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| **Learning Project WEEKS 5 and 6 - Viewpoints** |
| **Age Range: Y4** |
| **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.
* Convert times between 12- and 24-hour clocks eg 9.30pm will be 21.30,
* Practise counting forwards and backwards from any given number in **100s.**
* Divide two and three-digit numbers by a one-digit number using the chunking method like 72 ÷ 3 or 521 ÷ 7. The one below show 155 ÷ 5 = 31.

What is chunking?* 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 7x, 9x, 11x and 12x tables.
* Complete **Purple Mash** activities.
 | * You could 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.
* Get your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book.
* Prepare and learn a poem to preform to the family.
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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: guide imagine, important, increase, interest, island, knowledge, material, medicine, mention, natural, opposite.
* 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. * 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 kenning poem:

The sunA golden blazer.A sky lighter.A heat giver.A day maker.A power provider.* If they were to become a superhero what would their superpower be? Write a character description of them as a superhero. Explain how they save the day.
* Retell a traditional tale from another character’s point of view. E.g Tell the three little pigs from the wolf’s perspective.
* 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 learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.*** **Let’s Wonder:**

 Draw a picture of themself and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their  Ideas about your qualities.   * **Let’s Create:**

Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.* **Be Active:**

Take photographs from different viewpoints around their home and garden. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not? * **Understanding Others and Appreciating Differences:**

Listen to different pieces of music from around the world, which styles of music do they prefer and why? [Music](https://www.youtube.com/watch?v=DAhLXLj4UuE) Maybe they could learn a song by heart and perform it.* **Reflect:**

Design their own ideal world in the form of a labelled diagram or a 3D model. Would their world contain the same things as other people? Which things are most important to them? What are they going to include? |
| **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. |
| **#TheLearningProjects** |