Year 3/4 Home Leaning Spring 2 **Week Beginning – 8th 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 What can you remember about the text so far? What is the setting? What has happened in the plot? Which characters are in the story? What are they like – appearance, personality and behaviour? Please read chapters 9 & 10 of Charlotte's Web. These can be found on the PDF (see above). **Then complete the Guided Reading tasks below. Please**	**English – Poetry Writing** Look at the images in spiders and webs photo pack, some with dew or mist in the early morning light, some with insects caught in them, etc. Can you describe the images with words and phrases that describe how and why they are made? Watch: https://www.youtube.com/watch?v=g5iN0ZaoW7M (Spider spinning a web in slow motion) Today we are going to look at Kennings Poems. Look at the Poetry Input – Tuesday to understand the structure of a Kennings Poem. The phrases should consist of two words each – either noun, noun or noun, verb. **Activity**: Using your phrases about spiders, organise them to create your own Kennings poem about Charlotte.	**English – Poetry Writing** Look at the Kennings poem that you wrote yesterday. Recap the structure of it. Remember, the phrases should consist of two words each – either noun, noun or noun, verb. **Activity**: Today you are going to write another Kennings poem about a different character from Charlotte's Web. This could be about Wilbur, Fern or Templeton. When you have chosen the character that you wish to write a Kennings about, scribe lots of noun phrases about them. Then you need to organise these into order for your Kennings. Remember not say who the poem is about, just give clues. When you are happy with your poem, perhaps you could record yourself reading it and pop in onto Seesaw.	**English –Reading** Please read chapters 11 & 12 of Charlotte's Web. These can be found on the PDF (see Monday). **Then complete the Guided Reading tasks below before the spelling tasks.** **English – Spellings** Please use the activities on the following links to practise: **Year 3 – Homophones** https://spellingframe.co.uk/spelling-rule/62/23-Homophones-and-near-homophones-3-of-4 **Year 4 – Homophones** https://spellingframe.co.uk/spelling-rule/51/22-Homophones-and-near-homophones-2-of-4 **Activity**: On the website are 3 different Homophones activity sheets. Complete the parts of these sheets for the words that	**English - Reading Comprehension** Please complete the reading comprehension – *Pet Care of a Guinea Pig.* 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.

ensure your answers are in full sentences. **Activity**: Using the Charlotte's Web Word Mat choose at least 4 different characters. For each character, please write 6 different adjectives / noun phrases to describe them. Remember this can be about their appearance, personality or theirs behaviour. Try to make these as interesting as possible. Challenge: Can you predict what you think may happen next in the text, giving reasons for your answer?	Remember not to give away who the poem is about! Here are some ideas that may help: Web weaver Thread knitter Insect catcher Gap filler Bridge builder I am … Nimble spider		you are learning about today. You can add to these from last week. Challenge: Create a homophones poster of the words that you have learnt about today.	
Guided Reading Please answer the questions on CW Guided Reading Chapters 9 & 10. 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?	**Guided Reading** Please answer the questions on CW Guided Reading Chapters 11 & 12. 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 **NEW TOPIC – FRACTIONS** **Make equal parts** Watch the video and complete the worksheet **Monday – Make equal parts** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Recognise a half** Watch the video and complete the worksheet **Tuesday – Recognise a half** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Find a half** Watch the video and complete the worksheet **Wednesday – Find a half** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Recognise a quarter** Watch the video and complete the worksheet **Thursday – Recognise a quarter** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.	**Maths – Year 3** **Find a quarter** Watch the video and complete the worksheet **Friday – Find a quarter** Mark your work at the end and pop your score in the comments section on Seesaw. Good luck.
Maths – Year 4 **Maths Mystery – The Mystery at the Perfect Pancake Competition** Working in partners, complete the Maths Mystery. Please make sure that you are showing your workings out to help you get the correct answers. Remember to look at the clues and cross of the relevant information.	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Subtract 2 Fractions** https://vimeo.com/507597199 Make sure that you mark your work and then upload it to SeeSaw, so your teachers can see how brilliant you are ☺	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Subtract from Whole Numbers** https://vimeo.com/508878193 Make sure that you mark your work and then upload it to SeeSaw, so your teachers can see how brilliant you are ☺	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Fractions of a Set of Objects** https://vimeo.com/510395871 Make sure that you mark your work and then upload it to SeeSaw, so your teachers can see how brilliant you are ☺	**Maths – Year 4** Watch the video and complete the accompanying worksheet. **Fractions of a Set of Objects** https://vimeo.com/510590763 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 LO: Identify the topography of an area of the UK using contour lines on a map.	**Foundation Subject – RE** Please read through the power point **'What happens in churches to celebrate Holy Week?'** and complete the tasks.	**Foundation Subject – Science** LO: To understand that material change state when heated or cooled. Read through the water cycle powerpoint (pdf).	**Foundation Subject – Art** Take a look at some of the marvellous mountains that are found all around the world (Art – Fact Cards) and read all about them	**Foundation Subject – Music** Use the Mountains Music Booklet on the website. **Lesson 2:** Today we are going to find out about music that was written for a famous play, called *Peer Gynt*. You can read about the

https://getoutside.ordnancesurvey.co.uk/guides/understanding-map-contour-lines-for-beginners/ Explore a range of contour maps to see how height is represented. Trace contour lines with your fingers, noting that they join together places of the same height and form patterns that help us to imagine what the land actually looks like. Use blocks or other objects to create a form on the carpet. Drape with a white cloth and sketch this created terrain from above, using contour lines. Note: Explain to the children that the closer together the contour lines, the steeper the land. Conversely, the wider apart the contour lines, the flatter the land. Now answer the questions on the Ordnance Survey Maps Activity pdf. https://www.twinkl.co.uk/go/resource/maps-and-map-symbols-multiple-choice-quiz-tg-471		Using slide 8 as a guide, draw a flow diagram to show what happens to water at different temperatures and the processes occurring at those points. Make sure you use the technical vocabulary. https://www.youtube.com/watch?v=1fkWLbZFbJM Now create a water cycle wheel using he template provided.	– You may recognise them from home learning previously. For your task today, you will need to think about all of the features of the mountains, that you've read about. Using this information, we would like you to sketch and design your own mountain range. This is the planning lesson for a mountain project that we will be completing for the rest of this term.	composer, Edvard Grieg, on **page one** of In the Hall of the Mountain King. **Activity**: When you have read the information about Edvard Grieg, please complete *Lesson 2* in your music booklet. Watch the following clip to find out about the play *Peer Gynt :* https://www.bbc.co.uk/programmes/p05cxwqq. This term we will be focussing on the piece of music called *In the Hall of the Mountain King.* Look at **page two** of In the Hall of the Mountain King. Can you follow the sequence of the story map? Follow the story map again, this time listening to https://www.youtube.com/watch?v=klp_Hh6DKWc . Could you hear the changes in music as the story developed? Did you hear it getting louder and faster? Did you hear the Troll King throw Peer out of the castle?

Foundation Subject – Spanish	**Keep Active** Tag Rugby LO: To develop passing and receiving skills. Passing and receiving in tag rugby is a really important part of the game. For this lesson, you will need a partner. Challenge 1- Looking at the video demonstration and activity cards, follow the correct passing technique and practice passing and receiving with your partner. How many successful passes can you do in 1 minute? Challenge 2-Set up 2 try lines, 10 steps apart, 5 steps wide. With a partner, practice passing and receiving on the move. Remember, in tag rugby, the ball must travel sideways or backwards, not forwards! When you get past the try line, score a try. Turn around, and then repeat. How many tries can you score in 1 minute? Focus on good passing and not dropping the ball!	**Foundation Subject – PSHE** Discuss PSHE – What makes Me Me – Circle Time Activity Working through the sheet, talk and discuss about yourself and also someone in the class (or at home). This will help the children to think positively about themselves as well as others around them. It will give them a chance to continue the 'I'm amazing' feel ☺	**Foundation Subject – Computing** Today, we will be looking at and discussing different technologies that we have around us. For each of the objects, answer the questions from slide 1 and discuss each one. Think carefully about how they may be used or who might use them. See PPT – Technologies around Us	**Keep Active** LO: To develop tagging and dodging ability. Challenge 1- Create an obstacle course, with different objects acting as defenders. Set Up a starting point and a try line. Starting at the starting point, run with the ball at different angles to get past your defenders. Once you get to the try line, score a try, and then return to the start. You have 1 minute to score as many tries as possible. For the 2nd challenge, you will need a partner. Challenge 2- Add in your partner to become a real life defender! Same set up as challenge 1, try to score as many tries as possible. Have a go at being the defender and practice your tagging.