



Term: Summer 1

Teacher & Year Group: Miss Newton, Class 3-4

Week 8.



### Home Learning

Hi class 3-4 😊

I can't believe we are going into our eighth week, can you? I have missed seeing and teaching you all in class but I hope you are safe, well and working hard at home and enjoying the time with your family!

I have prepared some work for you to be getting on with this week, try to do as much as you can.

I hope to see you all soon!

From Miss Newton x

### Daily Activities.

This week we are focusing on kindness, I have chosen a poem to base this week's learning on, you will find this below it is called 'Say Something Nice' – read this poem, I have set you a challenge if you dare to complete 😊

English

<b>Monday</b>	<p>The first task is to read the poem, then think about someone in your family or a friend that you love, then I want you to create a Wordle filled with lots of different words that describe the qualities you like about that person. I have included an example below in 'English – Monday' for your Wordle.</p> <p>Once you have completed the Wordle, I want you to create an acrostic poem about that person, so for this you should use their name and then create sentences using the words from your Wordle.</p> <p>Remember for an acrostic poem their name needs to be vertically and each sentence starts with that letter for example:</p> <p>J A C K</p>
<b>Tuesday</b>	<p>Today I want you to create a kenning poem. So, you need to have a think about who you are going to write about. This could be a family member, someone in your house or a person</p>



	<p>you haven't seen in a while - you could ring them and tell them the poem over the phone to show them how much you love them.</p> <p>For the kennings poem you should start with 'You are...'</p> <p>I have included a template on English – Tuesday to give you some ideas.</p> <p>Year 4 – could you add some alliteration in your poem?</p>
<b>Wednesday</b>	<p>This style of poetry is the one you're all pro's at as we did many in school! HAIKU AND TANKA 😊</p> <p>So, today I want you to create a poem based on, yes you guessed it! Kindness...</p> <p>Year 3 – Haiku poem, remember the structure 5,7,5 (clap the syllables – Kindness = 2 syllables)</p> <p>Year 4 – Tanka poem, remember the structure 5,7,5,7,7.</p>
<b>Thursday</b>	<p>Today, I want you to write a letter to a family member or a friend. This could be someone in your house or someone you haven't seen for a while. You could leave it somewhere for someone in your house to find it or you could post it (safely) with an adult, OR you could take a picture of your letter and ask an adult to send it to that person.</p> <p><b>Year 3</b> – In your letter you need to include dear..., paragraphs, adjectives, and conjunctions.</p> <p><b>Year 4</b> – In your letter you need to include dear..., paragraphs, fronted adverbial, adjectives, conjunctions, and a question.</p> <p>I have included an example in the pack.</p>
<b>Friday</b>	<p>Time to get creative!!! Can you make your own kindness recipe for a potion? Think about what qualities make up a nice person, write a set of instructions and draw your potion labelling the qualities inside for example,</p> <p>A sprinkle of smiles A dash of humour A spoonful of laughter and a litre of politeness.</p> <p>Year 3 – In your set of instructions you need to use time connectives (first, then, after that)</p> <p>Year 4- In your set of instructions you need to use, fronted adverbials, imperative verbs, and alliteration (sprinkle of sunshine smiles).</p>



**Challenge –**  
To write own free verse/rhyming poem about the current situation and how we can be kind or kindness in general – save these and bring them into school for a mini competition in class.

**Maths**

**Daily Activities**

<b>Year 3 &amp; 4</b>	I have included some worksheets on multiplication. Please check you are completing the correct year group – if you want to try and do both that is AMAZING. Make sure you go onto TT Rockstars this week, I have been on many times and I have sent a challenge
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You can use any method you feel comfortable with, if you can't print these worksheets please rewrite the question in your Home Learning book and show your working out. Check you are completing the correct worksheet for your year group.

**Art**



**An act of kindness 😊**

I can change the world with own two hands by being kind.

Can you create something like this and then put it in your window to pass the message on?

Make sure you complete the acts of kindness yourself 😊

Next week I will add in a picture of my own, I will be baking for someone as I love to bake! I would love to see your posters when we get back to school so make sure you keep them!



<b>Science</b>	Collect things from around the house, garden or during your 1hours exercise to create your own plant and then label it. You could use any items – sticks, cotton wool, paper, cupcake case, raisins.
<b>Geography</b>	I have added in another rivers sheet, this is similar to last week's sheet but this time it included sentences that you need to complete.
<b>Computing</b>	Don't forget you can go on Espresso coding! You could also create your own powerpoint, you could document your day, something you have done at home, include writing and pictures to show what you have done. If you save it, we could look at it in school when you are back in so we can all share something we have done while we have been off.
<b>P.E</b>	<a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> Every morning at 9am, Joe Wicks streams a live PE lesson. It is 30minutes long, if you don't tune in at that time, you can access it at any time on his YouTube channel, follow the link above.
<b>PSHE</b>	There are a few activities on 'Relationships – Our Special People', for this activity could you sit with an adult to discuss the information given and complete the activities.



## Poem

## Say Something Nice

Every now and then  
say something nice.

Say it to a friend.

Say it to a teacher.

Say it to your sister  
or brother,  
your father or mother.

Say something nice like:

*You remind me of flowers.*

or

*Your hair is like fresh bread.*

or

*I like sausages.*

or

*you're better than asparagus.*

or

*I like you more than Simon.*

Just say something nice  
to make them feel good.

The world is sometimes grey  
and things go wrong

but a kind word,  
and a smile,  
can turn it back around.

Say something nice like:

*That wasn't a very good poem  
but I liked it when it stopped.*

What a strange poem! BUT it has an especially important message and that is, to be kind!

I'm setting you a challenge this week, can you write your own free verse or rhyming poem on kindness? You could write about the current situation - how we could be kind to others and the world or just ways in which we could be kind to each other.

Save your poem and bring them into school for a mini competition in class.



English Monday.

**KIND**

**Caring**



*You are...*

A smile maker,

A hug giver,

A joke teller,

A great listener,



## English – Thursday

Today, I want you to write a letter to a family member or a friend. This could be someone in your house or someone you haven't seen for a while. You could leave it somewhere for someone in your house to find it or you could post it (safely) with an adult, OR you could take a picture of your letter and ask an adult to send it to that person.

**Year 3** – In your letter you need to include the **address**, **date**, **dear...**, paragraphs, **adjectives**, **simile**, and **conjunctions**.

**Year 4** – In your letter you need to include **address**, **date**, **dear...**, paragraphs, **fronted adverbials**, **adjectives**, **simile**, **conjunctions**, and a **question**.

St Paul's Peel  
Stocksfield Drive,  
Little Hulton  
M38 9RB

Thursday 14<sup>th</sup> May 2020,

Dear Barry,

I know that this lockdown has meant that I can't come to visit you, **but** it doesn't mean that I am not missing you or thinking about you. **Are you missing me too?**

**In the blink of an eye**, I have gone from being in school and playing with my **amazing** friends to being at home all day, every day! However, this has given me time to think, lots of time.

**This morning**, I had a fantastic idea **and** that was to write this letter to tell you just how brilliant you are! You give the **cuddliest** hugs and you have **a smile as bright as the sun!**





# Reading comprehension

## Ozma and the Little Wizard

12 Once upon a time, in the beautiful Emerald City, lived an adored  
 25 girl called Princess Ozma, who was ruler of all that country, and a  
 35 little, withered old man known as the Wizard of Oz.

45 This little Wizard could do many strange and magical things,  
 58 but he was a kind man, with merry, twinkling eyes and a sweet  
 69 smile so, instead of fearing him because of his magic, everybody  
 71 loved him.

82 Ozma wished that all the people who inhabited the pleasant Land  
 95 of Oz should be happy and contented so one morning she decided to  
 109 make a journey to all parts of the country to check. She asked the  
 120 little Wizard to accompany her and he was glad to go.

132 "Shall I take my bag of magic tools with me?" he asked.

142 "Of course," said Ozma. "We may need a lot of  
 146 magic before we return."



## Quick Questions



1. What did the Wizard of Oz want to take on the journey with him?

\_\_\_\_\_



2. Find and copy three adjectives the author uses to describe the Wizard of Oz.

\_\_\_\_\_



3. Why might Ozma and the Wizard need to use magic before they return?

\_\_\_\_\_

\_\_\_\_\_



Write one way that Ozma and the Wizard are similar and one way that they are different.

Similar: \_\_\_\_\_

Different: \_\_\_\_\_



# Spellings Year 3

Stage: 3	Words ending in '-er' when the root word ends in (t)ch.
List: 25	Name: _____




Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
teacher					
catcher					
richer					
stretcher					
watcher					
dispatcher					
butcher					
preacher					
cruncher					
scorcher					



## Year 3 – Spelling activity.

Stage: 3	Words ending in '-er' when the root word ends in (t)ch.
List: 25	

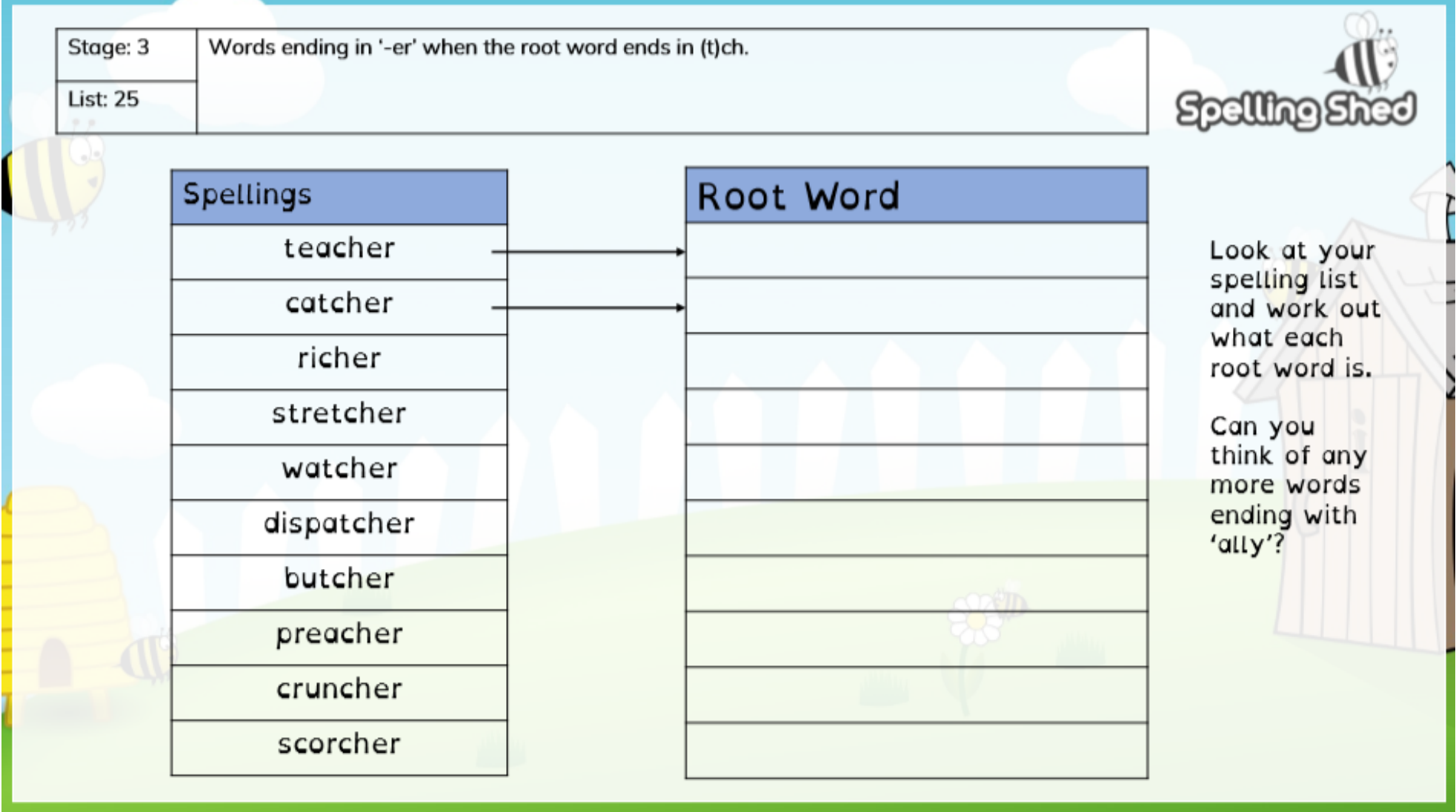


**Spelling Shed**

Spellings	Root Word
teacher	
catcher	
richer	
stretcher	
watcher	
dispatcher	
butcher	
preacher	
cruncher	
scorcher	

Look at your spelling list and work out what each root word is.

Can you think of any more words ending with 'ally'?





Spellings  
Year 4

Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.  Name:
List: 25	



Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
scene					
seen					
whose					
who's					
affect					
effect					
here					
hear					
heel					
heal					



Year 4 – Spelling activity.

Stage: 4	Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 25	
Name:	



Spellings
scene
seen
whose
who's
affect
effect
here
hear
heel
heal

Choose one of your spellings to complete the sentence.  
Only one of the pair is correct.

The opening of the story set the \_\_\_\_\_ for the reader.

“\_\_\_\_\_ socks are these?” asked the teacher.

The medicine had an immediate \_\_\_\_\_.

It was difficult to \_\_\_\_\_ over the noise in the playground.

Daniel hurt his \_\_\_\_\_ playing football in the park.



# Grammar Year 3

Match each word class label to the correct word in the sentence.

a

subordinating  
conjunction

apostrophe  
word used for  
possession

Mo's bedroom floor was a mess because  
it was full of smelly socks.

pronoun

adjective

Mr Whoops has accidentally  
jumbled up a preposition. Can  
you help him to unjumble it?

b

**udrennhtac**

Circle the correct homophone  
word to fit in the sentence:

c

Fahad had a nasty cut on his leg but  
it was beginning to \_\_\_\_\_.  
(heel/heal)



Look at the picture. Can you fill  
in the missing verb to create a  
past progressive sentence?

d

The children were \_\_\_\_\_ a  
really interesting nature  
documentary.



Add the prefixes tele- or tri- to  
these root words:

e

\_\_\_\_\_ port

\_\_\_\_\_ angle

Can you up-level this sentence  
by adding an adverb?

f



The lion's claws are sharp.




# Grammar

## Year 4

**a**

Underline the verbs in these sentences.


**During the downhill final, the Norwegian skier had a successful run. She swooped around the flags and only knocked one of them over.**



**c**

Can you underline the **two** determiners in these sentences?

**The dimorphodon was a flying dinosaur that lived in prehistoric times.**



**b**


Can you think of the sub- prefix words to match these definitions?

an underwater vessel

sub\_\_\_\_\_

**d**

Write a present progressive sentence about this picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**e**

Join the prefixes to the correct root words:


inter-	market
super-	pilot
auto-	national

**f**

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

t a h i s t  
t r g

s \_\_\_\_\_ t





# Maths - Year 3 (3-times tables)

Complete the multiplications.



x  =



x  =

Dani makes an array using counters.



Write two multiplication and two division facts represented by the array.

x  =

x  =

÷  =

÷  =

Complete the number sentences.

- a)  $6 \times 3 = \square$
- b)  $3 \times \square = 27$
- c)  $\square \div 11 = 3$
- d)  $\square \div 3 = 5$
- e)  $12 \times 3 = \square$
- f)  $\square \times 3 = 0$

Complete the number sentences.

- a)  $2 \times 3 = \square$
- b)  $6 = 3 \times \square$
- $4 \times 3 = \square$
- $12 = 3 \times \square$
- $8 \times 3 = \square$
- $18 = 3 \times \square$

What patterns do you notice?

Write <, > or = to compare the statements.

- a)  $33 \div 11 \bigcirc 3$
- b)  $27 \bigcirc 30 \div 3$
- c)  $9 \div 3 \bigcirc 3 \times 6$
- d)  $6 \times 3 \bigcirc 6 \div 3$
- e)  $3 \times 6 \bigcirc 18 \div 3$
- f)  $0 \times 3 \bigcirc 3 \div 3$

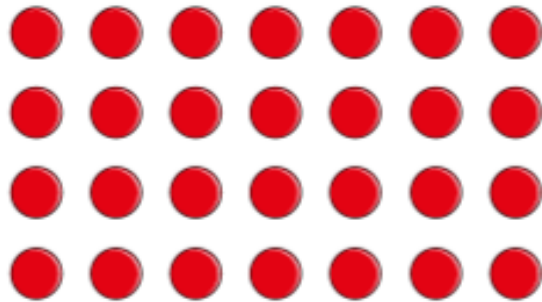




# Year 3 (4 and 8-times table.)

What multiplication and division statements does the array represent?

Complete the statements.



$$\square \times \square = \square$$

$$\square \times \square = \square$$

$$\square \div \square = \square$$

$$\square \div \square = \square$$

A paper clip is 4 cm long.



How long are 6 of these paper clips?

The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

Animal	Pictogram	Number of animals
cat		
dog		28
bird		
mouse		

= 4 animals

Complete the multiplications.

a)  $2 \times 8 = \square$

$4 \times 8 = \square$

$8 \times 8 = \square$

b)  $8 = 8 \times \square$

$16 = 8 \times \square$

$32 = 8 \times \square$

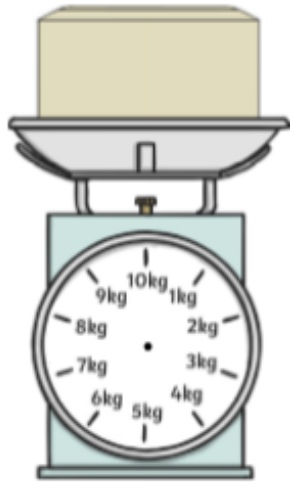




# Year 3 – Mental Maths

## Section 1

Draw an arrow pointing to 5kg 250g.



## Section 3

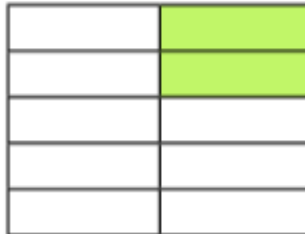
One pencil costs 28p. What do 3 pencils cost?

## Section 6

$140 + 20 + 20 = \boxed{\phantom{000}}$

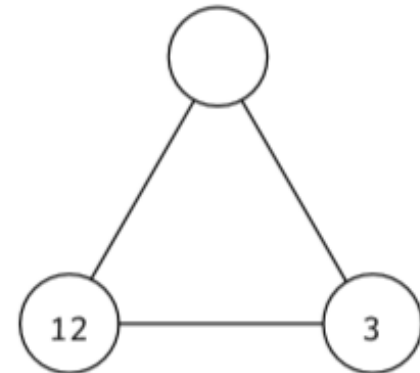
## Section 4

What fraction is coloured in?



## Section 7

Multiply the two bottom numbers to find the missing number.



## Section 2

Complete this calculation:

$$\begin{array}{r} 89 \\ \times 2 \\ \hline \\ \hline \end{array}$$

## Section 5

Measure this with your ruler. How long is it in mm?



## Section 8

Start at 126.

Count on 30.

What is your answer?



# Maths - Year 4 (multiply by 10 & 100)

Complete the number sentences.

a)  $2 \times 10 =$

d)  $7 \times 10 =$

b)  $4 \times 10 =$

e)  $10 \times 6 =$

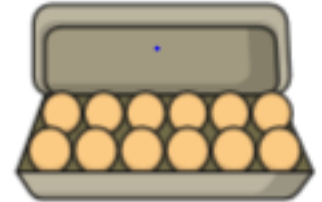
c)  $10 \times 8 =$

f)   $= 3 \times 10$

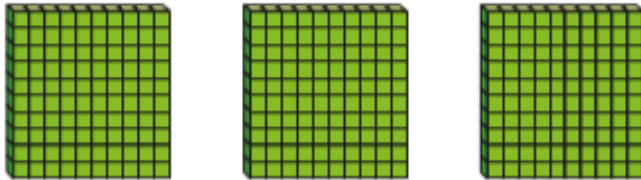
Tom has 10 boxes of eggs.

There are 12 eggs in each box.

How many eggs does he have altogether?



Complete the calculation shown in base 10



$3 \times 1 \text{ hundred} =$   hundreds

$3 \times 100 =$

Complete the number sentences.

a)  $2 \times 100 =$

d)  $5 \times 100 =$

b)  $4 \times 100 =$

e)  $100 \times 10 =$

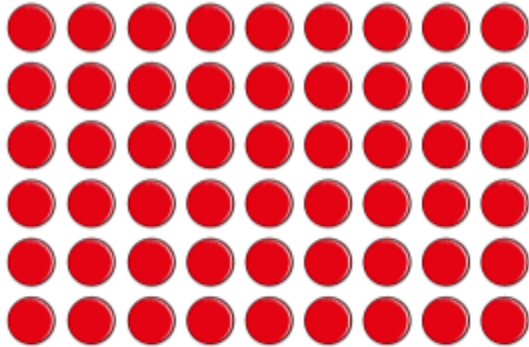
c)  $100 \times 8 =$

f)   $= 20 \times 100$



## Year 4 (6 and 9-times table)

Complete the number sentences to describe the array.



$$\square \times 6 = \square$$

$$\square \times \square = \square$$

$$\square \div 6 = \square$$

$$\square \div \square = \square$$

A red ribbon is 6 cm long.

A yellow ribbon is 7 times as long as the red ribbon.

How long is the yellow ribbon?

There are 9 players in a baseball team.

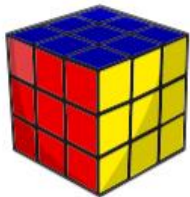
a) How many players are there in 7 baseball teams?

There are  players in 7 baseball teams.

b) If there are 81 players, how many full teams are there?

There are  full teams.

There are 9 coloured squares on each face of a puzzle cube.



How many coloured squares are there on the whole puzzle cube?



# Year 4 (Multiply 3-digit number by 1-digit number)

Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10 10	1 1 1 1
100	10 10	1 1 1 1
100	10 10	1 1 1 1

a) What multiplication is Filip working out?

$$\boxed{\phantom{000}} \times \boxed{\phantom{00}}$$

b) What is the answer to Filip's multiplication?

Use place value counters to complete the multiplications.

a)  $3 \times 213 = \boxed{\phantom{000}}$

d)  $6 \times 106 = \boxed{\phantom{000}}$

b)  $4 \times 216 = \boxed{\phantom{000}}$

e)  $4 \times 209 = \boxed{\phantom{000}}$

c)  $5 \times 106 = \boxed{\phantom{000}}$

f)  $317 \times 3 = \boxed{\phantom{000}}$

Complete the multiplications.

a)

	H	T	O
	2	1	7
x			4
<hr/>			
<hr/>			

c)

	H	T	O
	1	0	8
x			6
<hr/>			
<hr/>			

b)

	H	T	O
	4	3	9
x			2
<hr/>			
<hr/>			

d)  $163 \times 5$

	H	T	O



# Year 4 – Mental Maths

**Section 1**  
 A bag of 10 oranges weighs 2.5kg. A bag of 10 apples weighs 2kg. Work out the mass of one orange and one apple. Show your working out.

1 orange =

1 apple =

**Section 2**  
 Write this number in words:  
**6041**  
 .....

**Section 3**  
 Draw the lines of symmetry on these shapes:

**Section 4**  
 Match up the equivalent fractions:

$\frac{1}{2}$	$\frac{4}{16}$
$\frac{1}{4}$	$\frac{5}{15}$
$\frac{1}{3}$	$\frac{4}{8}$

**Section 5**  
 Add these numbers together.

	7	1	9
+	2	1	1
<hr/>			
<hr/>			

**Section 6**  
 Make £6.23 with the least amount of coins possible.

**Section 7**  
 Order these decimals from smallest to largest:  
**5.5   4.8   5.1   4.2   5.7   5.3**

smallest					largest

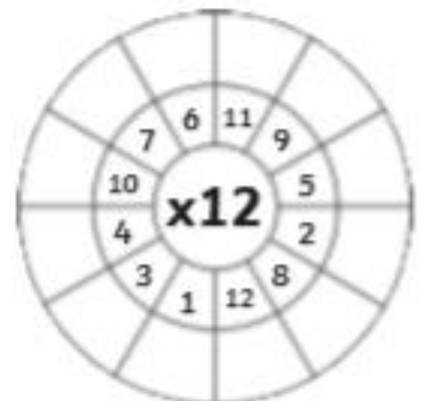
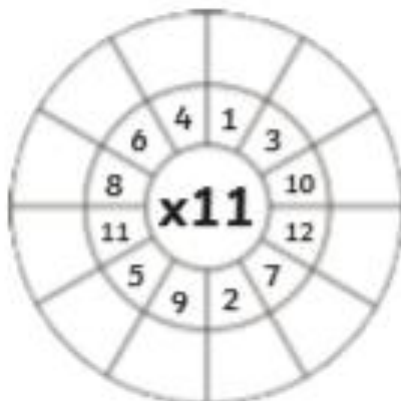
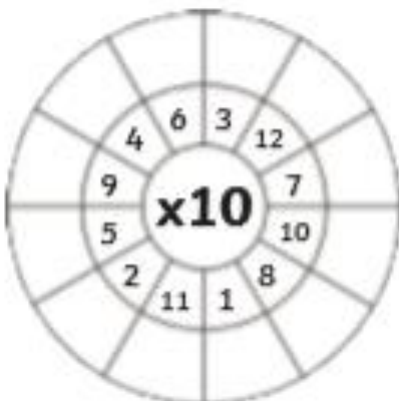
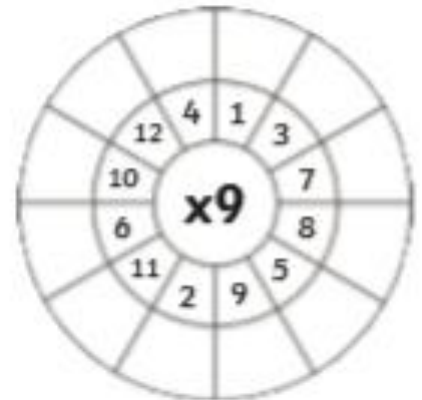
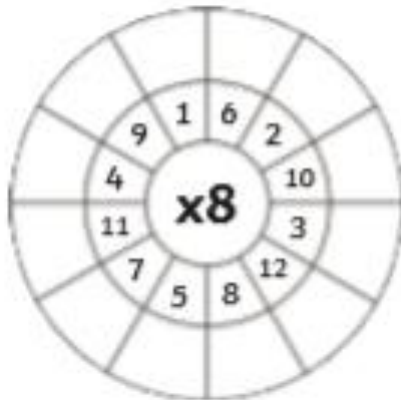
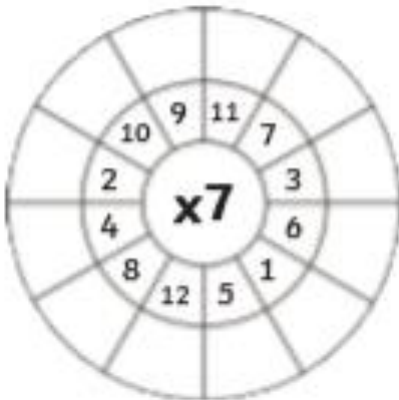
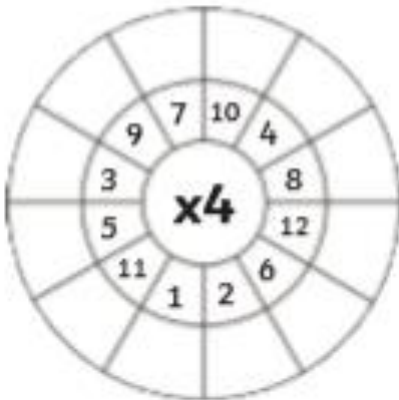
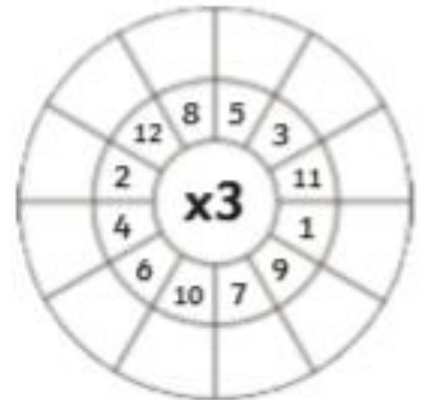
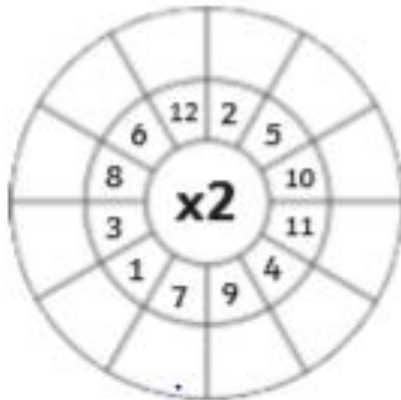
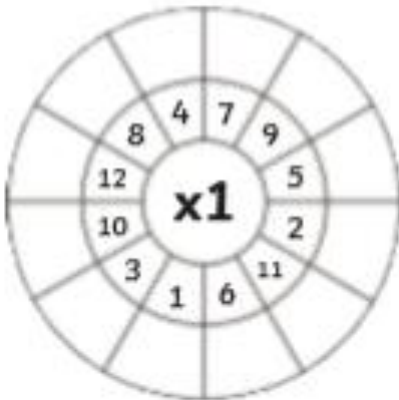
**Section 8**  
 Convert these measurements into either cm or metres.

3.4 metres =       780cm =

2.8 metres =       120cm =



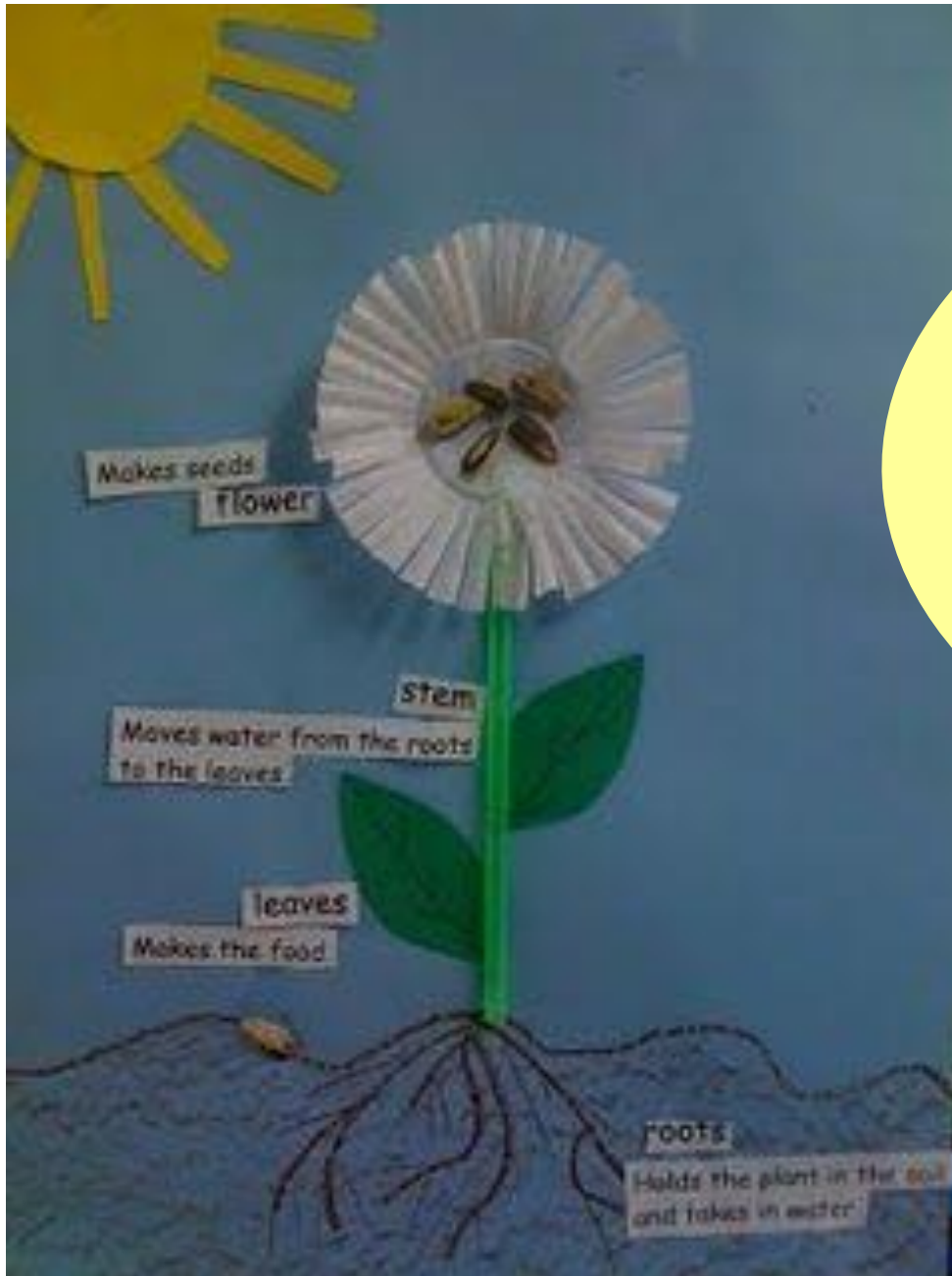
Multiply the numbers by the middle number.







## Science



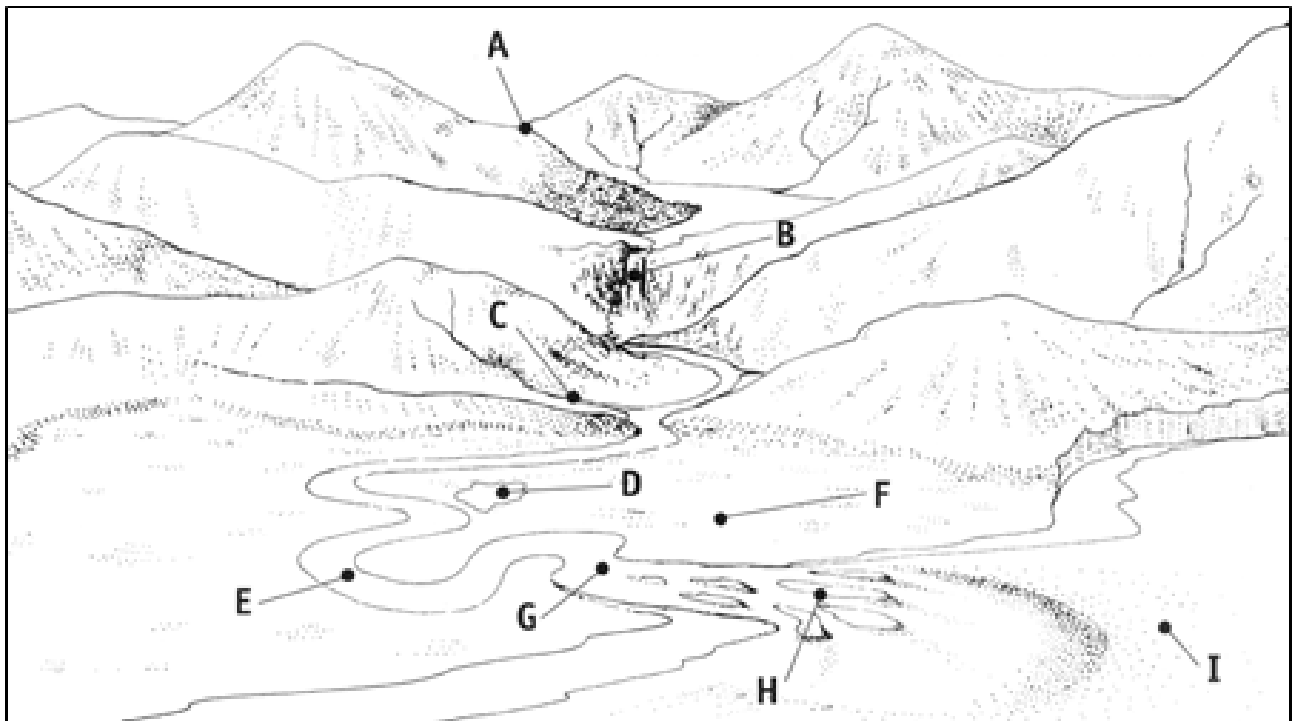
Be as creative as you can to create your own flower and then label each part of the flower.



# Geography

As soon as rain falls on high ground it starts to flow downhill. The water finds the easiest way it can to the sea. The picture shows the course of a river from the hills to the sea.

What are the features marked at **A**, **B**, **C**, **D**, **E**, **F**, **G**, **H** and **I**? Choose the correct labels from those listed below and write the letter in the boxes.



mouth       lake       waterfall       delta

meander       tributary       flood plain       sea       source

Use the picture to help you fill in the gaps in these sentences:

The place where a river starts is called its \_\_\_\_\_.

A \_\_\_\_\_ is a smaller river or stream which flows into a larger one.

A large bend in a river is called a \_\_\_\_\_.

A \_\_\_\_\_ is an area of land roughly triangular in shape which forms where a river enters a lake or the sea.



# KS2 Relationships: Our Special People



## Home Learning: Friends and family



**We are learning about what is important in friendships and family relationships**

### **We will be able to:**

- ✓ identify the qualities of positive friendships and family relationships
- ✓ explain how friends and family show they care for and value each other
- ✓ describe what is most important in a friendship or family relationship
- ✓ recognise that friendships and family relationships may change for different reasons and how to manage this



## TASK 1

**What's our starting point?**

**Draw and write**

**Draw or write** about what is most important in a friendship or family relationship?





## MINI TASK

# Special people

**Think** about the special people in your life (people you know well).

What do they do that makes them special to you?

**Make a brainstorm, mind-map or word cloud about special people.**

You don't have to name anyone, but think about your own special people as you do this activity.

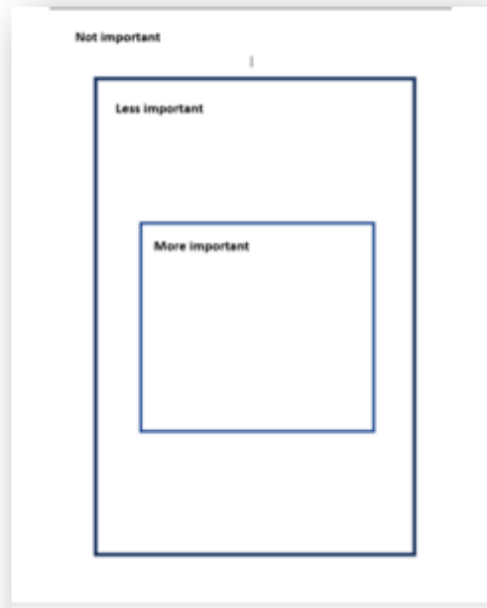




## TASK 2

# What is most important?

Now look at the zone of relevance activity (**Resource 2**) in your worksheet pack.



What is most important in a positive friendship or family relationship?

### Sort the statements.

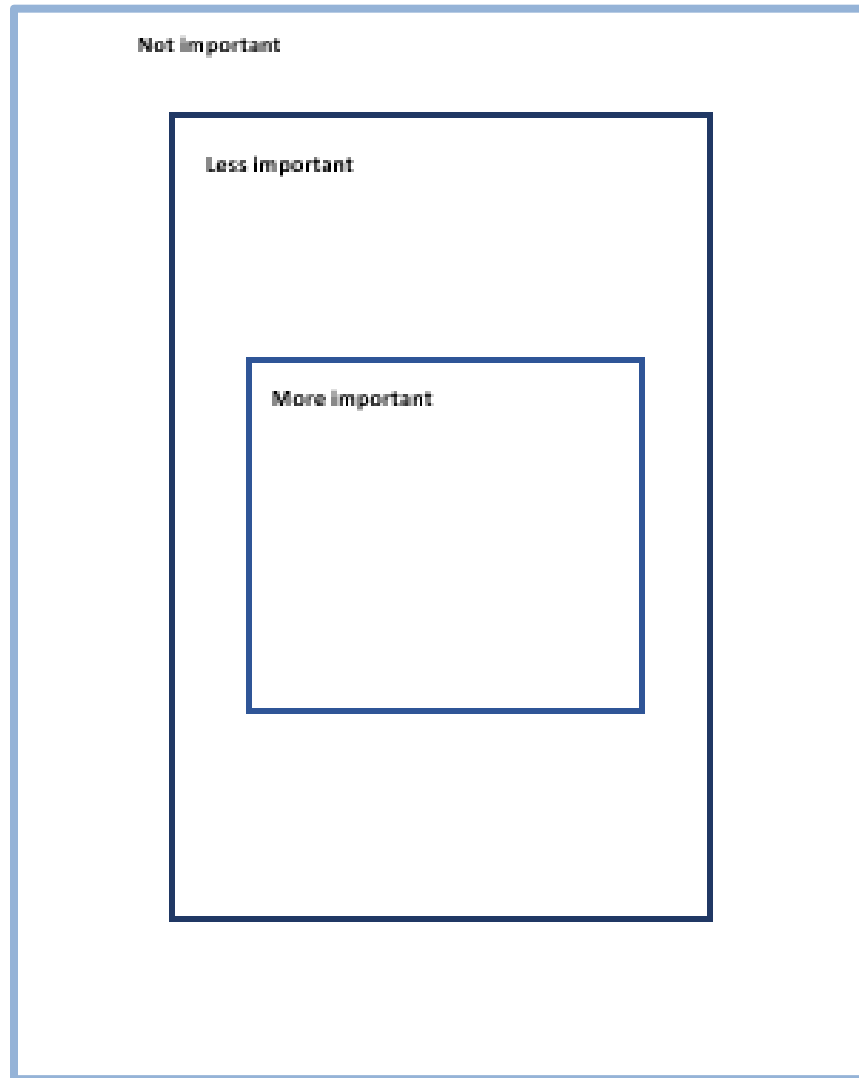
Put the things you think are most important for you in the centre square and the less important things in the outer square (*print off, type on the sheet or draw on a piece of paper*).



Giving presents

Making each other laugh

Being kind



Not getting cross with each other

Remembering special times

Making each other laugh

Cheering each other up if one person is sad

Sharing things

Holidays or special days out together

Staying in touch

Living near each other

Having fun

Listening

Giving hugs

Talking to each other often

Seeing each other often

Being the same religion

Helping each other

Giving presents

Being kind



## TASK 3

### Give me 5!

If someone (a special person) is far away or we don't see them that often, what are some fun ways to let them know we still care?



**Think of five different ideas!**

