

# HOME LEARNING



## MATHS, READING, AND SPELLING

**Week 1 – Monday 20<sup>th</sup> April – Friday 24<sup>th</sup> April 2020**

### **Foxes Home Learning Resource includes:**

- ❖ A suggested daily timetable with activities to support a progression in your child's learning.
- ❖ Five activities for each subject.
- ❖ Please aim to complete an activity a day from each subject-some activities may roll into the next day.

### **Suggested daily timetable**

- ❖ 9:00 – 9:30 – PE Joe Wicks/ Just Dance
- ❖ 20 minutes of Spelling
- ❖ 20 minute Writing/handwriting activity
- ❖ 20-30 minutes Reading activity
- ❖ 20-30 minutes of Maths
- ❖ Lunch
- ❖ Lexia (20 minutes 3 times a week.)
- ❖ Project –topic work

**Please do what you feel is possible for you in your current situation. We want to give this guidance to support you all.**

**Any feedback would be very welcome, and of course any photos of what you are doing. I am saving photos into individual files for the children, and hopefully you will start to see some appearing on the website.**



## MATHS Year 3

1- Click on the link below to take you to a daily maths session. Watch the video, then have a go at answering the questions.

<https://whiterosemaths.com/homelearning/year-3/>

2 and 3- Click on the above link and continue on the home learning sequence.

Choose from the activities below for day 4 and 5

- ❖ <https://www.timestables.co.uk/> at least once
- ❖ Complete times table sheet attached
- ❖ **Maths challenge of the week :**



## MATHS Year 4

1- Click on the link below to take you to a daily maths session. Watch the video, then have a go at answering the questions.

<https://whiterosemaths.com/homelearning/year-4/>

2 and 3- Click on the above link and continue on the home learning sequence.

Choose from the activities below for day 4 and 5

- ❖ <https://www.timestables.co.uk/> at least once
- ❖ Complete times table sheet attached
- ❖ **Maths challenge of the week :**

### Maths Challenge



#### Maths – Making 10 (20)



Take a pack of cards and remove all the picture cards and 10s. Lay out 20 cards, 4 rows of 5. An Ace is worth 1. Remove the cards that add up to 10. Keep going until you can't remove any more cards. If you are playing with a partner then you can take it in turns and the person with the most cards at the end – wins. To make the game more challenging you can increase the number you are removing, eg. 20.

You can also see how to play by following this link:

<https://www.youtube.com/watch?v=SD028NO-ZGc>



## READING- Year 3 and 4

### 1 – Read your current book to an adult

Discuss the questions below:

| Fiction questions                                                                                                                                                                                         | Non-Fiction questions                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ What has happened so far? A brief summary</li> <li>❖ What do you know about the main character so far?</li> <li>❖ What do you think will happen next?</li> </ul> | <ul style="list-style-type: none"> <li>❖ What facts have you already learnt for the text that you didn't know?</li> <li>❖ Discuss the topic together –does it interest you?</li> </ul> |

**Aim to read for at least 10 minutes daily. Discuss when the best time is together. Regular time really helps.**

### 2 – Audible Books

Choose a book from their huge library and listen to it, then summarise what you have read in your exercise book.

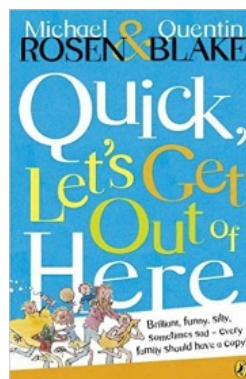
- ❖ You can draw and label a picture from the book
- ❖ Draw a cartoon strip of what happened
- ❖ Or simply write 5 bullet points in your exercise book.

### 3 and 4 – Performing poetry!

- ❖ Watch Michael Rosen's tips for performing Poetry
- ❖ Click on the link: <https://www.youtube.com/watch?v=RvV23xoZRkl>
- ❖ Now it's your turn.

I have chosen a poem from one of Foxes' favourite books:

**QUICK LET'S GET OUT OF HERE** by Michael Rosen



You can watch Michael Rosen perform it on YOUTUBE

Also, some of our favourite poems, about Eddie



- ❖ Practise and perform the poem below to your family.  
(You may want to perform it together?)

## Chocolate Cake

*Quick Let's get out of here*

Michael Rosen

Penguin

I love chocolate cake.  
And when I was a boy  
I love it even more.

Sometimes we used to have it for tea  
and mum used to say,  
"If there's any left over  
you can have it to take to school  
tomorrow to have at playtime."  
And the next day I would take it to school  
wrapped up in tin foil  
open it up at playtime and sit in the  
corner of the playground  
eating it,  
you know how the icing on top  
is all shiny and it cracks as you  
bite into it  
and there's that other kind of icing in  
the middle  
and it sticks to your hands and you  
can lick your fingers  
and lick your lips  
oh it's lovely.  
yeah.

Anyway,  
once we had this chocolate cake for tea  
and later I went to bed  
but while I was in bed  
I found myself waking up  
licking my lips



and smiling.

I woke up proper.

" **The chocolate cake** "

It was the first thing

I thought of.

I could almost see it

so I thought,

what if I go downstairs

and have a little nibble, yeah ?

it was all dark

everyone was in bed

so it must have been really late

but I got out of bed,

crept out of the door

there's always a creaky floorboard, isn't there ?

Past Mum and Dad's room,

careful not to tread on bits of broken toys

or bits of Lego

with your bare feet,

yowwwwwwww

shhhhhhhhhh

downstairs

into the kitchen

open the cupboard

and there it is

all shinning.

So I take it out of the cupboard

put it on the table

and I see that

there's a few crumbs lying about on the plate,

so I lick my finger and run my finger all over the crumbs

scooping them up

and put them into my mouth.



oooooooooooooooooooo

nice.

Then  
I look again  
and on one side where it's been  
cut,  
it's all crumbly.  
So I take a knife  
I think, I'll just tidy that up a  
bit,  
cut off the crumbly bits  
scoop them all up  
and into the mouth



oooooooooooooooooooo mmmmmmm  
nice.

Look at the cake again.

That looks a bit funny now,  
one side doesn't match the other  
I'll just even it up a bit, eh ?

Take the knife  
and slice.  
This time the knife makes a little cracky noise  
as it goes through that hard icing on top.

A whole slice this time,  
into the mouth.

Oh the icing on top  
and the icing in the middle  
ohhhhhh oooo mmmmmmmmm.

But now  
I can't stop myself.



Knife —

I just take any old slice at it  
and I've got this great big  
chunk  
and I'm cramming it in  
what a greedy pig  
but it's so nice,



and there's another  
and another and I'm squealing and I'm smacking my lips  
and I'm stuffing myself with it  
and  
before I know  
I've eaten the lot.

The whole lot.  
I look at the plate.  
It's all gone.



Oh no  
They're bound to notice, aren't they ,  
a whole **chocolate cake** doesn't just disappear  
does it ?

What shall I do ?

I know. I'll wash the plate up,  
and the knife

and put them away and maybe no one  
*will* notice, eh ?

So I do that  
and creep creep  
creep  
back to bed  
into bed  
doze off  
licking my lips  
with a lovely feeling in my belly.



Mmmmmmmmm.

In the morning I get up,  
downstairs,  
have breakfast,  
Mum's saying,  
*Have you got your dinner money ?*  
and I say,  
Yes.  
*And don't forget to take some chocolate cake with you.*  
I stopped breathing.

*What's the matter ?*, she says,  
*you normally jump at **chocolate cake** ?*

I'm still not breathing,  
and she's looking at me very closely now.  
She's looking at me just below my mouth.

*What's that ?* she says.

*What's what ?* I say.

*What's that there ?*

*Where ?*

*There*, she says, pointing at my chin.

*I don't know*, I say.

*It looks like chocolate*, she says

*It's not chocolate cake is it ?*

No answer.

*Is it ?*

*I don't know.*

She goes to the cupboard  
looks in, up, top, middle, bottom,  
turns back to me.

*It's gone.*

*It's gone.*

*You haven't eaten it, have you ?*

*I don't know.*

*you don't know ? you don't know if you've eaten a whole*  
**chocolate cake** or not ?

*When ? When did you eat it ?*

So I told her,

and she said  
well what could she say ?  
*That's the last time I give you any cake to take*  
*to school.*  
*Now go. Get out*  
*no wait*  
*not before you've washed your dirty sticky face*  
I went upstairs  
looked in the mirror  
and there it was,  
just below my mouth,  
a chocolate smudge.  
The give-away.  
Maybe she'll forget about it by next week.



## 5- Reading Poetry

- ❖ Read this poem with a parent.
- ❖ Discuss it together. Do you know what the words mean?



# These Are The Hands by Michael Rosen

These are the hands  
That touch us first  
Feel your head  
Find the pulse  
And make your bed.

These are the hands  
That tap your back  
Test the skin  
Hold your arm  
Wheel the bin  
Change the bulb  
Fix the drip  
Pour the jug  
Replace your hip

These are the hands  
That fill the bath  
Mop the floor  
Flick the switch  
Soothe the sore  
Burn the swabs  
Give us a jab  
Throw out sharps  
Design the lab.

And these are the hands  
That stop the leaks  
Empty the pan  
Wipe the pipes  
Carry the can  
Clamp the veins  
Make the cast  
Log the dose  
And touch us last.





## Writing –Year 3 and 4

**Aim to do 15 to 20 minutes of writing daily.**

You may want to choose from the suggestions below. This will be mainly a **handwriting focus**, so don't worry how much is produced to start with.

- ❖ Focus on joined up writing and letter formation
- ❖ Spellings and punctuation

❖ **Writing a Diary:**

Daily writing about different things e.g.

- My favourite things
- What you would like to do soon
- Three things you have found in your garden

❖ **Story writing:**

- Using the pobble picture link
- Adding to it each day
- Include a dragon, a castle and a hero!

**Happy writing!**

Teacher tip: It doesn't have to be much to start with-build it up bit by bit. Lots of praise. 😊

Please post any photos of their work –I will comment on their work.



## SPELLING- Year 3 and 4

Please continue through the spelling booklet as we had been doing before school closed.

The children will aim to be able to spell all the key words on the Year 3/4 list by the end of Year 4. I will also add some spelling rules weekly to look at and add to the other list-a total of 10 spellings a week.

- ❖ Please click on the link below to take you to spell zone and this weeks' spelling rules.
- ❖ There are 4 additional spellings to add to your weekly lists with 'sure' ending.
- ❖
- ❖ There are activities you can do to help them learn these words.

[https://www.spellzone.com/word\\_lists/list-4641.htm](https://www.spellzone.com/word_lists/list-4641.htm)

**1-Write the 10 spellings out for the week to learn.**

**Read and write accurately,**

**Please check understanding of words.**

**2 – Practise look, read, cover, write, check**

**3 – Make cards to practise spelling game with a partner (like we do in school)**

**4 – Say a sentence using the word, and write the word down**

**5 – Test the spellings**

I would love to hear how the spellings are going.



