



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Home Learning Week beginning 29th June 2020

Dear all,

I hope that you have all had a good few weeks. I hope that home learning is continuing to go well. I have really enjoyed reading your work when it has been sent in.

This week, the year 3 children will be in school with Miss Rudge, and I am looking forward to seeing Year 4 next week. I know we won't have long together, but I am pleased that I will be able to see those lovely faces before the summer break. The work detailed below is designed to be completed during the two weeks that you are not in school, up to the end of term. Should you be unable to return with the rest of your year group, please use the class home learning page to access additional materials.

Maths:

We will be continuing with White Rose Maths lessons. The Friesian home learning page has downloadable files for each week's worksheets. Answer sheets are also available to download, as are alternative materials (where available) which are produced by the White Rose team. In addition, Cando Maths workouts are also uploaded onto the website weekly. These may offer additional challenge. If you would prefer an alternative, BBC Bitesize also offers daily maths lessons. The worksheets for these can be downloaded from the Bitesize site. If you find that the work is not challenging enough, or is too taxing, feel free to look at material from either the year group above, or below.

For regular calculation practise, sheets can be created for free on <http://www.snappymaths.com/> and <https://www.helpingwithmath.com/resources/resources.htm> among many others.

English:

For the weeks that you are at home, I would like you to base your daily English lessons on the attached files.

Year 3: The Truth About Trolls/ Stone Trolls

Year 4: Mission Impossible/ Amazing Aliens

The booklets contains a series of activities based around the same story and can be continued throughout the week. An additional booklet will be available on the school website. To save paper, I would suggest changing your print settings to 'Print as booklet' (usually found under 'print type' in 'printer properties').

In addition, daily English lessons are available via the Oak National Academy:

<https://www.thenational.academy/online-classroom/year-3/english&subjects>

<https://www.thenational.academy/online-classroom/year-4/english&subjects>

It goes without saying that reading should continue daily: it has been suggested that children who read regularly at home will catch up far quicker when they return to school.

RE

This term, our value is Justice. There has been a great deal in the news lately, highlighting the injustices which are faced by many people throughout the world because of the colour of their skin.

Task 1

Write a poem or prayer, and decorate it. Your work should inspire people to think before they make judgements about others, could celebrate the differences we have or raise awareness of some of the injustices which happen around the world.

For example:

Dear Lord,
Grant me the grace not to judge others,
To recognise and be grateful for the privileges I have,
and to work hard to fight against the injustices of our world,
so that we might see each other as equals, just as You
intended.
Amen

Different
Individuals
Valuing
Everybody
Regardless of
Skin colour
Intity, belief,
Talent or
Years (age)

Task 2

In 1963, more than 200,000 people came to Washington, America's capital, to hear one man speak. His name was Dr. Martin Luther King. The words he said that day are some of the most famous in history. He said he had a dream that life for his children could be different from how it had been for him. But what did he mean? Dr. King lived in a part of America that had racist laws that treated black people unfairly. Racists believe that people with certain skin colours, or who are from a particular race, are better than others so they treat them differently. So black and white people were kept apart, eating in different restaurants, travelling in different parts of buses and it was hard for black people to vote against the people who made these laws. Dr. Martin Luther King didn't believe in using violence to change things. Instead, he gave powerful speeches and led peaceful protests. Even so, he was arrested and sent to prison 29 times. He never gave up the fight for equal rights, and made a real difference.

Part of his speech included:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today."

What do you dream for the world? What changes would you like to see so that we live in a world of freedom, equality and justice? Write your own 'I have a dream' speech and illustrate it.

Cross Curricular project:

Task one:

Before home schooling began, we had been learning about Europe. Your first task is to **research** a country in Europe and use the information that you find to **write a non-chronological report**. You might like to include facts about physical features (rivers, mountain ranges and climate), as well as facts about the human geography of the country (population, cities, landmarks, traditional clothes/ foods etc)

Task two:

Create an advert to attract people to the country you have chosen. You might like to do this as a poster, a pamphlet for a travel agency, or even, if you are a technical whizz, as a filmed advertisement.

Task 3 (this may take a couple of sessions to complete!):

Create a board game based on Europe. You may like to use a game such as Monopoly as your basis and have different countries or landmarks on each space. You might have chance or community chest cards which have things like 'You have climbed the highest peak in Europe, Mont Blanc. Move forward 3 spaces.' or 'You win first prize in a yodelling contest in Switzerland. collect £50'. Can you find out the names of key railway stations/ airports to replace the stations on the original board?

Attached to the email is a printable pdf for a blank Monopoly style board (4 x A4) and blank game cards.

Other areas of learning:

There are additional foundation subject lessons, including Spanish, available on the National Oak academy site, which can be accessed using the link on the school website.

Zoom:

Unfortunately, I will not be able to zoom during the next few weeks, as I will be teaching. If you have any concerns or questions, please feel free to continue to email me and I will do my best to get back to you as soon as possible. I look forward to seeing you soon,

Take care,
Kind regards,

Kate Crampton

WALT plan a non-chronological report – A European Country

<p><u>Introduction</u> Subheading Brief opening to introduce topic Present tense</p> <p>What country? Where in the world (continent)?</p>	
<p><u>Paragraph 1</u> subheading present tense non-chronological order</p> <p><u>Physical features</u> Mountains, rivers, weather/ climate etc</p>	
<p><u>Paragraph 2</u> subheading present tense non-chronological order prepositions to describe place (in, on, under)</p> <p><u>Human features</u> Population, capital city, currency (money), landmarks (famous places), key facts from history etc</p>	
<p><u>Paragraph 3</u> subheading present tense non-chronological order</p> <p><u>Culture</u> What the country is famous for Traditional foods/ dances/ clothes etc</p>	
<p><u>Did you know?</u> <u>Fact box</u> subheading present tense</p> <p>Interesting facts about the country</p>	
<p><u>Conclusion</u> subheading present tense</p> <p>Should people visit there? Why is it so special?</p>	

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<u>WALT use strong sentences</u>		Year 3
Expanded noun phrases to clarify and add detail		
Coordinating conjunctions (FANBOYS)		
Subordinating conjunctions (I SAW A WABUB)		
A range of sentence types (simple, compound, complex)		
Commas to separate lists		
Adverbs (frequently, usually, generally, occasionally)		to express time, place and cause
Prepositions (beneath, under, behind, below, in)		
Possessive apostrophes for singular possession (the elephant's trunk)		
Possessive apostrophes for plural possession (elephants' habitats)		

<u>WALT use strong sentences</u>		Year 4
Adverbs and prepositions to describe time and place (frequently, usually, generally, occasionally, beneath, under, behind, below, in)		
A range of sentence types (simple, compound, complex)		
A mix of nouns or pronouns to aid cohesion and avoid repetition (e.g. he, she, they, it.)		
Fronted adverbials followed by a comma		
Possessive apostrophes for singular and plural possession (the elephant's trunk/ elephants' habitat)		
Commas to mark clauses in complex sentences		
Varied position of the subordinate clause (eg. Because frogs breed in water and need to remain moist, they are often found near ponds.)		
Embedded clause		
Relative clause (an embedded clause which starts with who, when, which, where, whose or that) (eg. Frogs, which breeds in water, are often found near ponds.)		

WALT write a persuasive advert		Year 3
Title	Opening which makes a statement	Expanded noun phrases with interesting word choices and phrases to describe emotion and feelings
Series of paragraphs with reasons to visit and supporting facts		Short, punchy sentences
Catchy slogan or catch phrase, using alliteration, similes, metaphors or rhyming		Coordinating conjunctions (FANBOYS)
		Subordinating conjunctions (I SAW A WABUB)
Conclusion which pushes the reader to want to come		Commas to mark lists
Eye catching, memorable pictures		Prepositions to express place (since, beneath, under, behind)
Present tense [usually]		SPACED IT
Third or first person		Hyperbole (exaggeration)
bullet points, subheadings, labels and words that stand out.		Possessive apostrophes to mark singular possession

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