 Summer 2 Week 6 Home Learning Week beginning 6th July

This week we are completing our learning of many of our curriculum topics. The English project here is something we think you will really enjoy as well as the maths ‘Escape from the Beach Hut’ game style activity.

**1.Science: Mighty Muscles:**

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| Can you tell your brain to move your leg? Did your leg move? Why not? Along with our bones  what else do we need to move our bodies? Use the **Mighty Muscles PowerPoint.**   |  |  |  | | --- | --- | --- | | What are muscles? Reveal the diagram showing cells, tissues and muscles explaining the  difference.   |  |  | | --- | --- | | Where do we have muscles in our body? Look at the picture of a skeleton with the layer of  muscles on top. Are there muscles where you did not expect them to be?   |  | | --- | | Is there a difference between skeletal muscles which help us move and are voluntary  movements and organs whose movement is involuntary. | | | |

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| How do muscles work? Watch the following clip **http://www.bbc.co.uk/education/ clips/zj2kjxs** showing how muscles work in pairs. Look at the key vocabulary arising from the clip before  watching it again to ensure a better understanding of the main concepts relating to pairs of  muscles working together by contracting and relaxing to enable movement. |

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| Predict the muscles that are needed for different activities in the **Mighty Muscles Sheet**by  circling them on a human body and then after the activity is complete to circle the ones actually used on a human body. (You can choose from \* to \*\*\* sheet) |
| Were your predictions correct? Why? Why not? Write sentences describing why muscles need  to move in pairs.  Challenge: 1) Identify and research the names of pairs of muscles other than the bicep and  tricep.  2) Watch different animals moving. Can you identify where the largest muscles in the body are  for different animals, compare and consider why.  There is an **Adult Guidance sheet** included in the resources. |

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| **2. English/Topic:**  **Activity 1: Diary of an athlete** Your task this week is to continue to write a diary in the role of an athlete. You should have started this last week. You can write in the role of a famous athlete i.e. Usain Bolt, Mo Farah, Tom Daley, Nicola Adams etc. or you could plan and write a diary for a  person you create yourself. When thinking of your ideas, think about the following questions:  Were you doing training or taking part in a championship, competition or an event? Did you  travel somewhere to do this event/training? What were your feelings before, during and after  the event or training? Were there any special exercises that you did? Were there any special  foods that you ate? Did you meet any friends who were athletes too or perhaps some fans/supporters? How did they make you feel? Included in the resources are a **Connectives and Conjunctions Mat** (to help link ideas), a **Fronted Adverbial Mat** (Year 4 pupils this element is key  to your writing expectation) and a **Using Higher Level Vocabulary Mat**.  After completing your writing, make sure that you have read through your work to correct any errors, especially spellings and any errors in punctuation, particularly basic punctuation.  **3. PSHE: Think Positive: Always Learning:** Use the **Always Learning PowerPoint:** look at the Big Questions-think about what you know already about having a positive attitude and how this can  link to your learning. Think about something you can do well. This could be a school subject, a sporting skill or even an everyday thing such as tying laces. How did you learn this skill and  was it easy to learn? How do you like to learn? Do you like to read things, see pictures, work in  a group, write things down, do practical activities or do drama and role play? You may have  your own ideas. Look at the **Always Learning PowerPoint**. People all around the world are  learning. We start learning as soon as we are born and we never stop learning throughout our  lives. Think about something you enjoy learning and think why you like it. Now think about  something you enjoy less and think why that may be. Do any of your ideas match those on the  Power Point? Often we enjoy learning less when we find something really difficult. But if we  change our mind set, we can be better learners and start to enjoy learning more. Jot down  some ideas on what makes a good learner. You can use the Activity Sheet- **A good learner is…**  to see if you agree with the statements. Look at the PowerPoint to see some other ideas.  Have a look at the inspirational and motivational quotes from famous people about learning  (included in this week’s learning resources on the website- **Quotes**). Choose your favourite and  use it on a poster that could go up on the classroom walls to motivate other learners. Try to  make your poster as engaging and eye-catching as possible.   |  | | --- | | Extension Activity: You might like to research one of the people who said the quotes i.e.  Thomas Edison, Mahatma Gandi, Benjamin Franklin, Marie Curie, Albert Einstein or Henry Ford.  What were their accomplishments and successes in their lives? |   **4.** **English: Mission 1 Talk for Writing project**: Look at the resource <https://www.talk4writing.com/home-school-units/> choose **Year 4** **Mission Possible (on page 2)** to help practise and improve comprehension skills, extend vocabulary knowledge and develop writing skills. We think you will enjoy this topic. You can work through these activities at your own pace. Even  though it says it is aimed for Year 4, we are sure the year 3 pupils can rise to the challenge!  5. **Grammar Challenges**- Included this week are some grammar challenge cards for Year 3 and  For Year 4. Have a go! How did you do?   |  | | --- | |  |   **6.French: This week’s French learning is revision of our learning back in the Spring term. Use**  **The Information in the vocab and grammar boxes to complete the given sentences and to write**  **your own sentences about what you can see in the sea.**  7. **RE: Which events in the life of Jesus show his authority to Christians?**  **This week, we will be considering some important questions.**  **a). Think about yourself and the people that are in your life. Reflecting on previous learning,**  **draw a picture of people that you consider to be ‘authority figures.’ Why do you think this?**  **b). With an adult consider:**  \*Do different people have different amounts of authority?  \*Do people with authority always have the authority?  \*Is it always right to obey people with authority?  **c). Think about the stories of Jesus that you have been learning about in previous weeks. (Zaccheaus, Jesus and His Disciples, Jesus Calms the Storm)**  **With an adult consider:**  \*Do you think it is important for Christians to believe that Jesus has authority?  \*What would have happened if events were different?  KEY QUESTION: Does Jesus have authority for everyone?  7. **The Shopping List Challenge**: Try to finalise this challenge if you can. How did you get on  with the budgeting?  8. Escape The Beach Hut Maths Activity: Lastly, this week there is a fun ‘Escape The Beach Hut Activity’ for you to practise a variety of maths skills in different ways. To help you there is a  PowerPoint: Escape The Beach Hut Game, Clue cards and Answers and a Recording Sheet. Can  you escape the Beach Hut? Year 4 this is your Maths learning alongside with the My Maths tasks that will be set for you. Year 3 pupils- the Escape The Beach Hut Activity is a challenge, if you want to accept it!  We hope that you enjoy this week’s activities and are looking forward to hearing about what you have enjoyed the most. The PSHE activity is a really good one to support us all at the moment and we commend you all on using your growth mindset and resilience to keep going in such difficult times. We are missing you all and hope to see you very soon.  Take care from Miss Hudson, Mrs Jackson and Mrs Capp   |  |  | | --- | --- | | |  | | --- | | . | |  |  | | --- | |  |  |  | | --- | |  |   ,   |  | | --- | | . |  |  | | --- | |  |  |  | | --- | |  |  |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | |  | | --- | |  | | |  |  | | --- | |  | |
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