Year 3/4 Home Learning Spring 2 **Week Beginning – 22nd 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	**Reading** Book of choice for 20 – 30 minutes
English – Reading 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 Please read chapters 17 & 18 of Charlotte's Web. These can be found on the PDF. **Then complete the Guided Reading tasks below.** What is an explanation text? What might it do? An explanation text tells us how something works or gives us information about something. Look at the example Explanation Texts – there are 2 - A Y3 & a Y4 example – please pick the one for your year group.	**English – Plan Explanation Text** Today we are going to use what we learnt about explanation texts yesterday to plan an explanation text of our own. This will be about the life cycle of a spider. We will need to read chapter 19 of Charlotte's Web and make notes as to what happens to spiders in their life. If you would like more information about spiders, watch this video: https://www.youtube.com/watch?v=cQ2JEuK5QRo. **Activity**: Read chapter 19 of Charlotte's Web. Makes notes about spiders as you read. Use these to map out and draw the life cycle of a spider (adult spider – egg – spiderling – adult spider). Can you think of any good sentence openers that would be useful in an explanation text? Add these to your diagram.	**English – Write Explanation Text** Today we are going to write our explanation text about the life cycle of a spider. Remember that this must be in the present tense – it is happening now. Reread the life cycle diagram you made yesterday and make sure that you have included enough information in it. You may wish to look back at the explanation text example from Monday as well. Remember that your ideas need to be in paragraphs and in chronological order. Use headings to separate the different stages of the life cycle. **Activity:** Write your explanation text about the life cycle of a spider. Use your notes and make sure that you copy technical spellings accurately. Make sure that you include an introduction to explain what your writing is about. Please use the Features of an Explanation Text	**English - Reading Comprehension** Please complete the reading comprehension – *Oliver Twist.* 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.	**English - Grammar** Today we are looking at using apostrophes to show possession – this means when something belongs to someone. We are going to be looking at using this for plurals, which means when there are more than one. Look at the Apostrophes for Plural Possession PDF and work through the slides. Remember that singular is one and plural is more than one. Sometimes if you are unsure, it helps to draw a picture. Activity: Complete Using an Apostrophe with Plurals Nouns sheet. There are 3 levels of text – please choose the one appropriate for your ability. Top Tip: Change the noun to a plural first, then add the apostrophe and letters needed for possession.

Look at the features of an explanation text, noticing the following features: • A question for the title • Short opening paragraph that includes a question • The stages of the process in chronological order • Technical language for the subject • Diagrams or illustrations (with captions) • Use of time conjunctions • Present tense • Impersonal tone • Cause and effect conjunctions that explain how one event leads to the next • Final paragraph (conclusion) links back to the opening • Passive voice (something is done) **Activity**: Using your copy of the explanation text (Y3 or Y4), please annotate the different sections. You can use different colours to label these. Make sure you include all the features listed above.	Watch Orb Weaver: Cycle of Life at https://www.onlinemathlearning.com/spider.html . Add notes to your existing life cycle. When you are happy with your plan, look at Tips for Writing an Explanation and use this to write a toolkit that will help you tomorrow when you write your explanation text.	Checklist to ensure you have included everything. Make sure you polish your work when it is completed.		**English – Spellings** Please use the activities on the following links to practise: **Year 3 – 'ch' (Greek in origin)** https://spellingframe.co.uk/spelling-rule/18/15-Words-with-the-k-sound-spelt-ch-(Greek-in-origin) **Year 4 - Homophones** https://spellingframe.co.uk/spelling-rule/63/24-Homophones-and-near-homophones-4-of-4 Challenge: Write your spelling words in sentences, demonstrating that you understand the meaning of them.

Guided Reading Please answer the questions on CW Guided Reading Chapters 17 & 18. 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. 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. 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 onto TTR and play. Complete some 'Studio' Time. When you have been on the Studio 10 times TTR will generate an average response time for you. We report the quickest and the most improved response times in the school newsletter each term.
Maths – Year 3 **Count in fractions** Watch the video https://vimeo.com/519110911 and complete the worksheet **Monday – Count in fractions** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Unit and non-unit fractions** No video today but you should be ok with your great fractions knowledge. Please complete the worksheet **Tuesday unit and non-unit fractions** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Make the whole** Watch the video https://vimeo.com/521485071 and complete the worksheet **Wednesday Make the whole** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Tenths** Watch the video https://vimeo.com/521487313 and complete the worksheet **Thursday Tenths** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Count in tenths** Watch the video https://vimeo.com/521488947 and complete the worksheet **Friday Count in tenths** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.
Maths – Year 4 Assessment Week - Arithmetic As we will be completing some assessments to check on all the amazing progress that you have been doing throughout this year. If you're at home then please just use TTRockstars and Mathletics to complete Maths practice ☺	**Maths – Year 4** Assessment Week – Problem Solving and Reasoning 1 As we will be completing some assessments to check on all the amazing progress that you have been doing throughout this year. If you're at home then please just use TTRockstars and Mathletics to complete Maths practice ☺	**Maths – Year 4** Assessment Week – Problems Solving and Reasoning 2 As we will be completing some assessments to check on all the amazing progress that you have been doing throughout this year. If you're at home then please just use TTRockstars and Mathletics to complete Maths practice ☺	**Maths – Year 4** Complete the Maths Mystery – Mystery at the Springfall Town Carnival. Remember to show you working out and answers for all the clues. Good Luck!	**Maths – Year 4** Complete the Colour By Multiplication Mosaic activities, thinking carefully about what the correct answers are and it is a good way to practice your times tables. Good Luck!

Foundation Subject –Topic	**Foundation Subject – RE**	**Foundation Subject – Science**	**Foundation Subject – Art / DT**	**Foundation Subject – Music**
Interpreting Maps LO: Explain ways that settlements, land use or water systems are used in different parts of the world. Look at and analyse Ordnance Survey maps of a mountainous region of the UK such as the Lake District or Snowdonia, identifying various local human and physical features. Pick an area and describe the main land use. Compare different areas to identify main land uses overall. Include types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Resources: Lake Windermere Map pdf.	Please read through the power point **'Making links between stories and teachings in the Bible and life in the world today'** and work through the tasks.	Let's Investigate! Where does water go? **Synopsis** Children hang damp flannels in different conditions to observe the rate of evaporation. Investigation Weigh three dry flannels. Then wet, wring and weigh them again before hanging the flannels in three different locations – somewhere warm and sunny outside, a cool and shaded place outside, and somewhere inside. Predict what you think will happen at each of the locations. Visit each flannel at chosen time intervals over the course of a day. At each visit, observe changes to the flannels, weigh the flannels and measure the temperature in each location. Stop observing and recording when the flannels reach their starting dry weight, or at the end of the school day. Write what you conclude about how temperature and other environmental	We're into the final stretch of our Art and D.T project, you should have spent the last few weeks firstly, planning and sketching your mountain range. Then modelling it using either clay or playdough and now it's ready for the final finishing touches. Hopefully now the model is dry, you can start to add the details, using paints or anything you have at home for the colour. Think carefully about the tops of mountains, and the colours that surround the mountains. How can you make it really stand out? Good Luck ☺	Use the Mountains Music Booklet on the website. **Lesson 5:** Today we are going to look at some of the other characters from the story of *Peer Gynt. In the Hall of the Mountain King* is just a small part of the story. There are two other important characters in the story – Peer Gynt's mum called Ase (pronounced Ace-r) and his girlfriend Anitra. **Activity:** We are going to listen to two tracks, each one about a character, and after we have listened to them, we are going to draw what we think the character looks like. Have a think about these questions while you listen to the tracks: • What age might the character be? • What might their facial expression be like? • What mood are they in? • Why might they be in that mood? You could also draw what you think the character might be doing in the scene. Please use Lesson 5 of your

		conditions affect the rate that water evaporates. Key vocabulary: Evaporation, gas, liquid, temperature, water cycle. Resource: Science Method Board pdf		Mountains Music Booklet to complete this task. Tracks: • Ase - https://www.youtube.com/watch?v=8ZZzEodRtz4 • Anitra - https://www.youtube.com/watch?v=gcEnSITNaGM Reflection: Please write down your thoughts about this music topic – thank you. Here is another track from *Peer Gynt* for you to listen to whilst you complete this: https://www.youtube.com/watch?v=kzTQ9fjforY.
Foundation Subject – Spanish Buenas tardes! Log on to Languagenut and go to the vocab trainer/Food and Drink/ section 6.2 Meals. 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. Write a list of new vocabulary that is masculine (el or un) or feminine (la or una).	**Keep Active** To be updated	**Foundation Subject – PSHE** Look through the Water Safety PowerPoint. This is a really important way to stay safe around water and with lockdown easing, more and more of you may be thinking about going on holiday, either domestically or abroad, so it's really important that we know how to stay safe.	**Foundation Subject – Computing** **What is Coding?** Go through the PowerPoint about coding and see if you can relate to any of the information. Where might we use coding? Once you've gone through the PPT, have a go at the coding activity sheet and see if you can follow the	**Keep Active** To be updated

If you need your login, please ask your teacher via Seesaw.			simple code. Challenge – try and re-create your own code to follow.	