Below we have included learning for this week. However, there are also fantastic additional resources available online, which you could use to extend your learning. Check out BBC Bitesize.

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

and Oak National Academy which both have new online lessons each day

<https://www.thenational.academy>



**Literacy**

Last week, we looked at a picture of a character in a story so that you could use your prediction skills to guess more about the character and the story. This week, you can watch the film featuring this character by clicking on this link:- <https://vimeo.com/58445945>

|  |  |  |
| --- | --- | --- |
| **Activity 1:**  What part of the Earth do you think the baboon originally comes from? Are there any clues in the film to help you guess? Can you see any pictures? Is there any music?  How many different clues can you find? | **Activity 2:**  Why do you think the baboon is sad at the end of the story?  What might he be thinking about? | **Activity 3:**  Who might be looking back at the baboon from earth?  **Challenge:** Can you write a letter to the baboon? Maybe you could pretend to be his friend or a member of his family. What might you want to know? What could you write to cheer him up? |
|
| NS: After you have written your letter, read it again. Edit and improve your writing, like we do at school!   * Additions (adding in missing words or phrases) * Revisions ( improving sentences or word choices ) * Corrections (correcting wrong spellings) | | |

**Spellings**

Practise spellings for the words below. Use your neatest handwriting to write them in sentences.

Believe bicycle breath breathe build busy business

**Challenge: If you don’t know any of the meanings, can you find them out using an online dictionary?**

**Reading**

Reading, reading, reading - it is the most important skill you will ever learn! Keep up with your daily reading, whether it is a comic, facts on a website, non-fiction or fiction books or a letter from a friend.

**Grammar**

Flash academy offers lots of different videos covering different subjects, but we enjoy the grammar videos to challenge us and make our writing even better! Can you find the videos about **subordinate clauses** and **noun phrases?** Try to use them in a sentence

<https://flashacademy.com/grammvideos>

**Maths**

Please use the White Rose Maths resources where you will find daily activities and videos to support. The learning is organised in weeks.

**Year 3 - Miss Paxman’s group**

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

**Year 4 - Ms Chicken’s group**

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

**Miss Timlin’s Group**

Pick a link from either Year 3 or Year 4 above.

Challenge:- You can try to complete both ……….

In Year 3, the expectation is that children know the 2, 3, 4, 5, 8 and 10 times tables in order, muddled and quickly by the end of the year. If you need an extra challenge, the next step is 6 times tables.

In Year 4, all children need to be fluent in ***all*** times tables up to 12 x 12 . Use the link below to practise.

https://www.timestables.co.uk

**Science**

In science we have been studying sound. Here is your challenge:-

**Problem:** Abdul’s family is making too much noise at home! He would like to muffle the noise so that he can focus on his home learning.

**Challenge:** Using materials from around your home, make a pair of ear muffs. Perhaps you can challenge other members of your family to do the same and then compare whose work best!

**Background Science:**

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk>

Complete these sentences. You could tell someone or write them down.

Sounds are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_which travel through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Remember, they can also travel through solids and liquids too)

A weak vibration makes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which doesn’t travel very far.

(Draw what this might look like or make the wave motion with your finger in the air)

A \_\_\_\_\_\_\_\_\_\_\_\_ with lots of energy makes a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Draw what this might look like or make the wave motion with your finger in the air)

<https://www.bbc.co.uk/bitesize/clips/z29c87h>

## 

**Topic** - Music from around the world

This week look at the BBC’s ten pieces about the famous composer Igor Stravinsky and his song The Firebird.

<https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinksy-firebird-ks2-ks3/zbsf3k7>

|  |  |  |
| --- | --- | --- |
| **Activity 1**  Watch the first video with Claudia Winkleman.  Can you list all the instruments you see being used to create the piece of music?  Tell me, do you like the piece of music? Why?  Do you imagine a firebird or a different magical creature or something completely different? | **Activity 2**  Using the link above can you write down 5 new facts that you have learnt about Igor Stravinksy and or his song The Firebird. | **Activity 3**  Close your eyes and listen to the music, what do you see? Draw or write it down.  **Challenge:**  Can you compose a short dance to go along with this piece of music? |

**Art**

Have a look at the website below for downloadable pack 1 that contains lots of free fun art activities featuring contributions from UK famous artists. Do as many activities as you like!

<https://firstsite.uk/download-artist-activity-pack/>

**PE**

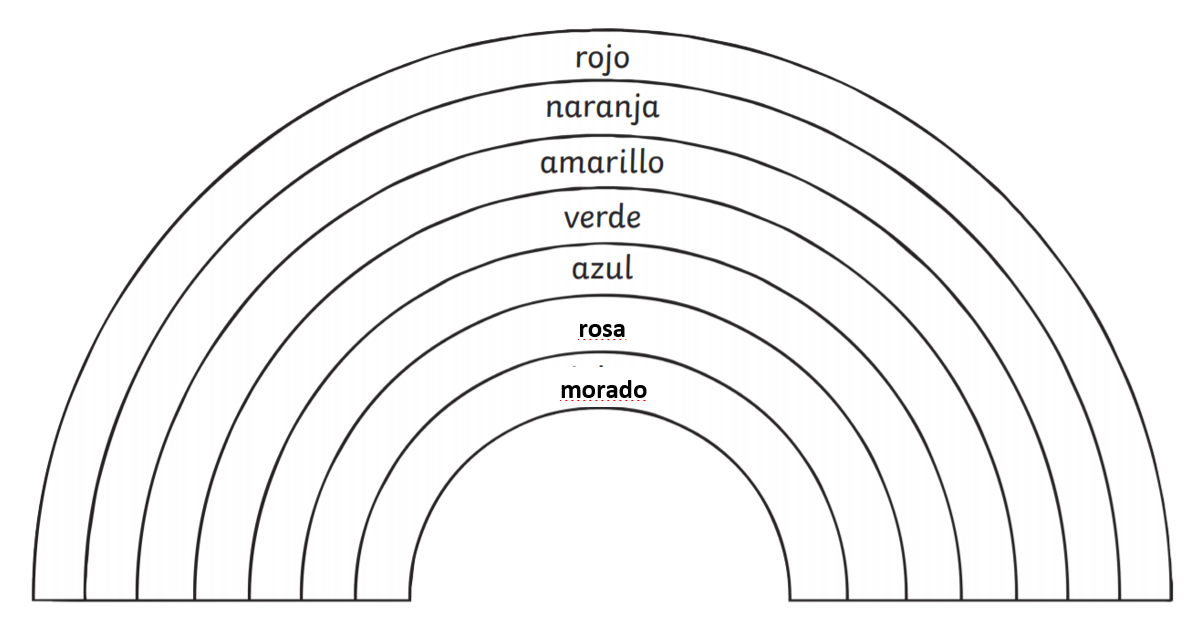
Although it is really important to make sure you are still doing your learning, it is just as important to look after your bodies and to keep them healthy!

Have a go at some of the fun dance routines that you can sing along to on ‘Go Noodle’ like we do at school. (you can create an account for free)

[**https://www.gonoodle.com/**](https://www.gonoodle.com/)

**Spanish**

Can you make a rainbow like the one below and colour it using the colours in spanish? Match the colours to the words below using the key and create your rainbow colouring it in the same order. Use any resources you have at home, like colouring in pencil. Then display it in your window for the world to see.



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