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| West Heslerton CE VC Primary School, Keeper Wood Year 3 and 4  |
| Weeks beginning 15th and 22nd June  |
| It has been lovely to hear how you are all doing at home when Mrs Wardell has been speaking to you or your family, keep up the hard work! As usual it has been great to see some of your faces in photos sent to the school email address. Remember you can email the class email address kw@heslerton.n-yorks.sch.uk to show me any work that you have completed, if you need assistance or if you just want to say hello! |
| Weekly Reading tasks | Weekly Maths tasks |
| \*Read ‘How To Train Your Dragon’ by Cressida Cowell audiobook read by David Tennant. Listen to three chapters over the next two weeks; just like in our guided reading lessons answer the comprehension questions (provided chapter 12-15).Remember you can listen to the chapter as many times as you need until you hear the answers to the questions.\*Daily reading- read a range of different material e.g. a non-fiction book, a car manual, part of a cooking book, a leaflet, a KS2 appropriate newspaper article. Vary your reading and also enjoy your current reading book. If you have the chance, read to an adult, or ask them to read to you. Remember to record your reading in your reading record. \*Read Theory sessions. Login details are recorded in your Reading logs. <https://readtheory.org> \*Work through the appropriate year group printable packs from [‘English Mastery’](https://www.englishmastery.org/our-response-to-coronavirus-covid-19/)\*Make a word-search based on important words related to your book. Remember to add expression and intonation when you are reading. | \*I see Maths are uploading daily lessons <http://www.iseemaths.com/lessons34/> We have been using these lessons in class.\*Whiterose maths home learning online.<https://whiterosemaths.com/homelearning/>From Monday 11th May the worksheets will revert back to only being available for premium subscribers but there will be some resources available. They have been working with <https://www.bbc.co.uk/bitesize/dailylessons> where you can find daily maths lessons.\*Work through (15-20 min) the appropriate year group printable packs from [‘Maths Mastery’](https://www.mathematicsmastery.org/free-resources) \*Year 3 <https://uk.ixl.com/math/year-3>  Year 4 <https://uk.ixl.com/math/year-4> There are interactive games to play and guides for parents. They are providing all the different steps they need to achieve in each year group.\*Daily TT Rockstar practise- children have login in their logs.\*Challenge yourself:Can I count in multiples of 4, 8, 50, and 100?Can I count in multiples of 6, 7, 9, 25 and 1000?Can I find 10 or 100 more or less than a given number?Can I find 1000 more or less than a given number?Can I count backwards through zero to include negative numbers? |
| Weekly Writing tasks | Weekly Spelling tasks |
| \*Story writing- read through your story and think about how you can make it more interesting for the reader.Can you add feeling, emotions, adjectives, adverbial phrases?Can you extend some of your shorter sentences to make them more interesting?\*Complete the following activities based on the book you are reading: 1. Read a page and list all the words and phrases used to create an **atmosphere**. A
2. Describe where and when the story takes place – would you like to have a holiday there? Why/why not?

\*Watch the short video ‘Treasure’<https://www.youtube.com/watch?v=aOo7pl052Ww>\*Answer the following questions:Who do you think this woman is? Where does she live? Can you name some of the objects she collects? Why is she collecting things? How does she decide what to keep? What does she do with them? Why do you think the video is called ‘Treasure’?\*Can you produce sentences or paragraphs that show contrasting descriptions of junk objects that highlight their beauty. \*If you could only save five things from your home, what would you save and why? Has your opinion of what treasure is changed now that you have looked at the treasures and lives of the junkyard residents? Please remember to use your beautiful cursive handwriting when learning at home. Remember if you are struggling with your handwriting you can highlight the lines and use these for your ascenders and descenders  | \*Practise the Year 3/4 for ​Common Exception​ words​**.** These spellings are in the front of your homework books. There are also year 1/2 common exception words for you to practise if there are some that you are unsure of.**\***Practise your spelling on​ ​Spelling shed. There are spellings on there for each group for the next 2 weeks, these are the spellings that you would normally be getting as your weekly homework. There are also previous weeks to practise if you haven’t done so already.  <https://www.edshed.com/en-gb/login> \*Practise your spelling on​ ​Spelling frame <https://spellingframe.co.uk> \*Practise the Y3/4 spellings in a fun way<https://www.bbc.co.uk/bitesize/topics/zkbkf4j/articles/zbm8scw> note down any words they are unfamiliar with and clarify them.  |
| Topic Tasks |
| A close up of a logo  Description automatically generatedArt\*Use scrunched up tissue and paint to recreate your favourite image/painting/photograph of a body of water. You could search your favourite artist and see who has inspired them to create the way they do.\*Create a corner bookmark for your book at home. Search online to find out how to make them.This is the one that I made. ☺ It’s Sully from Monsters Inc.Music\*Feel the Beat - have a go at moving your body to different genres of music. As you change between Rock, Jazz, Hip Hop, Heavy Metal and Classical music, how does the way you move your body change?**Listen Together -** ​ask each family member what their favourite song is. Play the song aloud and listen together. Spend some time as a family discussing what genre of music the songs belong to and how each piece of music makes you feel. Which genres of music were the most popular? Can you represent your results in a bar chart. You could ask family members to rank their favourite genres of music first. Geography\* Locational Knowledge* locate the world’s countries, using maps to focus on Europe (including the location of Russia). Challenge yourself to leave the capitals of 10 countries that you don’t already know. Use maps, atlases, globes and digital/computer mapping to locate these.

History\*Create a timeline of your life so far. After creating the timeline of history of the NHS I thought it would be lovely for you to see the amazing things that you have achieved already in your short time on earth. You could draw pictures or use photographs to document the specials dates/years.Baking\*Bake something special to you; maybe your favourite cake, cookies or quiche. Could you change the recipe slightly to make it taste different or add another ingredient?Rewrite the recipe and instructions with your new in ingredient.Be active\*Try some new indoor or outdoor games. <https://www.activekidsdobetter.co.uk/active-home> <https://www.youtube.com/user/thebodycoach1> <https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ> Just Dance videos available on Youtube.Recommendation at least 2 hours of exercise a week*.*  |
| **Additional learning resources parents may wish to engage with** |
| <https://home.oxfordowl.co.uk> \*Oxford Owl are providing free resources and some free access to online books. |
| **The next Keeper Wood weekly tasks will be out on – Friday 26th June** |

How To Train Your Dragon

Written by Cressida Cowell

Questions from Literacy Shed <https://www.literacyshedplus.com>

Audio book <https://www.youtube.com/watch?v=8wAeB09o0BI>

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| **Chapter 12** page12image30319616 |
| Vocabulary  | Can you explain the meaning of the word ‘primeval’?Can you find an example of alliteration? What effect does it have? page12image30359296 |
| Infer  | Which words and phrases show that the dragon has bad breath? What are your first impressions of the dragon?  |
| Predict  | page12image29988672Read up to the part where Hiccup tells the dragon his name. Why do you think the dragon shivers? Where might he have heard the name before? page12image29998848 |
| Explain  | Does the dragon remind you of any other characters you know from other stories? Why? Can you explain what the dragon means when he says, ‘We’re all snatching precious moments from the peaceful jaws of time’?  |
| Retrieve  | page12image29977472What did Stoic offer to do and why? What is the name of the dragon?  |
| Summarise  | page12image29976320What happened at the beginning of this chapter? What happened at the end?  |
| page13image2979504**Chapter 13** page13image30400576 |
| Vocabulary  | The word ‘fiendishly’ is closest in meaning to... Use a dictionary to find the meaning of the following words: sneered, bracken, expectantly, encircling page13image30400768 |
| Infer  | The author compares Mogadon and Stoic to ‘furious walruses’. What does this suggest about them? What does the adverb ‘disdainfully’ suggest about Thuggory’s feelings towards Snotlout? Why do you think Thuggory laughs ‘slightly hysterically’ when he sees the Purple Death?  |
| Predict  | page13image30327936What do you think Hiccup’s plan will involve? page13image30328512 |
| Explain  | Explain how you felt when Thuggory threatened Snotlout.Do you agree with Fireworm’s plan? page13image30330048 |
| Retrieve  | Who spots the other dragon? Where is the other dragon resting? What is Hiccup’s plan?  |
| Summarise  | page13image30332736Can you re-tell this chapter from Thuggery’s point of view?  |

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| page14image2925536**Chapter 14** page14image30310144 |
| Vocabulary  | What does the word ‘coaxed’ mean? Find and write down any words or phrases that suggest Fireworm is a lot smaller than the Green Death.  |
| Infer  | page14image30214400What impression are you given about the adults in this chapter? Why do you think Snotlout is so critical of Hiccup’s plan? What does the author mean when she says running through heather is like running through treacle?  |
| Predict  | page14image30215936Listen to the end of the chapter. What do you think will happen next? Who do you think would win in a battle between the Green Death and the Purple Death?  |
| Explain  | page14image30217472Can you write a set of instructions, explaining how to make Feather Bombs? Can you explain the saying ‘brains over brawn’? What does it mean? How does it apply to this story so far?  |
| Retrieve  | page14image30219008What do dragons suffer from and why? Why does the Green Death keep missing when he tries to catch Fireworm?  |
| page15image2886720**Chapter 15** page15image30236160 |
| Vocabulary  | Can you find any words or phrases that describe the battle between the dragons? What effect do they have? page15image30238272 |
| Infer  | If you were turning this chapter into a scene for a film, what music would you choose for the soundtrack and why? Can you find a phrase that suggests the boys were frightened?  |
| Predict  | page15image30240768What do you think the Green Death will do next? page15image30241344 |
| Explain  | Fireworm is a hero. Do you agree? Discuss your ideas. Can you explain why the boys were making the dragons angry on purpose? How does the author engage the reader at the end of the chapter?  |
| Retrieve  | page15image30243840Why do Sea Dragons usually avoid fighting each other? page15image30326144 |