

English: Reading, Writing & SPaG (Spelling, Punctuation and Grammar) Years 3 and 4

Daily reading.

This can be stories, poetry, information books. Use the question prompt sheets in your reading packets to help develop your comprehension skills and help you talk about the text.

<https://www.oxfordowl.co.uk/for-home/find-a-book/> has over a 100 e-books for children age 3-11.



Spelling

Regularly practise reading and spelling of: Year 2 common exception words spellings and Year 3 & 4 Statutory Spellings as well as other spellings in your Spelling Logs

Remember you can use a dictionary/online dictionaries to check the meaning of words

Write a short story

Choose one 'focus' randomly from each category and create a unique short story ready to share with their peers. Aim to write one short story per week.

Main Character	Location	Key Object	Problem	Genre
Doctor	River	Wand	Thunderstorm	Romance
Musician	Moon	Wheel	Escape	Non-fiction
Student	Desert	Mirror	Zombies	Portal tale
Magician	St Weonards	Gold bar	Darkness	Comedy
Sailor	Eiffel Tower	Squid	Fog	Scary
Bus driver	Supermarket	Necklace	No fuel	Journey
Chef	Hairdressers	Crown Jewels	Lost something	Revenge
Gnome	School	Famous Autograph	Maze	Happy
King	Medieval castle	Seaweed	Noise	Action
Head squirrel	Sewers	Marbles	Dragon	Mystery

Challenges:

- Can you use any words from your 1/2 or 3/4 word list?
- Can you use a range of punctuation? (" , . ! ... : ;)
- Can you include rhetorical questions?
- Can you use a range of sentence starters (not just names or pronouns)?
- Can you use 'show, don't tell'? (i.e. give clues about feelings without stating it) e.g. He winced and withdrew his hand rapidly. Rather than: It hurt his hand



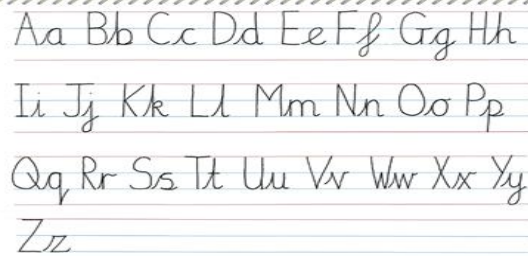
Daily Literacy Challenges

Visit: www.pobble365.com



Write a quick description of the daily photograph. Then answer the selection of questions and challenges below it.

Remember to use the correct letter formation when writing and remember to make lower case letters similar in size. Remember those diagonal and horizontal joins too.



Create your own Magpie book – make a collection of interesting words, phrases or sentence openers.

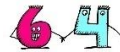
Maths Years 3 and 4



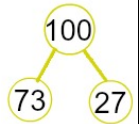
Regular practising of times table and division facts

Or use a suit of playing cards – shuffle them – take a card and then multiply e.g.
A Jack of ♥ multiplied by 5 = 50 (10x5 or 5 x10)
Try to say the division too
e.g. $50 \div 10 = 5$ or $50 \div 5 = 10$
Start with x2, x 5 or x 10
Then x3, x4, x8
Move onto x6, x7, x9, x 11, x 12
Or simply practice by arranging/sharing your peas, pasta, Lego, pencils and pens or toys into groups.

- practise counting in steps of 2, 3 and 5 from 0 and in 10s from any 1 or 2 digit number, forward and backward
- count from 0 in multiples of 4, 8, 50 and 100



Regularly practise number bonds to 10, 20 and multiples of 10 to 100 (also try multiples of 10 to 1000).



e.g. $1 + 9 = 10$ $10 + 90 = 100$
 $1 + 19 = 20$ $110 + 890 = 1000$

Remember to do subtractions too:

$10 - 1 = 9$ $100 - 10 = 90$
 $20 - 1 = 19$ $1000 - 890 = 110$

You could create a hundred square to help you

Daily Arithmetic Challenge

Roll a 2/ 3 -digit number and complete the challenges below.

- Write the number in words
- Partition it into hundreds, tens & ones
- Draw the number e.g. $234 = \square\square \text{ III } \bullet\bullet\bullet\bullet$
- Count in steps of 2, 3 and 5 from the number, forward and backward
- What is 10 or 100 more/less than the number
- Can you round it to the nearest 10 and 100?
- Can you multiply the number by 2, 5 and 10?
- Can you find a $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$ or a tenth of it? (by dividing by 2, 4, 5, 8 or 10)
- Compare it to another number or number sentence using $<$, $>$ or $=$ e.g. $234 < 250$ or $234 > 240 - 10$
- If it's a 2 digit number can you draw a line in centimetres and millimetres. If it's a 3 digit number try to find something in your house that is that long or wide (you'll need a tape measure)

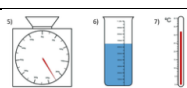
What notes and/or coins would you use to buy something that cost the same as your number? How much change would you get from £5? £10



Make a clock and include a long and short hand - write the numbers carefully around the outside

Practise telling and writing the time:

- o'clock; half/quarter past and quarter to; in 5 minute intervals e.g. 20 past; 5 to
- add a second larger circle showing the digital times. Can you add a third clock face behind to help you read the time in roman numerals



If your baking or simply helping out in the kitchen - practise reading scales when measuring liquids or weighing. Can you estimate the length or weight of an item and then measure it in m and cms or weigh it in grams and kgs.

challenge: Can you say the time on the clock if it's a 24 hour clock?

There are a number of online free maths websites:

- <https://www.primarygames.com/math.php>
- <https://www.mathplayground.com/>
- <https://mathsframe.co.uk>
- [Snappymaths.com](https://snappymaths.com)

Science Years 3 and 4

Habitats

In Science this term we would have been looking at Animals including Humans and Living things and their habitats.

Research creatures in larger habitats and ask:

- Why do these animals live there? Create a diorama (a shoe box is the perfect size) of a habitat.
- Will the habitat be hot, temperate or cold? Light or dark? Dry or wet?
- What animals would want to live there?
- What will they need there to survive?
- How have these animals adapted to live and thrive in this environment?



Think about how you may want to present your research information. Will it be on the diorama? Will it be a poster? Or a 'habitat' for sale advertisement – can you write an advert to persuade animals to live there e.g. Like to eat fish? Do you want a home with plenty of green grass? Then look no further we have the perfect habitat for you...

Design and build your own bug house!

Think about what might want to live in your mansion – some minibeasts prefer dark, damp places and others like bright sunshine.

Gather sticks, moss, leaves, bark and other items together. Make sure there are lots of places for the creatures to hide.

We would love to see anything you have created and work you have been doing on see-saw, using the code Mrs Barley emailed out at the beginning of school closures.

