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| **Learning Project WEEK 4- VE Day** | |
| **Year group: 3/4** | |
| **Suggested Maths Activities**    **for Week 4** | **Suggested Reading Activities**    **for Week 4** |
| * TT Rockstars (please Dojo your child’s class teacher if your child is unsure of their login) [TT Rockstars](https://ttrockstars.com/) OR Monster Multiplication on Purple Mash (please Dojo your child’s class teacher if your child is unsure of their login) [Purple Mash](https://www.purplemash.com/sch/bronescombe) | * Improving fluency- listen to your child read and encourage them to read with expression and intonation. You may need to model this using echo reading- you read a short segment of text, sometimes a sentence or short paragraph, and your child echoes it back. Why not take your reading outside, create a reading area or space where your child can immerse themselves further into their reading? |
| * Play on Hit the Button - focus on number bonds, halves, doubles and times tables | * Watch Newsround and discuss what is happening in the wider world. Record key information to summarise what you have just heard. What is a summary? What do you think classifies as key information? |
| * Make some times-table flowers to decorate your learning environment and to use to support with Maths learning. You could focus on a different times table each day. | * 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? |
| **Suggested Spelling**    **Activities for Week 4** | **Suggested Writing**    **Activities for Week 4** |
| * Practise the Y3/4 [Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words. | * Watch an episode of Blue Planet of your choice. *You will be able to see them on BBC I-Player.* Pause the programme on your favourite part: your favourite setting/ environment. I would like you to write a setting description for your favourite environment. Remember to include a range of descriptive techniques: similes, adjectives, metaphors. If you can, take your learning outdoors and use resources you can find to recreate your chosen setting. |
| * Host a “Spelling Bee” for the members of your family. Select between 10 of our Common Exception Words and write them using a method of your choice: rainbow writing, bubble writing or word pyramids.   Host a Spelling Bee to see which of your family members would win with those spelling words!  How are you going to make sure you’re confident to read those words aloud? Are you going to be able to correct any errors made in your family?  You will need to be confident in spelling the words you’ve chosen.  Who is going to be successful? You or your family? | * In Week 1 of Home Learning, you spent time creating a setting of your choice and using this to write a story. I would like you to spend time focussing on characters in your story and creating character profiles for your main characters this week. You might structure it like this:     Around the outside of the silhouette you need to consider what your character will be like, both in their appearance and their actions. Usually main characters have opposite personalities for example brave/ nervous, adventurous/ reserved. |
| * Play “Spelling Hangman”   Choose 5 words from your Common Exception words list and playing with a member of your family, you each need to take it in turns to select one of those words and your partner needs to guess which you’ve chosen.  Make sure they are words you’re confident with to ensure you are able to write them correctly! | * Write an advice letter to another child about “How to Survive in School.” I would like you to think about how you felt at the start of the year you’re currently in (Year 3 or Year 4) and I then write a letter full of tips to survive that year! You might write about how to please your teachers, what the work is like, what you’ve enjoyed. Keep it safe because you can give them to children in the year below you! |
| **Suggested Learning Project: VE Day** | |
| On Friday 8 May, Britain will be commemorating the 75th anniversary of VE Day when the guns fell silent at the end of war in Europe. This week’s learning project is the same for the whole school and provides children with the opportunity to explore rationing and wartime recipes, delve deeper into the main front line fighter during WW2, conduct research into wartime music, consider what life would have been like for a survivor of the war and even the opportunity to host their very own VE Day party. Please see the website for the suggested activities. | |