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| **Learning Project WEEK 1 and 2 - My Family** |
| **Age Range: 4** |
| **Weekly Maths Tasks (Aim to do 1 per day)**  | **Weekly Reading Tasks (Aim to do 1 per day)** |
| * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) - focus on number bonds, halves, doubles and times tables.
* Adding totals of the weekly shopping list or some work around money involving making totals and giving change.
* Practise telling the time. This could be done through this [game](https://mathsframe.co.uk/en/resources/resource/116/telling-the-time) on Maths Frame: read to the quarter hour and the nearest 5 minutes.
* Practise **adding and subtracting** using formal column methods. For example, 3581 + 4937 and 9064 – 2610. Remember to carry and exchange.
* Log on and work through a session of **RMeasimaths.**
* Log on and play Sumdog.
* Use **Hit the Button, TTRS** and **Maths Frame Times Tables Test** to practise your 2x, 5x and 10x tables.
* Practise counting forwards and backwards from any given number in **1s.**
* Complete **Purple Mash** activities.
 | * Share a story together. This could be a chapter book where you read and discuss a chapter a day. Use the key reading questions on the Year 4 page on the school website to consolidate, challenge and extend their understanding.
* Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
* Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what is happening in the wider world.
* Get your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/) (free to sign up), discuss what your child enjoyed about the book.
* Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
* With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with.They could use a highlighter to highlight in magazines and newspapers.
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| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Practise the following Year 4 common exception words: appear, breadth, breathe, build, busy, business, calendar, caught, certain, complete, consider and continue.
* Remember there are lots of different ways you can learn your spellings – find the ones that work for you! A few of our strategies are listed below:

Look, say, cover, write, checkTrace, copy and replicate (then check)Segmentation strategyPyramid wordsDrawing around the word to show the shape* Choose five of these words and write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
* Practise your spelling on[**Spelling Shed**](https://www.spellingshed.com/en-gb)
* Practise your spelling on[**Spelling Frame**](https://spellingframe.co.uk/)
* [**Spelling**](https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling)– select 7-11 years.
 | * Write a recount of your day. This could be used in history one day to show what happened during this period.
* Write a character description of a member of their family. What do they look like? How do they behave? etc...
* Write a story involving members of their family. Do they have to defeat a monster? Find something they have lost?
* Write a set of family rules, could they begin with ‘We always…..’ rather than ‘We do not ………’
* Write a letter/email/ text message to a member of their family that they have not seen this week.
* Complete **Purple Mash** activities.
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| **Learning Project - to be done over the course of the two weeks** |
| **The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.*** **Let’s Wonder:**

Who is in your child’s immediate family? What other relatives do they have? How does their family link together? How many people do they have in their family? Why not spend timelooking through old photos and talking about the people in their families. What family stories can they tell? How is life different to their parents? grandparents?* **Let’s Create:**

Create a piece of artwork entitled ‘Family’. This could be a drawing, a self portrait, a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not? * **Be Active:**

Have a family workout like dance, yoga etc. * **Time to Talk:**

Play a board game or enjoy a family indoor picnic. * **Reflect:**

Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they Identify the instruments they can hear and describe how the music makes them feel?  |
| **Additional learning resources parents may wish to engage with** |
| [**Twinkl**](https://www.twinkl.co.uk/offer/UKTWINKLHELPS?utm_source=promo&utm_medium=email&utm_campaign=England_coronavirus_schools_email&utm_content=offer_link) **-** to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS. [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.  |