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| **Learning Project WEEK 3- Viewpoints** | |
| **Year group: 3/4** | |
| **Suggested Maths Activities**    **for Week 3** | **Suggested Reading Activities**    **for Week 3** |
| * 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? |
|  | * Sign up to Authorfy: <https://authorfy.com/join> There are some brilliant activities and suggestions on here from famous authors including video tutorials for writing and reading.   On this website you can access masterclasses from a range of authors and there are lots of activities on here to help you further understand and delve deeper into texts that you love! |
| * Spend some time this week as a family and complete some baking. You might want to bake cookies or cupcakes and as you do this, can you discuss how you might use maths to cook for more or less people? What maths skills are you using when you bake something? Create a poster titled, “Maths in Real Life” that includes everything you have practised whilst baking. | * Get your child to read on [www.readtheory.org](http://www.readtheory.org). These text focus on comprehension skills.   Can your child answer questions about the texts they have read on here?  When you have done that, why not get your child to read a section from their own reading book and write questions about what they have just read? |
| **Suggested Spelling**    **Activities for Week 3** | **Suggested Writing**    **Activities for Week 3** |
| * Practise the Y3/4 [Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words. Create a bank of the ones you find most tricky and work on those. | * Write a diary entry from the behalf of another family member this week. Remember that a diary entry focuses on the person’s thoughts and feelings and remember that diaries are written in first person and are informal. |
| * Choose 10 of the Common Exception words on the list and practise using either rainbow writing, bubble writing or word pyramids. Can you sort the words into any groups? Are there any similarities? Any differences? | * If you were to become a superhero what would your superpower be? Why not get your child to create a comic book strip about themselves as a superhero and explain how they saved the day. |
| * Create a spelling crossword. Using the same spellings you have used for the activity above, can you make it into a crossword? You will need to make sure you know the meaning of the words you choose to create your clues.   When you have finished, pass your crossword to a family member to complete!  Remember, cross words have to link together so have to join by a letter. They can join at the beginning, at the end or in the middle and your words can be written either “across” or “down”. | * Retell a traditional tale from another character’s point of view. E.g. Tell the three little pigs from the wolf’s perspective. |
| **Suggested Learning Project: Viewpoints** | |
| The week’s project aims to provide opportunities for your child to gain a greater understanding of theirs and other people’s viewpoints. They might consider other people’s thoughts and feelings and begin to consider reasons for those feelings. They are looking at expanding their ability to see a range of things in different ways whether from different angles, empathy and exploration.    **Time to Talk:**  Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?  ​**Let’s Create:**  Complete an observational drawing of what you see outside a window in your home. 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.      **Understanding Others and Appreciating Differences:**  Listen to different pieces of music from around the world, which styles of music do you prefer and why? Maybe you could learn a song by heart and perform it.  **Reflect:**  Design your own ideal world. Would your world contain the same things as other people? Which things are most important to you? What are you going to include? Why?  **Let’s Wonder:**  Draw a picture of yourself and label it drawing with the qualities you feel you have.  How do others see you? Ask people at home to add to their qualities. How are you different to other children in different parts of the world? What makes you  similar to other children around the world? | |