Year 3/4 Home Learning Spring 2 **Week Beginning – 29th March 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	**GOOD FRIDAY**
English – Drama This term we are reading the book *Charlotte's Web* by E. B. White. We will read out chapters to you and post them so you can read the text with us. Here is a link you can use to follow the book along with us: https://cleveracademy.vn/wp-content/uploads/2016/10/Charlotte_s_Web_.pdf Remind yourself of the work from last week – explanation text. What did we find out about Charlotte when we read chapter 19? Read the first paragraph of Chapter 20. Think about what the paragraph is telling you. Are there any words that seem unfamiliar or unusual? Read the paragraph again. What does the word 'pompous' mean? It means in a grand or important way.	**English – Guided Reading** Please read chapters 21 & 22 of Charlotte's Web. These can be found on the PDF. **Then complete the Guided Reading tasks below.** **English – Response to Text** What do you think about the end of the story? Reflect on the events as the story draws to its ending – how does the story make you feel? What are your likes and dislikes about the story? Is there anything that remains unanswered for you or are any elements confusing? Explore the lasting feelings and the hope for the future that Charlotte's children bring in response to the sadness of the previous chapter. What might happen in the future? Where will some of the baby spiders end up? What will they do? How might they be like Charlotte?	**English – Spelling** Today we are going to focus on what happens when we add a suffix (-er, -ed, -ing) to a word with more than one syllable. If you are unsure what a syllable is, watch this video to recap: https://www.theschoolrun.com/what-is-a-syllable Recap: Remember how we add the suffixes to words to change the meaning or tense – er, -ed, -ing? Here are some examples: • Garden – gardener, gardening • Focus – focusing, focused • Offer – offering, offered • Limit – limited, limiting Please look at Spelling Recap – Wednesday first if necessary. **This rule does not work for all words.**	**English – Grammar** Please complete *The Riddle of the Swapped Signs* SPAG Mystery. Have fun and remember to post the name of the culprit on Seesaw!	

Activity: Read through the two reader's theatre sections of text. What is happening? How might this be performed? Would you need a narrator? Which characters are in the text? Choose one of the extracts. Mark up the text, adding your own ideas and highlighting the different parts of speech. Now it is your chance to act it out! You could do this with either members of your family or with some puppets. Be inventive! **<u>English – Guided Reading</u>** Finish reading chapter 20 (pg.213 onwards). This can be found on the PDF. **Then complete the Guided Reading tasks below.**	**Activity**: Write a letter to Charlotte – you might write as one of the characters or choose to write as yourself. What would you want to say to her as one of the characters? How has she touched you life and left a lasting impression? What do you as a reader want to say to her? What has she taught you about friendship or love? What is her legacy?	Work through the slides in Spelling Wednesday PDF. Make sure that you recognise the different parts of the words, the syllables and which ones are stressed when you say them. What happens to these **root words** when the suffixes are added? We double the last consonant. **Remember this is only for words where the second syllable is stressed.** **Activity:** Using the words on the last slide, put these into sentences that make sense. Please make sure you concentrate on sentence formation and neat handwriting. **Challenge:** Use different sentence openers. Here are some ideas: • Over the hill, • Late one evening, • Through the woodland, • Quickly, • With a sense of urgency, • In the clouds, • Tomorrow, • Early one morning, • With a funny grin on his face,		

Guided Reading Please answer the questions on CW Guided Reading Chapters 19 & 20. Challenge: Select a task from Follow-up Reading Activities. Please use the answers to mark your work. Thank you.	**Guided Reading** Please answer the questions on CW Guided Reading Chapters 21 & 22. Challenge: Select a task from Follow-up Reading Activities. Please use the answers to mark your work. Thank you.	**Times Tables** Don't forget to log onto TTR 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 onto TTR and play. Do a few 'Sound Checks'. Can you achieve 25 out of 25 when you only have 6 seconds to answer a question?	
Maths – Year 3 This week our Maths lessons are slightly different. Today and tomorrow you have the challenge of completing the Maths mystery **The Mystery at the Swimming Baths.** Please read through all of the information and complete clues 1 and 2. Good luck	**Maths – Year 3** Today I would like you to complete clues 3, 4 and 5. This should lead you to identifying the towel taker of St. Trevallyan. Please pop your answer on Seesaw and let us know if you enjoyed this mystery.	**Maths – Year 3** Today and tomorrow you have the challenge of completing the Maths mystery **The Mystery of the Missing Football Cup.** Please read through all of the information and complete clues 1 and 2. Good luck	**Maths – Year 3** Today I would like you to complete clues 3, 4 and 5. This should lead you to identifying who was stolen the real football cup. Please pop your answer on Seesaw and let us know if you enjoyed this mystery.	
Maths – Year 4 This week our Maths lessons are slightly different. Today and tomorrow you have the challenge of completing the Maths mystery **The Mystery at the Swimming Baths.**	**Maths – Year 4** Today I would like you to complete clues 3, 4 and 5. This should lead you to identifying the towel taker of St. Trevallyan. Please pop your answer on Seesaw and let us know if you enjoyed this mystery.	**Maths – Year 4** Today and tomorrow you have the challenge of completing the Maths mystery **The Mystery of the Missing Football Cup.** Please read through all of the information and complete clues 1 and 2. Good luck	**Maths – Year 4** Today I would like you to complete clues 3, 4 and 5. This should lead you to identifying who was stolen the real football cup. Please pop your answer on Seesaw and let us know if you enjoyed this mystery.	

Please read through all of the information and complete clues 1 and 2. Good luck **We will be going through the arithmetic paper in school today.**	**We will be going through the problem solving and reasoning 1 paper in school today.**	**We will be going through the problem solving and reasoning 2 paper in school today.**		
Foundation Subject -Topic Look at the images of two contrasting mountainous regions. Use the images to brainstorm what you can see in two lists – human and physical features. Discuss any examples of human impact that you have seen and consider whether these impacts are positive or negative. Compile Use who, what, where, why and when questions to interrogate the images. Resource: Mountainous regions pdf.	**Foundation Subject – RE** Please read through the power point **Making links in the Bible and expressing some of my ideas** and work through the tasks.	**Foundation Subject – Science** **Why does it flood?** Resource: Why does it flood method board pdf. Investigate how water flows over different materials and relate this to the landscape and flooding. Investigation Test a range of materials to see how water flows over and through them, including turf, soil, stone, gravel and sand. Start by creating a slope out of short pieces of guttering or what you have available. Line the slope you're your first test material and shower a known volume of water at the top of the slope. Observe how the water flows over and through the material, timing how long it takes for it to collect at the bottom. Record your observations, times and volumes of water. Repeat the process for each material. Finally, relate your results to	**Foundation Subject – Geography** Vegetation Belts Demonstrate how plants grow in vegetation belts, which are characterised by different temperatures, altitudes and other conditions. Use a range of found materials, including grass, stones, moss, leaves, sticks and other found natural items to represent these zones on a mound of earth or sand. Take digital photographs of your work and write an explanation to explain the different plant zones. Consider and explain why they think each of the plant types grow in specific zones. Note: The growth of plants in locations where environmental conditions vary is called zonation. 'Timberline' and 'snowline' are two examples of zones. As you ascend a mountain, vegetational zonation	

		the landscape and how it affects the flow of water and can cause or prevent flooding. Note: The landscape can greatly affect how rainfall flows and can cause flooding. Vegetation slows down the flow of rainfall and absorbs water, which can help prevent flooding.	is often as follows: deciduous trees – coniferous trees – dwarf bushes – meadows – open grassland – alpine plants – mosses/lichens – barren rocks. Resource:; Vegetation Belts pdf	