



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



**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.

**Spelling:** This week we will be revising and exploring the suffixes –ment, –ness, –ful, –less and ‘-ly’. Further details, including examples of the words to be studied at home, will be uploaded to Google Classrooms during the week.

**Reading:** There is an ERIC about our text, ‘Greta and the Giants.’ Please do this **BEFORE** you watch the video and read the text!

### **English**

1. **Do you remember the text, ‘Greta and the Giants?’** This will be the focus for our work in English for the next two weeks. You can hear the story at:  
[Story Time with Miss Gray - Greta and the Giants by Zoe Tucker - YouTube](#)  
[Sarah Ferguson reading Greta and the Giants by Zoe Tucker - YouTube](#)

**What was the aim of the author? How did the characters feel? How did the wolf feel? How did Greta stop the Giants?** Discuss these questions with an adult and talk about some of the words and sentences used in the book. This story was inspired by the work of Greta Thunberg and her peaceful protests. **What would you write if you were protesting with Greta?** Look at the placards and signs that the characters are holding in the text.  
**Which signs do you like? Why?**

Today, we want you to make a placard, sign or poster showing your message. You could ‘magpie’ some ideas from the text or create your own.

\*If you think this is tricky, then use 2 or 3 words like ‘Save the trees’ or ‘Help our forests.’

\*\*If you want more of a challenge, use longer sentences on your placards, perhaps with drawings or symbols.

\*\*\*As an extra challenge, how could you persuade the reader of your sign with the words that you use? Would you use rhetorical questions? Would you use words or phrases that made the reader feel emotional?

### **Inspiration for the next week:**

**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](mailto:TTRS@yaptonschool.org)



1. In this lesson we will be thinking about 1/10/100/1000 more or less than a given number. Follow this link to watch the video and try the activities:  
<https://classroom.thenational.academy/lessons/finding-10-100-or-1000-more-than-a-given-number-cmu62c>

If this is too tricky, try this activity instead:

<https://classroom.thenational.academy/lessons/to-find-one-more-or-one-less-and-ten-more-or-ten-less-cv6k6c?step=3&activity=worksheet>

If you would like an extra challenge, try answering the questions on the attached superstar challenge sheet.

2. Read through/listen to the text again. **What is the aim of the author? How do the pictures help the reader? How does the story make you feel?** Discuss these questions with an adult.

Over the next series of lessons we will be writing a biography about Greta Thunberg. **What is a biography? Who is Greta Thunberg? What do children already know about her?**

Today, we would like you to find out about Greta Thunberg and will upload an information sheet to help you. Try to find out about Greta, her family and her life so far.

\*If you think this will be tricky, just find out Greta's name, her date of birth, some information about her family and 2 or 3 other interesting facts.

\*\*If you would like more of a challenge, find out all about Greta's early life but also try to explain what Greta has done in her life so far.

\*\*\*As an extra challenge, think about the impact she has had and why she is so well-known

2. In this lesson, we will be practising rounding numbers to the nearest 10. Follow this link to watch the video and try the activities:

<https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-10-6gu3er>

If this is too tricky, try this lesson on odd and even numbers instead:

<https://classroom.thenational.academy/lessons/exploring-odd-and-even-numbers-part-1-65k62e>

If you would like more of a challenge, try this lesson on rounding to the nearest 100:

<https://classroom.thenational.academy/lessons/rounding-2-and-3-digit-numbers-to-the-nearest-100-ctgpar>

3. **What type of writing will you be doing this week? Who will you be writing about?** Talk to an adult about biographies and how they describe the details, events and experiences of a person's life.

Today we would like you to read Greta Thunberg's biography. It would then be very useful if you could then make a list of the features that a biography needs. We have uploaded different examples for you, so you can choose which one is suitable.

\*If you find reading tricky, then read Greta biography 1. Talk about the text with an adult and think about how it was written. Together write down a sentence to explain anything that you noticed.

\*\*If you want a more challenging text, read Greta biography 2. Talk about it with an adult and then highlight some of the features such as time adverbials (these include words like 'then', 'later', 'soon'.)

\*\*\*If you would like to create a more detailed list of features, use the uploaded 'Features of a biography' sheet to find out more about biographies. There is also a Greta biography 3 sheet, which included a lot more information about her life if you would like to learn more.

3. In this lesson, we will be thinking about solving problems using our knowledge of place value: <https://classroom.thenational.academy/lessons/applying-place-value-knowledge-to-problem-solving-71jket>

If this is too tricky, try this lesson instead:

<https://classroom.thenational.academy/lessons/using-place-value-with-numbers-to-50-6muk4r>

If you would like more of a challenge, try this problem solving lesson:

<https://classroom.thenational.academy/lessons/finding-solutions-to-a-problem-c4t38c>

4. Read through the biography example again on Greta Thunberg. **What are the main features of a biography?**

Look carefully at the way that this biography is organised. **How does it start? What is each paragraph about? What words are used? How does the biography finish?**

Today you need to plan your own biography, thinking carefully about each stage that you will need to write. Remember you are only planning your biography today and do not need to write lots of sentences at this time.

\*If you find planning tricky, then just think about 2 sections: Greta's early life and why she is famous now.

\*\*If you want more of a challenge, think about an introduction (who Greta is and why she is famous), a paragraph on her early life and a third paragraph on what she has done.

\*\*\*If you are confident, plan 4 or 5 paragraphs, with an introduction at the start and a summary of her life so far at the end. Try to include some quotations from Greta as well.

We will upload some planning sheets to help you for this lesson, as well as a list of some of Greta's quotations and comments.

4. For maths today we would like you to practise counting up and down in multiples of numbers. Choose a challenge level from below and see how far you can count in those multiples. Can you count back down again? Can you write out a number sequence for your chosen multiples? Can you create a missing number sequences for your parent or teacher to solve? An example of a number sequence and some missing number sequences are given here:

e.g. Sequence for multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36

Missing number sequence for multiples of 50: 0, 50 \_\_\_\_, 150, 200, \_\_\_\_, 300

Missing number sequence for multiples of 4: 44, 40, 36, \_\_\_\_, \_\_\_\_, 24, \_\_\_\_

Mild: 2s, 5s, 10s

Medium: 4s, 8s, 50s, 100s

Spicy: 6s, 7s, 9s, 25s, 1000s

5. **How do we start a biography?**

Read the biography example again and look at the introduction (the first paragraph). This should make it clear who the biography is about and why they are so well-known. Today we would like you to write the introduction for your biography about Greta

\*If you find writing tricky, magpie some of the words and ideas from the example we uploaded for you. Use some of these in your own work. You only need to write a few lines and say who Greta Thunberg is.

\*\*If you are feeling confident, use a rhetorical question in your introduction such as 'So who is Greta Thunberg?' or 'Have you heard of Greta Thunberg?' Remember to say how she is and why she is famous.

\*\*\*As a challenge, as well as using rhetorical questions in your introduction, can you also try to include a quotation?

Once you have drafted it, read it aloud to yourself. **Does it sound and look right? How could I improve it?** Then check the spellings and punctuation very carefully, using a red pen to show us any corrections you have made. Read it aloud to an adult as well.

5. Today we would like you to practise your times tables. The work you did yesterday counting in multiples should help you. Choose your times tables from the challenge levels below and practise in a way of your choosing. Follow these links for some fun ways to practise your times tables at home. And don't forget to log on to Times Tables Rockstars!

Mild: 2x, 5x, 10x

Medium: 3x, 4x, 8x, 11x

Spicy: 6x, 7x, 9x, 12x

<https://www.doodlemaths.com/2019/02/21/creative-ways-to-learn-your-times-tables/>

<https://home.oxfordowl.co.uk/maths/primary-multiplication-division/help-with-times-tables/>

<https://www.whizz.com/blog/fun-ways-to-teach-times-tables/>

### **Science:**

'What makes a living thing?'

There are 7 things which help us to identify if something is living.

Watch this video clip to remind yourself of the 7 characteristics.

<https://www.bbc.co.uk/bitesize/clips/ztbw2p3>

Draw a picture and label each of the 7 characteristics.

### **Classifying – How can we classify different animals?**

We can sort living things into two groups. E.g. fish and mammals, or wild animals and pets.

Fold a blank piece of paper in half so you have two groups. Write a label at the top for each group.

How many animals can you think of to go in each group? You could draw the animals and label them (remember you can add colour when you have finished too) or print pictures, trim them carefully and stick them into the correct group.

### **R.E**

#### **Who's your hero?**

- Ask pupils to dress up as or find an object at home to represent their own personal hero (someone famous or personal to them). Discuss together why that person inspires them, and how they might influence their own behaviour.

Discuss the qualities needed to be a 'hero' and write key words / phrases on to a piece of paper or into your book.

#### **Can one person change the world? How?**

Think about people who have tried to change the world – e.g. Marcus Rashford / Greta Thunberg / Barack Obama etc.

Talk together about how people can try and change the world today.

Search for and print an image of one of the inspirational people that you have talked about (use google images or similar)

Consider what qualities that person has demonstrated – look back at your list of key words / phrases. Stick the image onto your paper or into your book and annotate ideas around them.

### **Music**

Play the rainforest music (attached link) **Q. What can you hear? Q. Which sounds are loud? Q. Which sounds are quiet? Q. How could you recreate those sounds?**

<https://www.youtube.com/watch?v=LTiRw7kx97E> - An hour of rainforest music; Can you make your own rain stick? Read the instructions and create your own instrument. Perhaps you could play your instrument at the same time as one of the music.

Join in with their performance.

### **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 are going to be thinking about different challenges we might face and what it feels like when we are facing a new challenge.

You could draw a mind map of all the different challenges that someone might face (e.g. learning how to ride a bike, learning a new times table, breaking a bone and being in plaster, having to start in a new class / school, falling out with a friend, learning at home etc) Next to each one label how you might feel – remember some of these challenges will be exciting while others might make you feel anxious or nervous.

### **Geography & Art**

**Q. What do we already know about rainforests? Q. What did we learn last year?** Encourage Year 4 children to be our experts and share with you the information they recall. (aim for their location and name) Explain to the children that there are two types of rainforest: temperate and tropical. We are going to be focusing on those that are tropical. **Q. What continents are found in the world?** Look at a world map / google world and locate Europe, North America, South America, Africa, Asia, Antarctica and Australia. **Q. Why do you think tropical rainforests mainly grow close to the equator?** (They grow here because temperatures are always warm, the equator runs at the globe's widest spherical point and therefore closest to the sun. Due to warmer temperatures there is also more evaporation from the land and water that leads to an increase in rainfall. Use atlases, google maps and online maps to locate the rainforests around the world.

You can create one of the continents where rainforests are located to show the landscape, cities, rivers and rainforests. The 4 continents where there are major tropical rainforest regions are: South America, Africa, Asia and Australia continent outlines for this are available.

As a creative activity linked to this, there are instructions attached which will tell you how to make the map from salt dough to show rainforests, mountains and valleys in relief (3D) which can be labelled. Alternatively, you could draw the continent and label it or make the continent as a cake!

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.