Year 3/4 Home Leaning Spring 2 **Week Beginning – 15th 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 – Grammar Today we are looking at verb inflections. This is to do with something called 'Standard English' and making sure that the verbs in our sentences agree and make sense. You can often hear whether a sentence makes sense or not when you say it out loud. Read the information at the top and watch the video at https://www.bbc.co.uk/bitesize/articles/zp9jkty. Look at Standard English Verb Inflections Power Point and work through the slides (up to slide 10). You may find it helps to make notes and remember to say the sentences out loud. **Activity**: Complete Was or Were Subject Verb Agreement sheet. There are 2 levels of work – please	**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 Recap the story so far: What happened in the barn and why did the crowds flock to see? Why did Charlotte do this? What is her aim? Read Chapters 13 & 14 of Charlotte's Web. What do you think about the character of Dr Dorian? Answer the Guided Reading questions in full sentences making sure you use the text carefully.	**English – Letter Writing** Today we are going to look at the structure of an informal letter and then plan our own. What does the word informal mean? If we are writing an informal letter, we are writing to somebody that we know and the tone is informal. Watch the following clip to recap if needed: https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zp42rwx Think also about the work we did on Monday. Look at the Informal Letter Writing Models. There is a Y3 one and a Y4 one. Read it through carefully and think about the different features. Remember that the people in these letters are writing to someone that they know well. Note the following: • Sender's address • Date • Greeting • Introduction	**English – Letter Writing** Please use your plan / ideas from yesterday to write your own informal letter. You are going to write this as Wilbur. Remember to write this in the first person – *I, me, my, we, us*. You will be writing this to Charlotte. **Activity**: Write an informal letter (to a friend / someone you know) to Charlotte as Wilbur. In your letter you will explain to Charlotte some of the events that have happened to you, how you are feeling and how grateful you are to her for all that Charlotte has done to help you. Remember to lay your letter out carefully – it should be in paragraphs. There is an Informal Model Word Mat, which you may find useful. Remember to use your story plan to help remind you of events.	**English - Reading Comprehension** Please complete the reading comprehension – *St. Patrick Day Story.* 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.

choose the one that is most appropriate for you. When you have completed the activity, continue to work through the slides in Standard English Verb Inflections Power Point. There is a copy of Verb Tenses Past and Present on the website. **English – Spellings** Please use the activities on the following links to practise: **Year 3 – Homophones** https://spellingframe.co.uk/spelling-rule/63/24-Homophones-and-near-homophones-4-of-4 **Year 4 – Homophones** https://spellingframe.co.uk/spelling-rule/62/23-Homophones-and-near-homophones-3-of-4 Challenge: Continue with the homophones sheets or create a homophones poster.	**Activity:** Thinking about the events of the story so far, create a detailed story map of the main events. Pay particular attention to Wilbur and his journey throughout the text: • What has happened to him? • What has he done? • Who has he met? What does he think of them? • What does he think will happen to him? • Who is trying to help him? How? • How do you think Wilbur feels at different points in the story? It might help to list events in one colour and feelings in another. Make sure you use the text carefully when completing your story map. You will need to use this story map later in the week when you write a letter as Wilbur so make sure you include as much information as possible.	• Chatty, informal style • Conclusion • Close • Sender's name / signature Challenge spot: • Questions • fronted adverbials • expanded noun phrases **Activity**: Using your copy of the Informal Letter Writing Model label the above features on the text. It might help to do this using different colours. You need to use page one of the PDF to label the features. When you have done this, please look at the annotated version and mark your own work. Could you complete the challenge? Now, thinking about the story map from yesterday think about planning your task. You are going to write a letter as Wilbur to Charlotte. Think about what has happened to you so far and how grateful you are to Charlotte for her plan. You can annotate ideas on your story map of particular points that you would like to include in your letter.	When you have finished please polish your work using the Informal Letter Writing Checklist. **English – Reading** Please read Chapters 15 & 16 and then complete the Guided Reading tasks.	

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.	**Guided Reading** Please answer the questions on CW Guided Reading Chapters 13 & 14. 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. Do a few 'Sound Checks'. Can you achieve 25 out of 25 when you only have 6 seconds to answer a question?	**Guided Reading** Please answer the questions on CW Guided Reading Chapters 15 & 16. 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. 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 **Recognise a third** Watch the video https://vimeo.com/515212009 and complete the worksheet **Monday – Recognise a third** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Find a third** Watch the video https://vimeo.com/515216707 and complete the worksheet **Tuesday – Find a third** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Unit fractions** Watch the video https://vimeo.com/515772416 and complete the worksheet **Wednesday – Unit fractions** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Non-unit fractions** Watch the video https://vimeo.com/515805842 and complete the worksheet **Thursday – Non-unit fractions** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Equivalence of half and 2 quarters** Watch the video https://vimeo.com/519110454 and complete the worksheet **Friday – Equivalence of half and 2 quarters** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.
Maths – Year 4 Watch the video and complete the accompanying worksheet. **Calculate Fractions of a Quantity** https://vimeo.com/511499873 Make sure that you mark your work and then upload it to SeeSaw, so	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Calculate Quantities** https://vimeo.com/511578840 Make sure that you mark your work and then upload it to SeeSaw, so your	**Maths – Year 4** **Fractions** Complete the end of unit quiz for Fractions. Remember, that this is a way for your teachers to check and see what you understood and what we may need to do more work on throughout the year.	**Maths – Year 4** **Problem Solving and Reasoning** You've all worked so hard on this unit, some of the time even spent at home. So we are going to spend the next couple of days putting into practice all your amazing-ness ☺	**Maths – Year 4** **Problem Solving and Reasoning** You've all worked so hard on this unit, some of the time even spent at home. So we are going to spend the next couple of days putting into practice all your amazing-ness ☺

your teachers can see how brilliant you are ☺	teachers can see how brilliant you are ☺	So just try your very best ☺	Work through the problems, take your time, and make sure you read the questions carefully, show the working out and explain in the best way you can! Make sure that you mark your work and then upload it to SeeSaw, so your teachers can see how brilliant you are ☺	Work through the problems, take your time, and make sure you read the questions carefully, show the working out and explain in the best way you can! Make sure that you mark your work and then upload it to SeeSaw, so your teachers can see how brilliant you are ☺
Foundation Subject –Topic **Mountain Formation** LO: Identify, describe and explain the formation of different mountain types. Watch animations and documentaries that explain how mountains are formed, noting down the key words and technical language used to describe the process. Look at a range of diagrams (see pdf) that show the five main mountain types (fold, fault block, volcanic, dome, and plateau) adding labels and captions to explain them clearly. Describe how each mountain type is formed. Give an	**Foundation Subject – RE** Please read through the power point '**What do Christian churches do to celebrate Holy Week?'** and work through the tasks.	**Foundation Subject – Science** **Altitude adaptations** Look at images of animal species that have adapted to live at high altitudes. Explore their characteristics and features and summarise how they have adapted to suit a hostile environment. Create fact file about a chosen animal, remembering to use sub-headings. Include information about how your animal has adapted to altitude, which mountainous regions it inhabits, your animal's predators, what their animal eats, its physical characteristics and other interesting facts about its behaviour or survival tactics. Animals adapted to altitude pdf.	**Foundation Subject – Art / DT** Look at the PowerPoint for inspiration and ideas as to the next step. Using your sketch from last week, make a start on developing your mountain range, either using playdough or clay. If you're at home, find anything that you think is suitable to use ☺ Next week, we will be painting and adding detail, so make sure that you have created the base layer (using clay or playdough), so that it has time to dry and set.	**Foundation Subject – Music** Use the Mountains Music Booklet on the website. **Lesson 4:** Today we are going to look at different interpretations of *In the Hall of the Mountain King* and compare them. They have all used the same musical track but each interpretation is very different. Can you spot the similarities and differences as you watch and listen to them? **Activity:** Please work through Lesson 4 in the booklet, noting your ideas. The videos are a selection of instruments playing, body percussion, choir and cartoons. Tracks to listen to:

example of a mighty mountain for each mountain type. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3 https://www.youtube.com/watch?v=S9ty-ta1wyI 5 min in focuses on mountains https://wonderopolis.org/wonder/how-are-mountains-made https://easysciencefor kids.com/all-about-mountains/ Pdf resources: Types of mountains diagrams, picture examples of mountain types, how different mountain types are formed information.		https://www.bbc.co.uk/bitesize/clips/zgrvr82 https://www.nationalgeographic.com/animals/mammals/facts/snow-leopard https://a-z-animals.com/animals/pika/ https://a-z-animals.com/animals/yak/ https://www.britannica.com/animal/marmot		• https://www.bbc.co.uk/programmes/p02b5bwl - Orchestra • https://www.youtube.com/watch?v=r__Dk4oWGJQ – Cartoon • https://www.youtube.com/watch?v=lk75qDst8wE – Body percussion • https://www.youtube.com/watch?v=LGkSaIzZtsk – Cartoon 2 • https://www.youtube.com/watch?v=XTXNqfUWT5E – Orchestra & choir
Foundation Subject – Spanish Buenas tardes! Log on to Languagenut and go to the vocab trainer/Food and Drink/ section 6.1 Food and Drink. Listen to the pronunciation of the words and carry out some practice games. Try some practice from each of the	**Keep Active** Lesson 1- Hockey- Using a hockey stick, or something with a similar shape (Hoover handle/broomstick) take part in the following challenges. Challenge 1- Set up two markers 5 steps apart. Using the stick, dribble the ball from one marker to the other	**Foundation Subject – PSHE** **Personal Hygiene** Go through and discuss all the aspects of personal hygiene and why they are important (PowerPoint – Personal Hygiene). Task – Using what you do at home, can you write your weekly personal	**Foundation Subject – Computing** **TTRockstars Battle** Make sure that you've logged onto TT Rockstars and joined the battle to help raise money for Comic Relief!	**Keep Active** **Lesson 2- Cricket Skills** Challenge 1- Fielding- With a partner, stand 10 steps away. Roll a ball to each other. Practice stopping the ball with your hands, creating a large catching area with your two hands. As the ball is rolling towards you, scoop the ball up. Make sure your foot is

reading, writing, speaking and listening sections. If you need your login, please ask your teacher via Seesaw.	and back again. How many times can you dribble round the markers in one minute? Challenge 2- Put 3 markers in between the two markers that you used for challenge 1. This time, dribble in and out of the markers. When you get to the end, just dribble back to the start. How many times can you dribble through the markers to the end. You have 1 minute.	hygiene planner, telling us about what you do in the week? What do you do each day to ensure you have personal hygiene? Do you parents help you? Do they remind you? Is there anything you sometimes forget?	Ever correct answers gets your class a point! You can do it ☺	behind your hands, acting as a second barrier. Challenge 2- Fielding- Set Up a wicket, this could be a wheely bin or a laundry basket. Get your partner to roll the ball towards you. Scoop up the ball, then try and throw the ball hitting your target. You have 1 minute to see how many times you can hit the target.