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| **Learning Project WEEKS 9 and 10 - Environment** | |
| **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. * How many 2D and 3D shapes can your child **name** **and describe.** * Find out the **names and properties** of 3 new 2D shapes and 3 new 3D shapes. * Practise counting forwards and backwards from any given number in **0.1s** like 6.8, 6.9, 7, 7.1, 7.2 etc. * Log on and work through a session of **RMeasimaths.** * Log on and play Sumdog. * Use **Hit the Button** and **Maths Frame Times Tables Test** to practise your 3x, 4x, 6x, 7x, 8x, 9x and 12x tables. * Complete **Purple Mash** activities. | * If possible, read a book linked to the environment and discuss the issues or points raised. Encourage your child to back up their thoughts and feelings with evidence from the text. * 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. * Get your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book. * Find out what any new vocabulary encountered means. |
| **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: separate, special, straight, strength, suppose, surprise, therefore, thought, although. * 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, check  Trace, copy and replicate (then check)  Segmentation strategy  Pyramid words  Drawing 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 [book review](https://www.google.com/search?q=book+review+templates+ks2&safe=strict&rlz=1C1RUCY_enGB687GB688&tbm=isch&source=iu&ictx=1&fir=cD6oVOlb70TfdM%253A%252C9JxxmNpXZaE78M%252C_&vet=1&usg=AI4_-kSRrHQNWxocdDdjMmtelJWh2PQL-Q&sa=X&ved=2ahUKEwjnttL4sJzoAhVXhlwKHX45DOQQ9QEwAnoECAoQIA#imgrc=zIAy0XUzyBNCcM) for one of the books they have read. Remember to say what they have enjoyed or not and who they would recommend the book to? * Draw a scientific diagram of the [water cycle](https://www.youtube.com/watch?v=ncORPosDrjI) then add labels and captions to explain how it works. * Design a poster that either expresses the importance of recycling, not dropping litter or another UK environmental issue. Can they think of a catchy slogan to accompany their design? * Complete **Purple Mash** activities. |
| **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 the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.**   * **Let’s Wonder:**   What is the weather like around the world? Which countries are most likely  to have a snowstorm, torrential rain, heatwaves etc. How is climate change having  an effect on the weather and natural disasters?     * **Let’s Create:**   Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?   * **Be Active:**   Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls.     * **Time to Talk:**   Discuss environmental issues in the UK. **Air pollution**, **climate change**, **litter, waste,** and **soil contamination** are all examples of human activity that have an impact in the UK. What are the global environmental issues?. Decide as a family how they could ‘do their bit’ to look after their environment e.g. you could set up a recycling station in their home for paper, plastics and glass.     * **Understanding Others and Appreciating Differences:**   Research a country where food and water are scarce. Find out about charities that help people in need. | |
| **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. | |
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