



Yapton C. of E. Primary School
Home Learning Ideas
Year 3-4

Inspiration for the next week: 'Building a better world.'

English: Remember to think carefully about what you are going to write before you start! Capital letters and full stops ARE important. Remember to use spelling and grammar rules that you have learnt this year so far in your writing.



Maths: Don't forget to keep learning and practising your times tables – you should be logging on and completing a session of TTRS EVERY day. If you have any issues with usernames or passwords, please contact us via TTRS@yaptonschool.org



Spelling: This week we will be learning about contractions. In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot, didn't – did not, I'd – I would, we'd – we) Further details, including examples of the words to be studied at home, will be uploaded to Google Classrooms during the week.

1.
Reading: Please do the ERIC before the main English lesson.

English: We will be writing a story this week, based on 'The Last Tree' by Emily Haworth-Booth. Each day, we will upload the relevant section of this book to Google Classrooms, rather than upload the entire book at the start of the week so that the children can do lots of predicting about what could happen next each day. The stories that we write this week will also be based on something that happens in this text and we don't want to give the plot away too soon!

Today, after reading the section of the text that has been uploaded, discuss what you know so far with an adult. Try to answer these questions:

Q. What would it be like in the woods? What do you think it is like in a forest? How could you describe what it would be like? In your book, describe what you think it would be like in a forest. You will need to write lists of words under each of these headings: see, hear, smell, touch, taste, feel.

*If you find writing tricky, just write between 2 or 3 words under each heading

**If you want more of a challenge, make sure that your nouns have a matching adjective e.g. rough bark, tall grass, sweet smell, damp grass. You could also try to include some verbs and adverbs (e.g. the squirrel scampered quickly)

***If you are confident, try to use nouns, adjectives, verbs, adverbs and some similes (trees as tall as skyscrapers, leaves as dark as night)

To describe 3D shapes.

In this lesson, we will be looking at 3D shapes, learning their names and describing their properties. Follow this link to watch the video and try some of the activities.

<https://classroom.thenational.academy/lessons/to-describe-the-properties-of-3d-shapes-cdjkgd?step=2&activity=video>

If you want to challenge yourselves, also look at the attached sheet called 'Extra 3D shape information' to learn about even more properties of 3D shapes.

Try completing one of the attached mild, medium or spicy activities to show your learning.

Mild – complete the table by filling in the properties of each shape.

Medium – pick one 3D shape at a time and use your knowledge of their properties to write clues about them.

Spicy – pick 2 3D shapes at a time and use your knowledge of their properties to write what is similar and different about them.

2. The next section of the story will be uploaded today. Discuss the text with an adult and answer these questions:

Q. What has happened in the story? What does disarray mean? What has happened to the forest? How are they using the trees?

In the text you will find these sentence starters:

Once upon a time	Nowhere was quite right	All summer long
When winter came	When Summer returned	Before long

They are called fronted adverbials and go at the start of sentences, showing HOW, WHEN or WHERE something is happening. You may wish to look at the following if you would like to learn more:

[What is a fronted adverbial? - BBC Bitesize](#)

Today, we would like you to make up some sentences of your own that start with fronted adverbials. You can use the ones in the book or make up your own. Try to make your sentences all about being in a forest and what it would be like.

*If you find writing tricky, just write 3 sentences about being in the forest and start them with 'Before long', 'In the forest' and 'When winter came.'

*If you want more of a challenge, write 5 sentences about being in a forest that start with a fronted adverbial.

***If you are confident, write 7 longer sentences, starting with fronted adverbials and include lots of description.

3. The next section of the story will be uploaded today. Discuss this with an adult and explain what has happened and what you think might happen next.

YOU will be writing your own story this week and next week. Part of your story will be set in a forest but the other part of it will be set in an area of the forest that has been all cut down by people. This means that you need to think about 2 settings for your story.

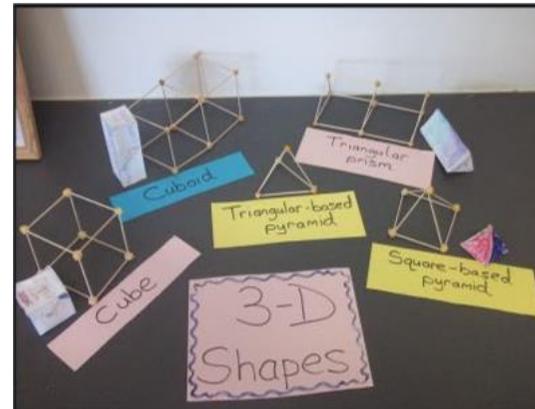
3. (Continued)

Draw a line horizontally across the middle of your English book. Write 'Untouched forest' in the top half and 'Cut down forest' in the lower half.

To make 3D shapes

Today, we are going to be using our understanding of the properties of 3D shapes to physically make some of them. You will need materials like cocktail sticks/straws or spaghetti and something to attach them together like Playdoh/plasticine/marshmallows/blu tack.

Look at the picture below to see what we are looking for.



Choose your challenge by selecting either a mild, medium or spicy set of instructions.

Mild – make the shapes we have named for you.

Medium – solve the clues to find out which shape to make.

Spicy – complete the problem-solving and reasoning questions.

To identify 3D shape nets

Today we are going to be learning about shape nets. Look through the attached file named 3D_shapes_nets.

If you need more of a challenge, watch the video on the link below and complete the activities.

<https://classroom.thenational.academy/lessons/2d-and-3d-shapes-to-build-simple-3-d-shapes-6mup4c?step=2&activity=video>

Then, choose work to complete from the attached activities.

Mild – print out, cut up the nets and make the 3D shapes.

Discuss what each setting would be like with an adult and draw each setting, one in the top half and one in the lower half.

Then write some sentences in each section to describe what the setting is like. Think about the adjectives and adverbs you could use to describe what you would see, hear, smell, touch, taste and feel.

*If you find writing tricky, just draw labels to all of the things in each of your settings but try to use some adjectives e.g. dead grass, small tree-stumps.

**If you want a challenge, use some fronted adverbials in your writing.

***If you are confident, write sentences to describe each setting that start with fronted adverbials, contain adjectives, conjunctions and adverbs. You might also like to try using a simile to describe what the setting would be like.

4. Re-read the story so far (no new section will be uploaded today.)
Look at the two settings you have created so far. Talk about them with an adult.

Now think about these questions: **Q. What do you know about stories? What has to happen in a story? Why?** Discuss how stories need a PROBLEM that must be sorted out by the end.

Look at the picture of the wall. Today you need to PLAN a story that includes the wall. The basic plan for your story will be as follows:

*Two children live in a village where all the trees have been cut down. The village has a big wall around it.

*The children want to see what is on the other side of the wall.

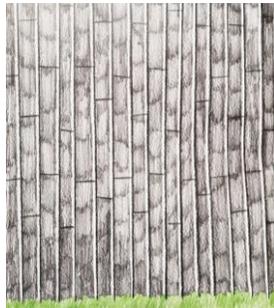
*But when they are on the other side, there is a problem. This could be having to help an animal, falling in a river, getting lost – it is up to you what happens!

*They end up in a beautiful forest where they realise how important the trees are. The children can see, hear and smell amazing things in the forest.

*The problem gets sorted out.

*The children return to their village where the trees have been cut down and teach people how they should be looking after the trees.

Today you need to PLAN your story. Use the ideas above as a guide but change parts of it and add lots of your own ideas so that it becomes YOUR story.



Medium – match nets with their shapes and then explain how you know.

Spicy – complete problem-solving and reasoning activities about nets.

To sort 3D shapes

Use the link below to practise sorting shapes in a Venn Diagram. Make sure you drag the shape to see its properties if you are unsure where it goes and then press 'Check' at the end to see how well you did.

<https://mathsframe.co.uk/en/resources/resource/115/sorting-3d-shapes-on-a-venn-diagram>

Then have a go at using the Carroll Diagram to sort 3D shapes by clicking on the link below.

<https://mathsframe.co.uk/en/resources/resource/114/sorting-3d-shapes-on-a-carroll-diagram>

Have a go at completing some sorting activities by choosing from the sheets attached.

Mild – sort the given shapes into the Venn Diagram.

Medium – sort the given shapes into a Venn Diagram and a Carroll Diagram. Can you create your own titles?

Spicy – Explain whether the Venn and Carroll Diagrams have been completed correctly. If they haven't, where have they gone wrong?

We will upload some planning templates that you might want to use or you could plan the story in your English books.

*If you find writing tricky, use 'Planning sheet 1' which we have uploaded today. This will help you think of all the things you will need in your story including the characters.

**If you want a challenge, plan your story in your book, using a method that you have used before. Remember to use both settings in your plan. Think about the main characters you will be writing about as well. What are they like?

***If you are confident, plan your story in your book, using a method that you have used before. Remember to follow the basic plan shown in red above but please add lots more details, ideas and adventures to make your story exciting.

Have fun!

Science:

Go outside into your gardens to look again at particular habitats near your house OR look at the different habitats that you can see when you are out on your daily exercise. All of these habitats exist as part of a larger environment. Talk to a grown up about how changes to the environment can affect (positively and negatively) the animals that live there. Check the children know that the fields surrounding our school are going to build on to provide more houses locally.

- The houses will be built all around the school field
- Roads will be added for the lorries / site traffic and then the residents
- Large lights will be fitted to the fencing so that contractors and traffic can move safely.
- An incinerator will be built and used to burn any waste created.

Split a piece of paper in half. Choose one of the points above and think about which animals will be affected and how. For example, a positive effect for some of the animals could be: some birds (like gulls) might build their nest on the tall buildings or busy roads might drive away the foxes, making it less likely that small mammals will be eaten. Negative effects could include: the smoke from the factory kills some of the plants, the tall building's shadow might remove the light that some plants need to grow.

You can draw a picture of the impact and write a simple sentence explaining what you think.

This is a great opportunity for children to find out more about how environments are changing and have changed throughout the world. Remember that there are often positive benefits as well as the negative results.

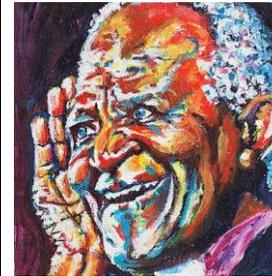
Video links

<https://www.bbc.co.uk/bitesize/clips/zyx76sg>

R.E

What can you find out about Desmond Tutu? Try to find facts showing who he was, what he did and why he did it. **What did Desmond Tutu see that was 'wrong' and what they did to try to change that?**

This bible verse links closely to what Desmond Tutu thought and believed. **Ephesians 4:32**, NIV: "Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."



Create a simple timeline of key events in Desmond Tutu's life. Try to include things which have inspired him to make changes. You could annotate your timeline with information to explain what you have learned E.g. when the white priest, Trevor Huddleston tipped his hat to Desmond and his mum, Desmond realised that 'in God's family there are no outsiders.'

PE

In school we will be working on our movement skills; practising our balance and coordination and building the skills, such as agility and stamina, we need to play different invasion games. Can you have a go at some or all of these activities at home? What skills do you think you need to achieve them? Can you repeat the activity throughout the week and see if you can improve?

<https://www.nhs.uk/10-minute-shake-up/shake-ups/bellwethers-book-bundle>

<https://www.nhs.uk/10-minute-shake-up/shake-ups/judy-hopps-training-test>

<https://www.nhs.uk/10-minute-shake-up/shake-ups/dashes-ball-skills>

<https://www.nhs.uk/10-minute-shake-up/shake-ups/simbas-jungle-skills>

PSHCE Spend some time together with your family today playing a board game, baking, enjoying a walk or a bike ride together.

In class we will be working as a team to make a jigsaw puzzle. Can you choose one of your favourite jigsaws to make?

What do some people decorate their gardens with? Think about lanterns, decorated pots, gnomes, painted stones, 'bug sticks.' Etc. Next time you are out for a walk with your family, split into two teams and see what you can spot. Which team will spot the most?

For this week and next week, your goal is to design a garden for people who face a particular challenge.

E.g. they might be visually impaired so can't see very well, or have to use a walking frame / wheelchair to move around. Perhaps it could be a garden for people who are in hospital and need an outdoor space, or for someone who lives in a flat and has no garden.

For the next two lessons, choose who you are going to design a garden for, design a garden for them with different areas that they can enjoy. Label each area and use colour, design and decorations to make it look beautiful.

You may find ideas and useful information in the attached link

https://kidsgardening.org/explore-our-resources/?_sfm_content_type=Design%20a%20Garden

As an extra challenge can you design an invitation that could be sent to the people so that they can come and visit the garden? Or perhaps you could write a letter to someone explaining what you have included in your garden and why. Good luck!

Geography

Remember and discuss with a grown up at home what we are learning about. Share the book - The Vanishing Rainforest - which is linked at the bottom of this post. Explore the book cover – What do you think the book might be about? Who do you think the child is?

Read the story and stop where needed for discussion points up to the point that grandfather gets angry.

Would you have accepted gifts from the nabe, (The Yanomami tribal word for the loggers)?

Why do you think Remaema's grandfather was so angry at what was happening?

What do you think was going through Remaema's head when she was watching what was happening to her family?

This story is based on a very possible real event between tribes and loggers. Try and help Moawa with the dilemma about whether he should continue to accept gifts from the nabe or not.

Divide a piece of paper in half. On one side draw pictures and write captions showing why Moawa can accept the gifts and the reasons why it is okay. On the other side, draw pictures and write captions explaining why some people think it is wrong. Remember, you can also use knowledge and information that you have learned in previous sessions.

Read to the end of the story and discuss what happens with a grown up.

You may like to watch the linked video to help you understand Chief Raoni's sadness. <https://www.youtube.com/watch?v=Melq7VA7FjY>

Art

Today, we would like you to go for a walk around areas of your house or garden looking for repeating patterns in the natural items found on the floor / trees,

- Choose a repeating pattern to sketch carefully and in detail.

Look at the pictures of Chris Ofili images.

Q. What do you notice about these images? Q. How has the author created the patterns? Q. Are all of the images in the pattern the same size? Q. What is similar about them?

Try and copy one of Chris Ofili's images yourself.

Please record all of your English and Maths learning in your Home Learning Journals. Your teacher will collect these in when you return to school. Please remember to draw a margin in your maths book whenever you start a new page and ALWAYS present your work neatly.

Don't forget to check your Google Classroom each day for the option to send photographs of your assignments. Your teacher will send feedback once they have received your photographs.

