

I hope you are keeping safe, well and that you are looking after each other. I'm looking forward to seeing you all, whenever that may be. I hope it isn't too far in the future. It's lovely to see some of you are doing your online work, keep it up! I have put together a selection of links and information to help you with your home learning for the next 2 weeks. This will ensure that you are able to continue with the hard work that you have put in since September. 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

*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 books online using login in logs
<https://www.getepic.com>

*Read Theory sessions. Login details are recorded in your Reading logs. <https://readtheory.org>

*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 1-3).

*Work through the appropriate year group printable packs from '[English Mastery](#)' Week 1 and Week 2 (Department For Education recommended site)

Parents - How to use these lessons:

- 1) Scroll down to the 'Primary School' section
- 2) Click on the set of lessons for your child's year group.
- 3) Print the workbook and follow the instructions

Weekly Maths tasks

*Daily TT Rockstar practise- children have login in their logs.

We are focusing decimals including decimals in money at the beginning of this term.

*Practise fractions and decimal work

<https://www.topmarks.co.uk/maths-games/7-11-years/fractions-and-decimals>

<https://mathsframe.co.uk/en/resources/category/24/money>

*Practise column addition, subtraction and bus stop method that we already know from previous maths lessons.

*Whiterose maths home learning online.

<https://whiterosemaths.com/homelearning/>

Parents - How to use these lessons:

Just follow these four easy steps...

- 1) Click on the set of lessons for your child's year group.
- 2) If possible, print the activity sheet.
- 3) Watch the video (either on your own or with your child) and fill in the activity sheet.
- 4) Find a calm space where your child can work for about 20-30 minutes.
- 5) Use the video guidance to support your child as they work through a lesson.
- 6) Get the answers and mark the sheet with your child, discussing and altering any mistakes.

*Work through (15-20 min) the appropriate year group printable packs from '[Maths Mastery](#)' Week 1 and Week 2 (Department For Education recommended site)

Parents - How to use these lessons:

There are two maths packs for each year group, one is all of the guidance pages and the other is all of the pupil resources. These need to be provided together. The pupil packs do not make sense without the guidance. To reduce printing, the guidance packs can be shared digitally as they contain embedded video links.

Weekly Writing tasks

* Write a Kenning poem (using er or ing endings) about your favourite patch of water. Whether that is your favourite sea/ocean, pond, lake, river, water fall or stream.

*Think about what is happening in the world at the moment from the viewpoint of someone else – it could be a family member, a friend, a key worker. Can you write a poem about how they might be feeling?

*Story writing- write 2 completely different story starters to the same story (about a paragraph). It can be about anything you choose to write it about. Start both of your stories with fronted adverbials to make it gripping right from the beginning. There are some examples of fronted adverbials below and some information to refresh your memory on BBC bitesize.

*Retell a traditional tale from another character's point of view. E.g. Tell the three little pigs from the wolf's perspective or Cinderella from the ugly sister's perspective.

Please remember to use your beautiful cursive handwriting when learning at home.

Things to enhance your writing:

- accurate punctuation
- conjunctions (as, so, but, because, however)
- adjectives
- sentence openers
- adverbs
- questions
- fronted adverbials, remember to use the comma after them.

Weekly Spelling tasks

* 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>

BBC Bitesize- the BBC have provided lots of free resources for all primary and secondary aged children. There are daily lessons that include a variety of subjects and activities. These lessons started on Monday 20th March (summer term 2). This link will take you directly to the primary school and KS2 section of the website.

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Topic Tasks

Art

*Create a fact file about Claude Monet. Find out who he was and what type of artist he was. How did he like to create pictures? Look at some of his paintings online. Then choose a different masterpiece to recreate, in a similar style to his. What do they think of his paintings? Did they like their work? Why?/Why not?

Science

*Find out about seed dispersal. What are all the different ways that seeds can be dispersed to various places? Draw pictures to demonstrate these, label them to explain what is happening in your picture.

PSHE- Becoming an active citizen

*Write about the different groups and communities that you belong to. Do these groups help the environment in anyway? Are there any ways in which they could help the environment?

Reflect

*Design your own ideal world. Would your world contain the same things as other people? Which things are most important to you? What are you going to include?

Be active

*Keep active by joining in some online child friendly exercise videos, go for a walk or run, making sure you use your daily outdoor exercise allowance, if you can and it is safe to do so. Maybe you could do some gardening, start growing something from seed?

<https://www.youtube.com/user/thebodycoach1>

<https://www.youtube.com/user/CosmicKidsYoga>

Recommendation at least 2 hours of exercise a week.

Additional learning resources parents may wish to engage with

[Twinkl](#) - 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.

<https://www.worldofdavidwalliams.com/activities/> - David Walliams have provided some fun resources based around his books. I know a lot of you are interested in his books.

<https://www.wizardingworld.com/collections/harry-potter-at-home> - Harry Potter fans, here is something fun for you to join in with.

<https://www.literacyshedplus.com/en-gb/browse/free-resources/other-resources> – some fun activities for you to do in your free time.

The next Keeper Wood weekly tasks will be out on – Thursday 7th May 2020

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time | Frequency | Place | Manner | Possibility |
|---|---|--|--|--|
| Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later, | Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before, | Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here, | Sadly, Slowly, Happily, Awkwardly, Bravely, As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully, | Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed, |

Written by Cressida Cowell

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

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

| A Note from Hiccup and Chapter 1 | |
|---|---|
| Vocabulary | What does the word 'preposterously' mean? Why does the author repeat the word 'bleak'? What effect does it have? Which words and phrases tell you that a dragon's snore is very loud? |
| Infer | What impression do you get of Gobber the Belch? What sort of voice do you think Gobber has and why? What might Hiccup be thinking and feeling when he is chosen to command the team? |
| Predict | Listen to the end of the Chapter. What do you think will happen next? |
| Explain | Explain the advantages and disadvantages of owning a Basic Brown dragon. |
| Retrieve | Who is telling the story? (not David Tennant)? Who is Hiccup Horrendous Haddock the Third? |
| Summarise | Can you summarise Chapter 1 in one sentence? |
| Chapter 2 | |
| Vocabulary | Find a word or phrase that suggests Dogsbreath is tall/big. What does the word 'ominous' mean? |
| Infer | What are your first impressions of Snotlout? How might Hiccup be feeling inside the cave? |
| Predict | Listen to the end of the chapter. What do you think will happen to Hiccup next? Will he be exiled? What does exiled mean? |

| | |
|---------------------------|---|
| Explain | Being frightened is not the same as being a coward. What does this mean? |
| Retrieve | Why did no-one ever see Hiccup's hair? What colour is Hiccup's hair? Who is responsible for all the dragons waking up? Why? |
| Chapter 3 | |
| Vocabulary | What is a gorge? What does the word 'primeval' mean? What does the word 'defiance' mean? Which words and phrases describe Berk? What does the word 'fortifications' mean? |
| Infer | What does the adverb 'painfully' suggest about the boys? What does the verb 'pouring' suggest about the movement of the dragons? Describe the relationship between Hiccup and Fishlegs. |
| Predict | How do you think Snotlout will react to Hiccup's small dragon? |
| Explain | What do you think makes a hero? Discuss your ideas with your family. |
| How old is Hiccup? | |
| Who is Professor Yobbish? | |