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| **Learning Project WEEK 1** | |
| **Luther-King** | |
| **Weekly Maths Tasks (Aim to do 1 per day)** | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Working on [Times Table Rockstars](https://play.ttrockstars.com/auth/school) - your child will have an individual login to access this **(20 mins on SOUND CHECK).** * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves, doubles and times tables. * Adding totals of the weekly shopping list or some work around money. This [game](http://flash.topmarks.co.uk/4020) could support work on adding money. * 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 **Addition**. 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 number in **2,s and 3,s** | * 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. Can they predict what is going to happen next? Can they ‘read between the lines’ as to character’s thoughts or feelings? Encourage them to read with expression and intonation, making sure they ‘read’ the punctuation. * Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what is happening in the wider world. * Get your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book. (You will need to register to access the free resources.) * Explore new vocabulary you find when reading. What is the root word? Other words come from this? Can you draw the word? Can you find any synonyms or antonyms for your new word? * With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with.They could use a highlighter to highlight in magazines and newspapers. |
| **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**.** * Create a crossword or wordsearch of the words you need to learn. * Choose 5 Common Exception words. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? * Use some of the strategies in [Ways to Help Your Child Learn Spellings](https://stbarnabasprimary.co.uk/wp-content/uploads/2018/10/Ways-to-Help-Your-Child-with-Spelling.pdf) * Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence. | * Write a recount of your day. This could be used in history one day to show what happened during this period. * Write a character description of a member of their family. What do they look like? How do they behave? etc...Finish off with a drawing. * Write a set of family rules, could they begin with ‘We always…..’ rather than ‘We do not ………’ * Write a letter/email/ text message to a member of their family that they have not seen this week. * **Story task**: Choose ***one*** of the story starts below to write a short story:  1. *The pages flickered, there was no breeze, as if an invisible hand was turning the pages.  It stopped on page 73..* 2. *I hadn't seen the door before.  It wasn't there last night.  Cautiously, I turned the handle.* 3. *Grey and foreboding, the castle stood atop the hill looking down across the small town, in the topmost window of the highest tower stood a small boy called...* 4. *Bleary-eyed, I went downstairs for breakfast, the house was empty, even the furniture had gone...* 5. *Closer and closer it came, it was getting bigger and bigger, soon it filled the sky above, was the moon falling?* |
| **Learning Project - to be done throughout the week** | |
| **The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.**   * **Let’s Wonder:**   Who is in your child’s immediate family? What other relatives do they have? How does their family link together? How many people do they have in their family? Why not spend timelooking through old photos and talking about the people in their families. What family stories can they tell? How is life different to their parents? grandparents? Can they write a set of questions and interview an older member of their family via the phone, skype or whatsapp?     * **Let’s Create:**   In Art Books, create a piece of artwork entitled ‘Family’. This could be a drawing, a self portrait, a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not? [Family portraits.](https://www.google.com/search?q=paintings+of+families&tbm=isch&ved=2ahUKEwjyxPvMkZjoAhUDihoKHZwrBUAQ2-cCegQIABAA&oq=paintings+&gs_l=img.1.0.0i67l4j0l6.24000.27695..30116...1.0..0.140.1054.10j2......0....1..gws-wiz-img.....0..0i131.mm9IJBBvfqc&ei=lthrXvKhIIOUapzXlIAE&rlz=1C1RUCY_enGB687GB688&safe=strict)   * **Be Active:**   [Go Noodle](https://www.gonoodle.com/) with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance](https://www.youtube.com/watch?v=8-9Sm6_yE98). Maybe try some [Yoga](https://www.youtube.com/watch?v=R-BS87NTV5I&vl=en).  ***Recommendation at least 2 hours of exercise a week.***  **See Mr Lloyds list on facebook for more ideas.**   * **Time to Talk:**   Perhaps they could play a board game, facetime a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner.   * **Understanding Others and Appreciating Differences:**   Discuss how their family is different to other people’s families. Discuss whether all families are the same? Does it matter? Do all families have the same faith? Do all families worship in the same way? We have been learning about how Muslims pray – could you find out about the 5 Pillars of their faith and write about it in your learning book?   * **Reflect:**     Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they Identify the instruments they can hear and describe how the music makes them feel? Why not get them to listen to some of the [classics](https://www.youtube.com/watch?v=5VB1RvyfISM)? | |
| **Additional learning resources parents may wish to engage with** | |
| [Purple Mash](https://www.purplemash.com/sch/stb-yo26) – Lots of activities on here – maths games etc. Your child will have their log in details in Home Learning Books. Look for the 2Dos and, when completed, press ‘hand it in’ so I can see and mark it.  [**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. | |
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