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| **Home Learning WEEK 2 - My Household** | |
| **Class 4** | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Please access the daily lessons available on The White Rose website: * Year 3 please complete week 1 starting with lesson 1- unit and non-unit fractions <https://whiterosemaths.com/homelearning/year-3/> * Year 4 please complete week 1 starting with lesson 1- recognise tenths and hundredths   <https://whiterosemaths.com/homelearning/year-4/>   * Continue working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school) * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves, doubles and times tables. * Practise telling the time. This could be done through this [game](https://mathsframe.co.uk/en/resources/resource/116/telling-the-time) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. | * 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. * Your child can log in to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book. * Look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers. Use a dictionary to define the new words. * Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Continue to practise the Year 3/4 Common Exception words**.** * Choose 5 Common Exception words. 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** * Practise spellings on[**Spelling Frame**](https://spellingframe.co.uk/) | * Write a recount of your day. This could be used in history one day to show what happened during this period. * Write a character description of a member of their family. What do they look like? How do they behave? etc... * Write a story involving members of their family. Do they have to defeat a monster? or find something they have lost? * Write a letter/email/ text message to a member of their family * Write a set of family rules. |
| **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 immediate family? What other relatives do you have? How does your family link together? How many people do you have in your family? Why not spend timelooking through old photos and talking about the people in your families. What family stories can you tell? How is life different to your parents? grandparents?   * **Be Active:**   [Go Noodle](https://www.gonoodle.com/) with the family or have a family workout. There are lots of dance videos you could try. [Dance](https://www.youtube.com/watch?v=8-9Sm6_yE98). Maybe try some [Yoga](https://www.youtube.com/watch?v=R-BS87NTV5I&vl=en).   * **Time to Talk:**   You could play a board game, facetime a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner.   * **Music:**   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?   * **Foundation Subjects:**   Continue the projects set last week for the foundation subjects. | |
| **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. | |
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