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| **Learning Project WEEK 4 - Viewpoints** |
| **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 Summer term- week 1 starting with lesson 1- Equivalent fractions <https://whiterosemaths.com/homelearning/year-3/>
* Year 4 please complete Summer term week 1- starting with lesson 1- Make a whole

<https://whiterosemaths.com/homelearning/year-4/>* Continue working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school) - your child will have an individual login to access this.
* 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.
* Get a piece of paper and ask your child to show everything they know about **Multiplication.** This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
* Practise counting forwards and backwards from any given numbers in **100s.**
 | * Complete the weekly reading activity on the BBC Bitesize Daily lessons
* Year 3 <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>
* Year 4 <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1>
* 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.
* Rising Stars- this is an online platform that provides access to books and comprehension questions. Please create an account online using the following website:

 [Rising Stars](https://passport.hoddereducation.co.uk/Register/fBgywz9xw29055e4d5-33c7-4964-8abb-970e66a7b69dz9xw25z9xw2z9xw2z9xw2vhlYOuwfMpAO7Ga3AOk9z9xw25171CCB252DDD481A2E8F172EFD78FC4) * 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?
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| **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**.**
* Practise your spelling on[**Spelling Frame**](https://spellingframe.co.uk/)
* Choose 5 Common Exception words. Write a synonym, antonyms, the meaning. Can the word be modified?
* Use each common exception word in a sentence.
* Choose 5 Common Exception words and practise spelling them using pyramid words. Write the word in a pyramid, e.g.

 s sp spe spel spell spelli spellin spelling | * Complete the daily English activities on the BBC Bitesize Daily lessons
* Year 3 <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-lessons/1>
* Year 4 <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-lessons/1>
* Write a letter to a family member telling them all about how your day has been.
* Write a list poem about all the things you like. Which adjectives and adverbs could you include too?

E.g I like eating juicy, sweet strawberries. * If you were to become a superhero what would your superpower be? Write a character description of them as a superhero. Explain how they save the day.
* Retell a traditional tale from another character’s point of view. E.g Tell the three little pigs from the wolf’s perspective.
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| **Learning Project - to be done throughout the week** |
| **The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.*** **Let’s Wonder:**

 Draw a picture of yourself and label their drawing with the qualities you have. How do others see them differently? Ask people at home to add to their qualities.  How are they different to other children in different parts of the world? What makes them  similar to other children around the world? * **Let’s Create:**

Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.* **Be Active:**

Move around your home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not? * **Reflect:**

Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?* **Foundation Subjects:**

Please continue the foundation subject projects set from last week (French, Geography- rivers, Art) |
| **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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