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| **Learning Project WEEK 1 - My Family** | |
| **Age Range: Y3/4**  Staying active is really important when you are at home. There are lots of resources, here are just a few to use!  [Joe Wicks PE sessions](https://www.youtube.com/user/thebodycoach1)  [Go Noodle](https://family.gonoodle.com/)  [Super movers!](https://www.bbc.co.uk/teach/supermovers)  [iMoves](https://imoves.com/imovement-signup) | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school) - your child will have an individual login to access this. * If your child works on [‘Numbots’](https://numbots.com/) in school, they can access this with the same login. * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves and doubles * Daily [mental maths](https://www.topmarks.co.uk/maths-games/daily10) session – focussing on digit values, partitioning and ordering numbers – Try levels 3 or 4 – but if you need to, look at level 1 and 2 as well. * Practise telling the time. This could be done through this [[game](https://mathsframe.co.uk/en/resources/resource/116/telling-the-time)](https://mathsframe.co.uk/en/resources/resource/116/telling-the-time) (scroll down to the game). Read to the quarter hour progressing to nearest 5 minutes or 1 minute (analogue clock). * [[White](https://whiterosemaths.com/homelearning/) Rose](https://whiterosemaths.com/homelearning/) has a daily Maths lesson which can be accessed online. They are available for individual year groups. * In your home learning book, stick in the work from the lesson. If you haven’t got a printer, don’t panic! Ask your child to show everything that they have learned in their online Maths lesson from White Rose. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. | * You could share a story together. This could be a chapter book where you read and discuss a chapter a day. * Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. * Listen to different David Walliams books [here](https://www.worldofdavidwalliams.com/elevenses/)! * Listen to a range of free books on [audible](https://stories.audible.com/discovery). * Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what is happening in the wider world. What did you find out? Is there anything you need help understanding? See if you can find the country the news is talking about [here](https://geology.com/world/world-map.shtml)! * Encourage your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book. * Explore new vocabulary you find when reading. What is the root word? Does it have any prefixes or suffixes used with it to change its meaning? (i.e. cover – discover, uncover covered) Can you find any [synonyms or antonyms](https://www.thesaurus.com/) for your new word? * With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter, pen or pencil to highlight the word in magazines and newspapers. |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Practise the Year 3/4 for [Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words**.** * Choose 5 [Common Exception words](https://www.twinkl.co.uk/resource/t2-e-4298-year-3-and-4-common-exception-words-word-mat). Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? * Choose 5 Common Exception words and practise spelling them using forwards backwards. Write the word forwards then write the words backwards, e.g. **forwards sdrawrof**  |  |  | | --- | --- | | Year 3 Spellings | Year 4 Spellings | | lovely | disappear | | slowly | guard | | likely | guardian | | safely | height | | motherly | imagine | | really | imaginary | | usually | learn | | regularly | medicine | | properly | medical | | shortly | natural | | * Write a recount of your day or few days. This could be used in history one day to show what happened during this period. * Write a character description of a member of your family. What do they look like? How do they move? How do they behave? etc... * Write a story involving members of your family. Do they have to defeat a monster? or find something they have lost? * Write a set of family rules, could they begin with ‘We always…..’ rather than ‘We do not ………’ * Write a letter/email/ text message to a member of their family that they have not seen this week. Can they write about events and put in information about their feelings about the events too explaining why they feel the way they do. * Take part in a writing [master class.](https://authorfy.com/) |
| **Learning Project - to be done throughout the week** | |
| **The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.**   * **Let’s Wonder:**   Who is in your child’s immediate family? How does their family link together? How many people do they have in their family? Why not spend timelooking through old photos and talking about the people in their families. What family stories can they tell? How is life different to their parents or grandparents? Could you write a paragraph explaining the differences between their lives and the lives of their grandparents?     * **Let’s Create:**   Create a piece of artwork entitled ‘Family’. This could be a drawing, a [self- portrait](https://www.google.com/search?q=self+portrait+paintings&rlz=1C1GCEB_enGB832GB832&sxsrf=ALeKk03mSyo4Syf3yCtg-9eJFNwYuXdDzg:1584861432634&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiGitf1xK3oAhW5UBUIHS82AZ8Q_AUoAXoECA8QAw&biw=1093&bih=461), a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not? Could they draw or paint a Family portrait too?   * **Time to Talk:**   Dust off and play a board game! Facetime a member of their family they have not seen this week. Make and enjoy a family indoor picnic or have a family dinner.   * **Understanding Others and Appreciating Differences:**   Discuss how their family is different to other people’s families. Discuss whether all families are the same? Does it matter? Do all families have the [same faith](https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3)? Do all families worship in the same way?   * **Reflect:**   Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they Identify the instruments they can hear and describe how the music makes them feel? Why not get them to listen to some of the [classics](https://www.youtube.com/watch?v=5VB1RvyfISM)? | |
| **Additional learning resources parents may wish to engage with** | |
| [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.  [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.  [**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) - This is a blog that has links to various learning platforms. Lots of these are free to access. | |
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