blue Group - https://spellingframe.co.uk/spelling-rule/24/21-Homophones-and-near-homophones-1-of-4<br>Red Group - https://spellingframe.co.uk/spelling-rule/14/9-Words-with-endings-sounding-like-ture | | | | |
| Times table practise<br>Use TT Rockstars, Maths frame or Hit the button to practise:<br>Year 3 – Mixed multiplication<br>Year 4 – Mixed multiplication<br><br>Try Maths problems of the day 16 – Challenge yourself with page 2. | Times table practise<br>Use TT Rockstars, Maths frame or Hit the button to practise:<br>Year 3 – Mixed multiplication<br>Year 4 – Mixed multiplication & division<br><br>Try Maths problems of the day 17 – Challenge yourself with page 2. | Times table practise<br>Use TT Rockstars, Maths frame or Hit the button to practise:<br>Year 3 – Mixed multiplication<br>Year 4 – Mixed multiplication & division<br><br>Try Maths problems of the day 18 – Challenge yourself with page 2. | Times table practise<br>Maths frame - 25 mixed questions with a 6 second timer.<br>https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check<br><br>Try Maths problems of the day 19 – Challenge yourself with page 2. | Times tables<br>99 Club<br><br>Try Maths problems of the day 20 – Challenge yourself with page 2. |
| Maths – Time Please use every opportunity to practise telling the time. As last week, please choose the bits that you feel are most relevant. Please write down the time that you start and finish each task. | | | | |
| Maths Task Year 3<br>Units of time<br>Please complete section A and B<br>Challenge: set C | Maths Task Year 3<br>Seconds, minutes and hours<br>Please complete set A and B<br>Challenge: set C | Maths Task Year 3<br>Race times<br>Please complete challenges 1 and 2<br>Challenge: set C | Maths Task Year 3<br>Calendars<br>Please complete section A and B.<br>Challenge: set C | Maths Tasks Years 3<br>Maths Online<br>Please logon to Mathletics and choose a time activity to consolidate what you have learnt this week. |

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| Maths Task Year 4<br>**Time Project!**<br>Today, I would like you to be a bit creative with time. Do not worry, you can have a few days to work on it, so maybe plan and then create what you would like to do!<br><br>I want you to imagine that you are teaching an alien, and to try and use all of your knowledge about time to create an explanation. You can video yourself speaking, create a Power Point, make a little role play or use your imagination and come up with something else that will amaze us!<br><br>If you want some inspiration, watch this video of two people that I used to watch every day afterschool!<br>https://www.bbc.co.uk/bitesize/clips/zqkwmp3 | Maths Task Year 4<br>**Time Project Continued…**<br>Spend the day finishing and editing/polishing your projects!<br><br>If you really need more time, spend another day on it!<br><br>We are all going to be looking forward to seeing all of your creations! ☺<br><br>Have fun! | Maths Task Year 4<br>**A Day in the Life of a Footballer - Tell the Time**<br>Mr Berry has always dreamt of being a footballer; however, he has never been great with telling the time. He has heard about all the hard work you have all been doing and would like you to help him plan what a day would be like as a footballer.<br><br>Can you complete the activity and help Mr. Berry decide whether or not he can still achieve his dream of being a footballer or if he should stick to being a teacher?<br><br>There are three different star challenges, so pick the one that you think you will do the best at! | Maths Task Year 4<br>**Maths and Geography – All the Time in the World**<br>Have a look through the PowerPoint about time around the world. Did you know that time is different everywhere you go? How interesting!<br><br>That means when you are going to sleep, someone else in the world is eating breakfast! I was also thinking, I wonder who Santa goes to visit first. I wonder if you could answer that after you have finished all of your work.<br><br>Can you use the poster provided as a help sheet to work out what time it is all around the world?<br><br>There are three different star challenges, so pick the one that you think you will do the best at! | Maths Task Year 4<br>Maths Online<br>Please logon to Mathletics and choose a time activity to consolidate what you have learnt this week. |
| Meditation & Calm Down: Cosmic Kids Yoga (YouTube) | | | | |

| Topic - History | Topic - Geography | Topic – Art & Design | RE – Pentecost | PHSE – Healthy Eating |
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| Find out about the job of an archaeologist using books and the web. Find out how archaeology helps us find out about the past. Visit the BBC History website to learn about methods used, how finds are recorded and how excavations are carried out. Record their findings in a mind map. Then suggest a list of questions that an archaeologist might ask when researching prehistoric Britain.<br><br>Although Britain's earliest people could not write things down, their bodies, ornaments, weapons and other surviving items give us clues about what prehistoric life might have been like.<br>Challenge:<br>Can you find any other professionals that might work with archaeologists to build a fuller picture of the past?<br>Some suggested links:<br>https://www.youtube.com/watch?v=zOJlCdMvWAI<br>This first link helps with this week's Geography too.<br>http://www.bbc.co.uk/history/ancient/archaeology/<br><br>https://www.youtube.com/watch?v=FQtlqyv-llA | Look at a range of aerial images provided. Which of these places would an archaeologist consider worth investigating and why? Sort the aerial images into two groups: locations that seem worth investigating and those that do not. Discuss what kind of evidence an aerial photograph reveals to help an archaeologist decide where to excavate. Look for traces of boundaries, shapes and patterns in the landscape and suggest what they might be. Label images or make notes to show your ideas.<br><br>See Aerial images pdf and Aerial images points to discuss info pdf. | Investigate the designs of the Beaker folk, who were thought to have come to Britain from Europe during the Bronze Age. Draw their distinctive shapes and patterns on paper. Design and make their own clay beakers, decorating coiled pots with patterns in the Beaker folk style, using clay tools. Clay, salt dough, plasticine or even papier-mâché could be used. You could even use Lego but describe how you would finish off the Beaker pot.<br><br>Patterns could include dots, circles, zigzags, vertical and horizontal lines. Photograph your finished beaker.<br>See 'Beaker Pot Examples and Beaker Pot Instructions pdfs.' | Remembering the story of Pentecost, look at the images provided (Pentecost Images doc). Which parts of the story of Pentecost do they remind you of? Which images do you prefer and why? How do you think the disciples are feeling?<br><br>Activity: Make yourself a Pentecost Windmill to remind you that although we cannot see the wind or the Holy Spirit, their power is still around us. | This week we are thinking about the different types of foods we eat. This is hopefully a recap, as you will have done this before!<br><br>Look at the information in the Eatwell Guide Poster or Power Point. What types of foods are there? Why are they good for you? Which types of food are not so good for you? Remember: everything in moderation.<br><br>Activity: Complete My Healthy Eating Food Pyramid sheet or Healthy Eating Code Breaker sheet |