# Year 3 and 4

# Home-learning

## Wednesday 8th July 2020

Start

Ysgol Gelliswick School

Gelliswick Church in Wales
VC Primary School

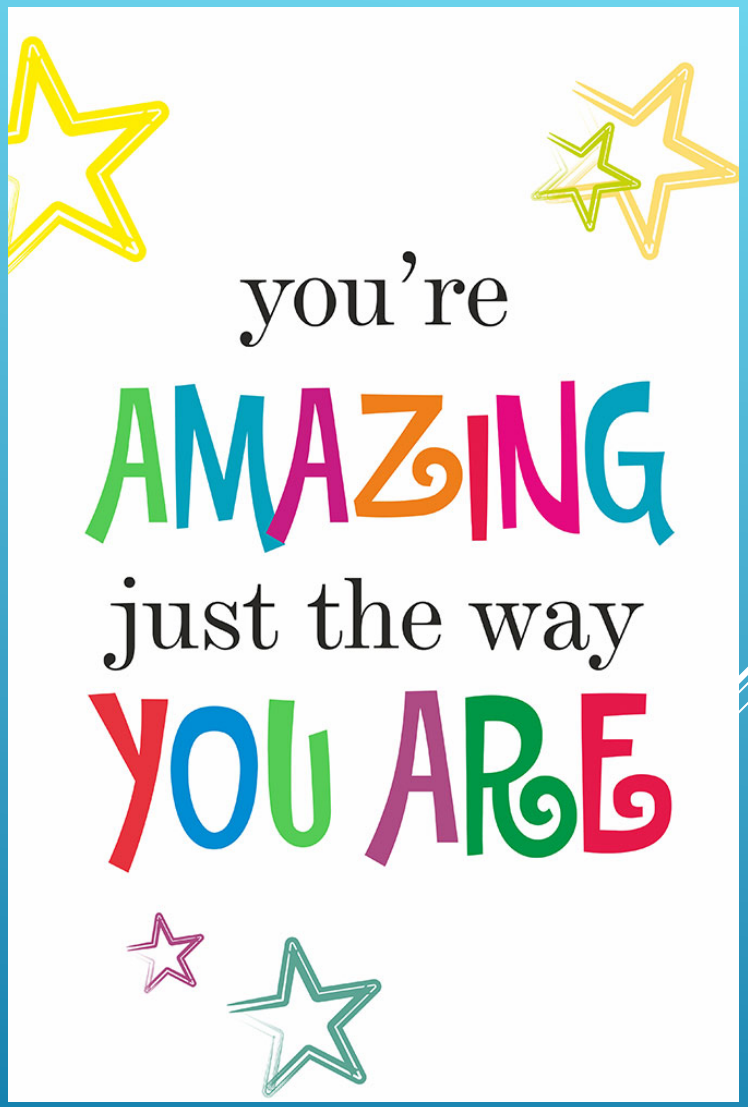
# Welcome to today's home learning for Year 3 and 4.
# Croeso i ddysgu adref heddiw am Blwyddyn 3 a 4

Check-in

Home learning

Staying safe

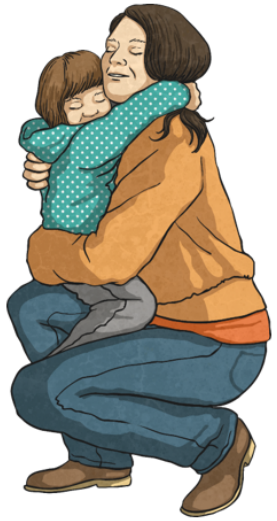
Class Dojo



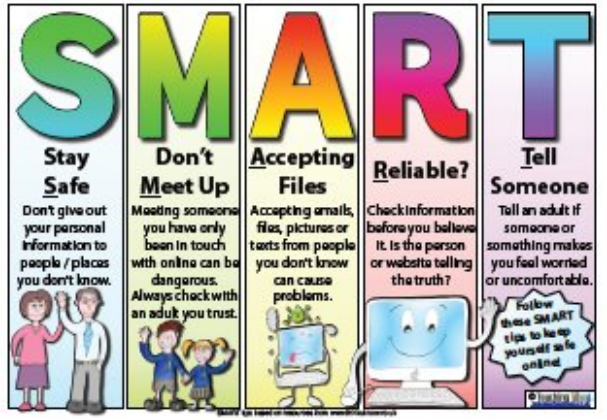
# Staying safe

**Article 24:**
You have the right to the best possible health. You should have good quality health care, clean water, nutritious food and a clean environment to stay healthy.

**Article 19:**
You should be kept safe from all forms of violence, abuse, neglect and bad treatment by parents or anyone else who looks after you.



## Online safety:




If you are worried about something, speak to a **grown-up** at home, if you can.

If you cannot speak to someone at home, you can call **ChildLine** for free.

ChildLine 0800 1111

If you can't speak to a grown-up at home, click on the worry box.

Ysgol Gelliswick School Home

Year 3 and 4 - Wednesday 8th July 2020 – Keeping you safe

# Your learning for today

Click on the links below to find your learning for today.

- *Learning should not take more than 2 hours per day*
- *Please upload your learning to your Class Dojo portfolio to get feedback from your teacher.*

Reading

Literacy

Maths

Topic

Year 3 and 4 - Wednesday 8th July 2020 - Home Learning Menu

# Reading Task

Home

Home learning

Reading

Read Write Inc.

The link below will take you to the Read Write Inc. section of our school website. Children who have been accessing the programme in school, can access their specific level through this link. Your teacher will get in touch and let you know which colour you need to access.

https://www.gelliswickschool.co.uk/read-write-inc

## Free readers

- Read for 10-15 minutes each day.

You can choose a book from home or use one of the following great online resources.

Get epic:

epic!

Oxford owl:

Read Theory:

READTHEORY

Year 3 and 4 – Wednesday 8th July 2020– Reading Task

Home

Home learning

Reading

# Reading Task -Year 2&3

## Mary Anning's Diary

Dear diary,

As I walked down the beach in Dorset with my brother Joe, something odd caught his eye. When we looked closer, we could see it was a skull sticking out of a rock. I got my hammer and started to chip away at the rock until we uncovered a skeleton. It looked like a crocodile but I later found out that we had found the very first fossil of a dinosaur that lived in the sea. I am going to go fossil hunting every day now with my dog, Tray. I cannot wait to see what I will find.

Love from Mary.

## Quick Questions

1. Number these facts from 1 to 3 to show the order they appear in the text.
   - ☐ Mary got her hammer.
   - ☐ Mary and Joe walked down the beach.
   - ☐ They uncovered a skeleton.

2. What do you think Mary and Joe did with the fossil?

_____

_____

3. Why might Mary be excited to find more fossils?

_____

_____

4. What was Mary's dog called?

_____

Answer

Year 3 and 4 – Wednesday 8th July 2020– Reading Task

# Reading Task-Year 4&5

Home

Home learning

Reading

## Incredible Invertebrates!

Invertebrates are a species of animal that do not have a back bone. Mammals, amphibians, reptiles, fish and birds do not fit into this category because they all have vertebrae (spinal bones), but these animals make up less than 4% of all the animal species on Earth. This means that around 96% of animal species alive are invertebrates. These include marine invertebrates and molluscs, such as sponges, jellyfish and oysters, as well as crustaceans and insects, such as crabs, shrimp and butterflies.

The largest invertebrate ever recorded was a giant squid that measured 13m long. The smallest invertebrates are so tiny that they cannot be seen by the naked eye.

## Quick Questions

1. Write a short definition of the word 'invertebrate'.

_____

_____

2. What percentage of animals on Earth actually have spinal bones?

_____

3. Who do you think this information is for?

_____

_____

4. Write two questions that you could find the answers to in this text.

a. _____

b. _____

Answer

Year 3 and 4 – Wednesday 8th July 2020– Reading Task

# Literacy

Choose your level of challenge!

| Year 2 | Year 3 | Year 4 | Year 5 |
| --- | --- | --- | --- |
| Guidance and Answers | Guidance and Answers | Guidance and Answers | Guidance and Answers |

Year 3 and 4 - Wednesday 8th July 2020 – Maths Menu

Literacy

Home

Home learning

Literacy

# Year 2 Literacy

## Wednesday – Using Simple Contractions

1. Use the underlined words to make contractions and write them in the boxes.

The sun is not going to shine until this afternoon so we cannot play outside until it is sunny.

2. Contract the word pairs below and use them to complete the sentences.

A. _____ going to the park this afternoon.

B. In the garden, _____ a slimy, green frog.

C. Adam is upset because _____ never talked to him like that before.

D. The teacher said we _____ rush our work before break time.

| there is | should not | you have | we are |
|---|---|---|---|

3. Lily has written a story. Find and correct her mistakes.

It was pouring with rain, so we could'nt go outside to play. I wasnt very happy about this, but there was nothing I could do about it. I wanted to play a board game instead, but Harry didnt like that idea.

Year 3 and 4 - Wednesday 8th July 2020 – Year 2 Level Literacy Task

Home

Home learning

Literacy

# Year 2 Literacy

## Guidance and Answers

### Wednesday

**English – Using Simple Contractions** (page 7)

The aim of this activity is for children to use simple contractions to join two words together. It is important that children learn to use an apostrophe correctly when contracting words.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example, 'you are' becomes 'you're'.

Question 1 – This question asks children to contract the underlined word(s) in the given sentence. It may help children to say the sentence aloud with the contractions, before trying to write them. Sometimes one letter is omitted and replaced with an apostrophe, sometimes it is more than one letter. It is important that the apostrophe is used in the correct place, i.e. where the letter(s) have been omitted.

The correct answers are is not = isn't; cannot = can't; it is = it's.

Question 2 – In this question, children are given four pairs of words to contract and then use in a sentence. They should start by writing the contracted form of each pair of words, remembering to use the apostrophe where a letter(s) have been omitted. Children can then read each of the four partial sentences given and decide which contraction makes sense in the blank space in each of them.

The correct answer is A. we're (we are); B. there's (there is); C. you've (you have); D. shouldn't (should not).

Question 3 – Children have a short piece of writing to read and then correct the mistakes that have been made with contractions. They should look for contractions where the apostrophe is missing or has been used in the wrong place. Children should write the correct form of the contraction above each mistake. The correct version is shown below.

It was pouring with rain, so we couldn't go outside to play. I wasn't very happy about this, but there was nothing I could do about it. I wanted to play a board game instead, but Harry didn't like that idea.

Year 3 and 4 - Wednesday 8th July 2020 – Year 2 Guidance and Answers

# Year 3 Literacy

Home

Home learning

Literacy

## Wednesday – Writing a Letter

Think about somebody you share a favourite memory with. It could be a friend, a family member or someone you met only for a short time. What was so special about the memory you share?

Your task is to write a letter to this person to say how much you enjoy having that memory. Describe what you remember happening. Think of something you felt as it happened, something about it you want to say thank you for, and something you wish you could to do with the person in the future.

How many of the following features can you include?

- your address and the date ☐
- a greeting e.g. Dear Dad ☐
- paragraphs ☐
- conjunction of time ☐
- conjunction of cause ☐
- preposition of time ☐
- preposition of cause ☐
- adverbs ☐
- noun made with a prefix ☐

Year 3 and 4 - Wednesday 8th July 2020 – Year 3 Level Literacy Task

Home

Home learning

Literacy

# Year 3 Literacy

## Guidance and Answers

### Wednesday

**English – Writing Prompt – Writing a Letter** (page 7)

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

A **conjunction** (see definition on page 6).

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

This activity requires children to write a letter to someone they share a memory with. They are required to think about the memory and describe what they remember. They can use the prompts provided to describe how they felt, what they are thankful for and something they wish to do in the future with the person they share the memory with.

As with any piece of descriptive writing, your child's vocabulary should include striking words or powerful **adjectives**, which can describe objects and settings. Your child may wish to add **conjunctions** to extend their sentences and **adverbs** to describe how they felt, when and where it happened. Children should be encouraged to write in **paragraphs** where they discuss an idea in detail. Similarly, they can use **prepositions** to describe the events of the memory.

Home

Home learning

Literacy

# Year 4 Literacy

## Wednesday – Writing a Letter

Think about someone you admire. This might be a health care hero or someone in your family.

Your task is to write a letter to this person to say thank you for all the things that they have done that make you feel thankful. Think of at least three different things that they have done to help you or other people.

Have you included the following features?

- your address and date ☐
- a greeting e.g. Dear Sir ☐
- Why you are writing ☐
- paragraphs ☐
- a formal or informal tone ☐
- coordinating conjunctions ☐
- fronted adverbials ☐
- detailed explanations ☐
- subordinating conjunctions ☐

Year 3 and 4 - Wednesday 8th July 2020 – Year 4 Level Literacy Task

# Year 4 Literacy

Home

Home learning

Literacy

## Guidance and Answers

### Wednesday

**English – Writing Challenge – Letter** (page 7)

In this activity children are asked to choose a person that they can write a letter to. This may be someone they know, or it might be someone famous that they admire. This letter is specifically a thank you letter to express gratitude for all of the things they do to help others.

Children are provided with a checklist of things that they should try to include in their letter.

Children should write in full, detailed sentences and there is a list of features below that you might like to encourage children to include in their letter.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example, The beautiful, tall roses.

**Adjectives** describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

An **adverb** is type of word that usually gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday and regularly.

**Adverbials** are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example, she read her book before bedtime. The verb is 'read', and the adverbial is 'before bedtime'.

**Fronted adverbials** are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example, although or because.

**Standard English** is the formal way of writing and speaking.

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

# Year 5 Literacy

Home

Home learning

Literacy

## Wednesday – Organising Paragraphs within Texts

Read the following text, then answer the questions below.

Manish had done all he could to persuade Yana that it was not a good idea for them to sneak into the circus tent the night before the grand opening. Yana, however, was stubborn and braver than Manish. She was too persuasive for him to win that battle. Now here they were, looking around a tent on a dark and starless night.

Manish searched his pockets frantically for his little keyring torch. He was desperate to find any way of lighting the dark surrounding him. The dark struck a fear into his very core.

Meanwhile, Yana had already walked right into the centre circle of the circus and was fearlessly play-acting her role as circus ringleader. She could barely see the arena seating through the dark, but she didn't care.

Eventually, Manish found his torch and shone a light into the centre of the tent. He felt a slight twinge of relief as the thin beam of faint light struck upon his friend. His relief quickly turned to another feeling altogether. Who was that walking up behind her?

1. Write the adverbial used to open the final paragraph.

Identify the type of this adverbial. Put 'X' in the correct box.

| | |
|---|---|
| Time | ☐ |
| Place | ☐ |
| Frequency | ☐ |

2. Which word is repeated in the second paragraph to emphasise it as a key word in the narrative?

3. True or false? If the second and third paragraphs were swapped, the story would still make sense. Explain your answer.

4. Write the pronouns and possessive determiners that the writer has used in the final paragraph to help link the paragraphs together.

Year 3 and 4 - Wednesday 8th July 2020 – Year 5 Level Literacy Task

# Year 5 Literacy

Home

Home learning

Literacy

## Guidance and Answers

### Wednesday

**English – Organising Paragraphs within Texts** (pages 9 and 10)

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

An **adverbial phrase** is a group of words that act in the same way as an adverb.

A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

A **determiner** is a word that comes before a noun or a noun phrase, for example 'the'. A **possessive determiner** tells the reader who an item belongs to, for example, his car.

Question 1 – This question asks your child to write the **adverbial** used to open the final paragraph then mark with an 'X' the type of **adverbial** it is. To help them, they need to think about the meaning of the **adverbial**.

Write the adverbial used to open the final paragraph and identify what type of adverbial it is using the context of the word. The correct answer is: Eventually – this is an adverb of time.

Question 2 – This question asks your child to identify which word is repeated in the second paragraph to emphasise it as a key word in the narrative. They will need to read the second paragraph carefully to find the repeated word.

Read the second paragraph carefully to identify the word that has been repeated to emphasise that it is a key word in the narrative. The correct answer is: Dark

Question 3 – This question asks your child to identify if the statement is true or false and explain their answer. To do this, they will need to read paragraphs two and three carefully and consider the meaning within each paragraph.

Read the paragraphs carefully to identify whether the statement is true or false. The correct answer is: False, the order of events would not make sense. The dark mentioned in paragraph two in linked to paragraph one. So paragraph one and two must follow each other.

Question 4 – This question asks your child to write the **pronouns** and **possessive determiners** that the writer has used in the final paragraph. To do this, they will need to read the paragraph carefully, and it may help them to underline them as they read.

Read the final paragraph carefully to identify the pronouns and possessive determiners used. The correct answers are: His, he and her

Question 5 – This question asks your child to rewrite the sentence given with a different adverbial but not a different meaning. They will need to consider the meaning of the adverbial and identify another adverbial with a similar meaning.

Consider the meaning of the adverbial in the sentence provided and rewrite the sentence using a different adverbial, whilst keeping the meaning the same. There are various answers for this question, for example: Previously, Angelo had painted many things without trouble.

Question 6 – This question asks your child to write the next sentence in the story using the sentence opener provided. They will need to consider what has already happened in the story to write a suitable sentence.

Consider what has happened so far in the story to use the sentence starter provided to write the next sentence in the story. There are various answers for this question, for example: Later, he would live to regret what he did next.

Question 7 – This question asks your child to explain why the write might have chosen to repeat the word tragedy throughout the text. They will need to consider what impact repeating the word might have on the reader.

Explain why the writer might have chosen to repeat the word tragedy throughout the text. There are various answers for this question, for example: To ensure the reader expects this to be a sad story. To emphasize the main theme of the paragraphs.

Home

Home learning

Maths

# Maths

## Choose your level of challenge!

**Year 2**

Guidance and Answers

**Year 3**

Guidance and Answers

**Year 4**

Guidance and Answers

**Year 5**

Guidance and Answers

Year 3 and 4 - Wednesday 8th July 2020 – Maths Menu

# Year 2 Maths

Home

Home learning

Maths

1a. Write the time shown on this clock.

It is ☐ past ☐ .

1b. Write the time shown on this clock.

It is ☐ to ☐ .

2a. Draw the missing hand on the clock so that it shows the correct time written beneath it.

Quarter past 3

2b. Draw the missing hand on the clock so that it shows the correct time written beneath it.

Quarter to 6

3a. Draw a line to match the clock to the correct written time.

Quarter past 4

Quarter past 5

Quarter past 6

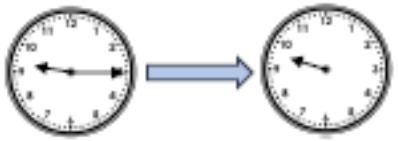
3b. Draw a line to match the clock to the correct written time.

Quarter to 12

Quarter past 11

Quarter past 12

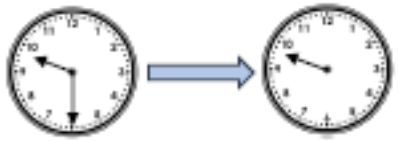
4a. Draw where the minute hand will be in 15 minutes time (a quarter turn).



Quarter past 9

Half past 9

4b. Draw where the minute hand will be in 15 minutes time (a quarter turn).



Half past 9

Quarter to 10

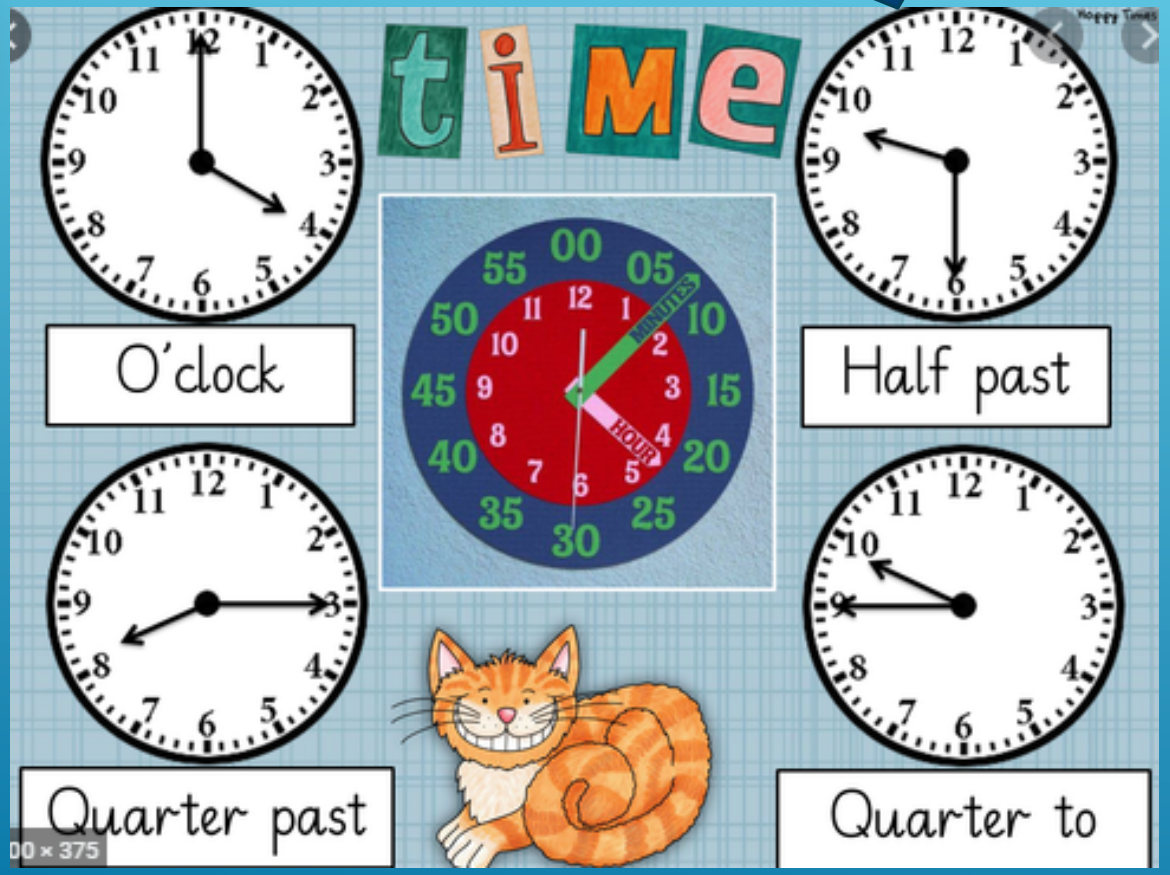
Year 3 and 4 - Wednesday 8th July 2020 – Year 2 Level Maths

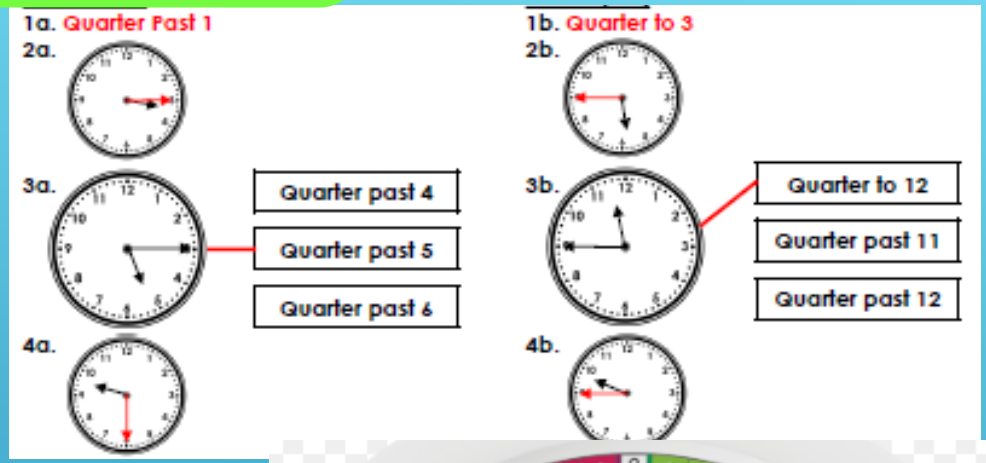
# Year 2 Maths

Guidance and Answers

**long hand = minutes**
**Short hand = hour**

When it is 'half past' the hour hand will land half way between the hour that it currently is, and the next hour



Year 3 and 4 - Wednesday 8th July 2020 - Year 2 Gu

# Year 3 Maths

Home

Home learning

Maths

| | |
|---|---|
| 1a. True or false?<br>The clock shows the time 5 past 3.<br> | 1b. True or false?<br>The clock shows the time 10 to 2.<br> |
| 2a. What is the time?<br> | 2b. What is the time?<br> |
| 3a. What is the time 5 minutes after the time shown?<br> | 3b. What is the time 5 minutes after the time shown?<br> |
| 4a. Draw the time below on the clock.<br>15 minutes to 4<br> | 4b. Draw the time below on the clock.<br>15 minutes past 8<br> |

Year 3 and 4 - Wednesday 8th July 2020 – Year 3 Level Maths

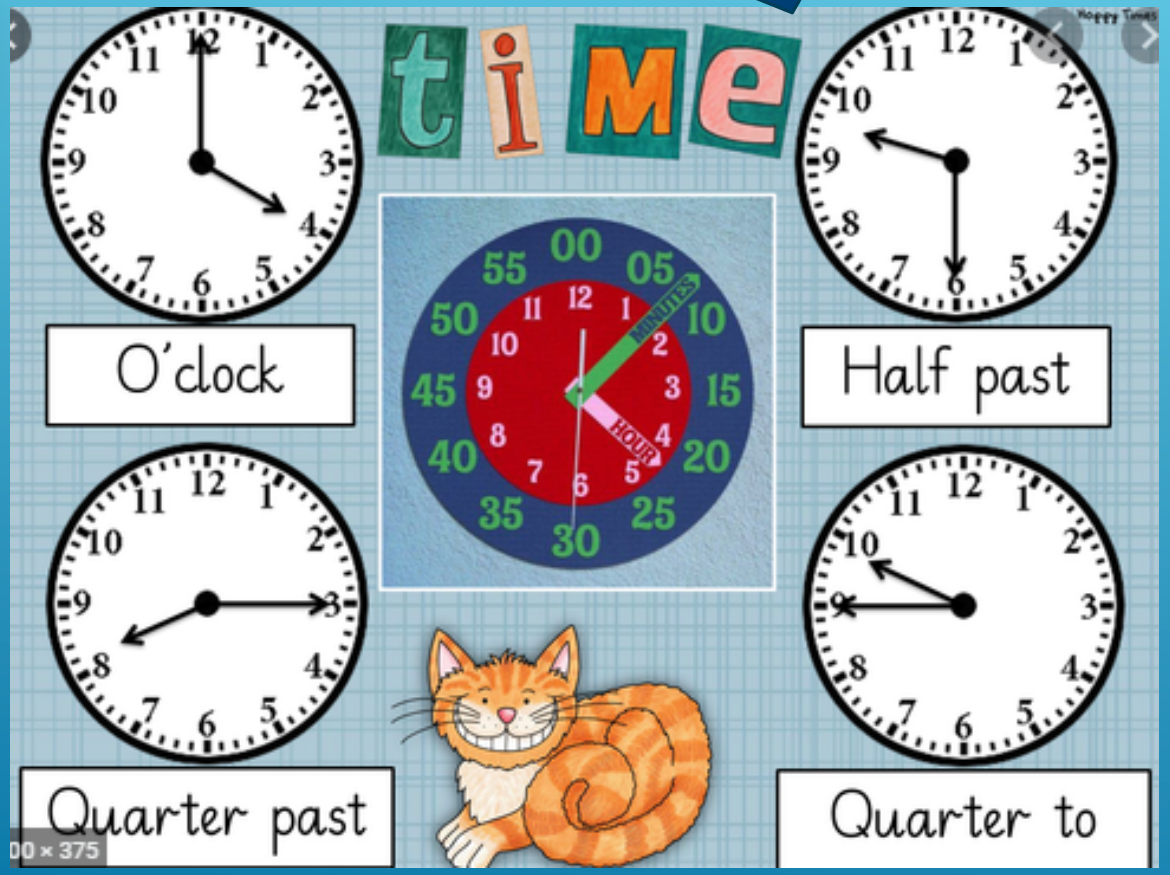
# Year 3 Maths

## Guidance and Answers

1a. True
2a. Quarter past 2 or 15 minutes past 2.
3a. 20 past 11
4a.

1b. True
2b. Half past 7 or 30 minutes past 7.
3b. 10 to 5
4b.

When it is 'half past' the hour hand will land half way between the hour that it currently is, and the next hour




long hand = minutes
Short hand = hour

Year 3 and 4 - Wednesday 8th July 2020 - Year 3 Guidance and Answers

# Year 4 Maths

Home

Home learning

Maths

**4a. Draw lines to match the correct times.**

| 25 to 4 | 20 past 9 | 10 past 10 |
|---|---|---|

**4b. Draw lines to match the correct times.**

| 5 to 8 | 20 to 12 | 25 past 1 |
|---|---|---|

**5a. Meadow says,**

I left home at 10 past 8 and arrived at school at 20 to 9, so the minute hand was on the 4.

Is she correct?

Explain why.

**5b. Matthew says,**

I got on the bus at 10 past 8. When I got off the bus it was 25 to 9, so the minute hand was on the 5.

Is he correct?

Explain why.

**6a. Pete starts his run at 20 past 4.**

He runs for 5 minutes in one direction and then runs 5 minutes back.

What time does he finish his run?

**6b. Tianni goes swimming at 20 to 5.**

She swims one length in 5 minutes and swims another length in 5 minutes.

What time does she finish swimming?

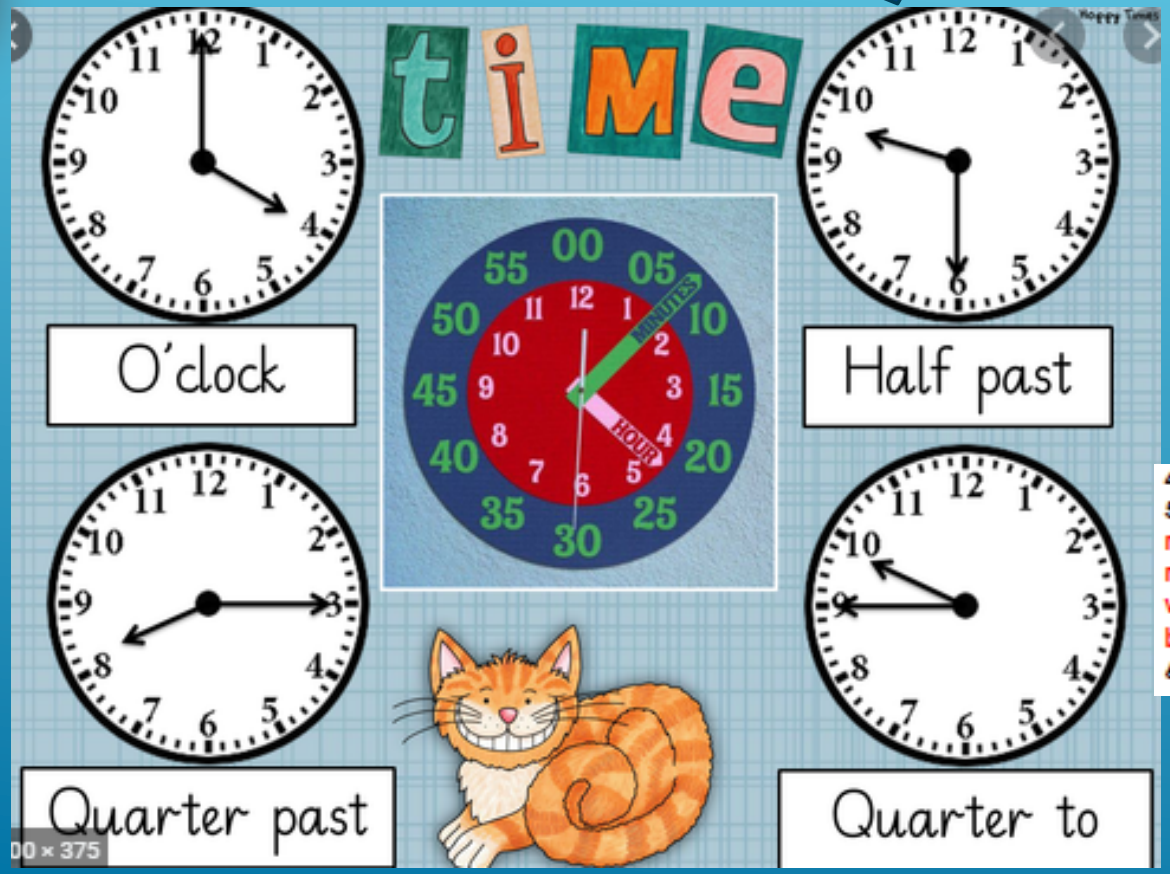
Year 3 and 4 - Wednesday 8th July 2020 - Year 4 Level Maths

# Year 4 Maths

## Guidance and Answers

**long hand = minutes**
**Short hand = hour**

When it is 'half past' the hour hand will land half way between the hour that it currently is, and the next hour



4a. A – 10 past 10, B – 25 to 4, C – 20 past 9
5a. Meadow is not correct because the minute hand points to the 8 when it is 20 minutes to the hour. If the minute hand was pointing to the 4 then it would have been 20 past 8.
6a. Half past 4 or 30 minutes past 4.

4b. A – 20 to 12, B – 25 past 1, C – 5 to 8
5b. Matthew is not correct because the minute hand points to the 7 when it is 25 minutes to the hour. If the minute hand was on the 5 it would have been 25 past 8.
6b. 10 to 5.

# Year 5 Maths

Home

Home learning

Maths

**5a. Fill in the gaps on this 24-hour number line.**

1 2 3 ☐ 6 7 8 9 10 11 12

☐ 14 15 16 17 ☐ 20 21 22 23 00

**5b. Fill in the gaps on this 24-hour number line.**

1 2 3 4 5 ☐ 7 ☐ 9 10 ☐ 12

13 14 15 16 ☐ 18 19 20 ☐ 22 23 00

**6a. Which 24-hour time matches the time on the analogue clock?**

13:25 | 01:05 | 00:25 | 15:05

**6b. Which 24-hour time matches the time on the analogue clock?**

10:40 | 22:20 | 20:20 | 20:40

**7a. If a clock shows this time, the time could be 14:40; true or false?**

**7b. If a clock shows this time, the time could be 20:55; true or false?**

**8a. Look at this clock. Write the 24-hour time it would match in the morning and the evening.**

**8b. Look at this clock. Write the 24-hour time it would match in the morning and the evening.**

Year 3 and 4 - Wednesday 8th July 2020 - Year 5 Level Maths

# Year 5 Maths

**Guidance and Answers**

| | |
|---|---|
| 00:00 = 12:00 AM | 12:00 = 12:00 PM |
| 01:00 = 1:00 AM | 13:00 = 1:00 PM |
| 02:00 = 2:00 AM | 14:00 = 2:00 PM |
| 03:00 = 3:00 AM | 15:00 = 3:00 PM |
| 04:00 = 4:00 AM | 16:00 = 4:00 PM |
| 05:00 = 5:00 AM | 17:00 = 5:00 PM |
| 06:00 = 6:00 AM | 18:00 = 6:00 PM |
| 07:00 = 7:00 AM | 19:00 = 7:00 PM |
| 08:00 = 8:00 AM | 20:00 = 8:00 PM |
| 09:00 = 9:00 AM | 21:00 = 9:00 PM |
| 10:00 = 10:00 AM | 22:00 = 10:00 PM |
| 11:00 = 11:00 AM | 23:00 = 11:00 PM |
| 12:00 = 12:00 AM | 24:00 = 12:00 PM |

**5a.**

1 2 3 **4** **5** 6 7 8 9 10 11 12

**13** 14 15 16 17 **18** **19** 20 21 22 23 00

6a. 00:25
7a. False
8a. 02:10, 14:10

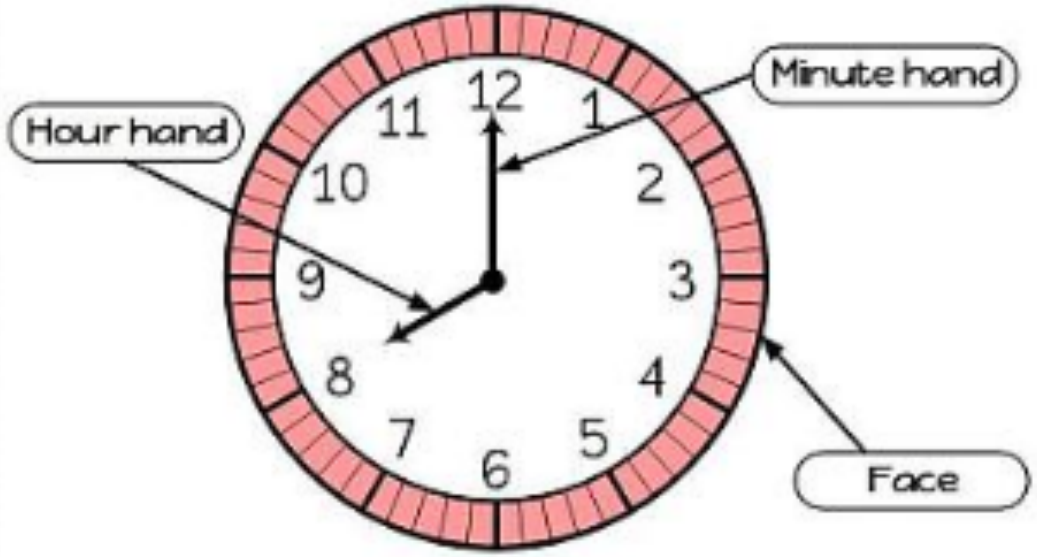
**5b.**

1 2 3 4 5 **6** 7 **8** 9 10 **11** 12

13 14 15 16 **17** 18 19 20 **21** 22 23 00

6b. 22:20
7b. True
8b. 02:50, 14:50

## Analog clock and Digital clock




Analog clock

Digital clock

Year 3 and 4 - Wednesday 8th July 202

# Plan your own Sports Day!

At this point in the summer term we would usually be practising for our school Sports Day. As we can't have our traditional whole school sports day this year, we thought it would be fun to plan your own at home!

Every day leading up to your Home Sports Day, you will be required to carry out a task to help make your day fun and run smoothly like our sports day in school.

Click the links below to take you to a daily activity.

Monday

Tuesday

Wednesday

Thursday

Friday

**Year 3 and 4 – Wednesday 8th July 2020 – Topic Task grid**

# Monday - Creative Brainstorm!

Home

Home learning

Topic

**Step 1:**

**Humanities**

Research the summer Olympics and find out about the different types of individual field sports that athletes can compete in. Create a mind map of the events that interest you.

**Step 2:**

**Health and wellbeing**

Using step 1 for inspiration, think of at least 5 events for you and your family to compete in at home. The events must be practical, competitive, but most of all fun.

Year 3 and 4 - Wednesday 8th July 2020 - Topic Task grid

# Tuesday - Rules

Home

Home learning

Topic

**Step 1:**

**Language, literacy and communications**

Write out simple instructions/ rules for each event. You will need to include:

- Name of the event
- Equipment needed
- Rules/ instructions

Example

## Event: Egg and Spoon Race

In the egg and spoon race, you balance an egg on a spoon while racing others to the finish line. You need good balance, body control and coordination.

**Equipment**

A hard-boiled egg and spoon for each person in the race. The larger the spoon, the easier it will be to balance the egg.

**What to do**

1. Practise balancing the egg on the spoon while standing still.
2. Practise moving with the egg on the spoon. How fast can you go? Remember – the idea is to go as quickly as you can without the egg falling off!
3. Practise picking up the egg and putting it back on the spoon as quickly as you can. If this happens in the race, you will need to stand still to get the egg balancing on the spoon again before you continue in the race.
4. Experiment with holding the spoon at different places along the handle. What happens when your hand is further away from the egg?
5. Measure out a distance of 10m and practise racing against family members. Don't worry if you have to change direction to move 10m or go there and back in your garden or living room!

Year 3 and 4 - Wednesday 8th July 2020 - Topic Task grid

Home

Home learning

Topic

# Wednesday- Logos and Stickers

**Step 1:**

**Expressive arts**

Our Sports Day is usually made up of 4 teams/houses with equal (roughly) numbers of children in them. Divide your family into 2 equal teams (if possible) and think of a name for each team/house. Then design a logo/ flag that can be hung up on the day to represent each team.

**Step 2:**

**Science and technology**

Using ICT, design a set of new 1st, 2nd, 3rd, well done stickers for the end of your sports day races. Make them fun, colourful and appealing. Perhaps you could write some in Welsh!

Extra expressive arts activities.

Year 3 and 4 - Wednesday 8th July - Topic Task grid

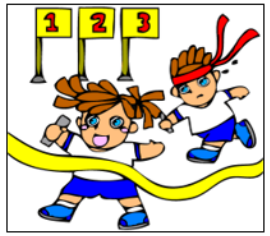
# Extra Expressive Arts Activities!

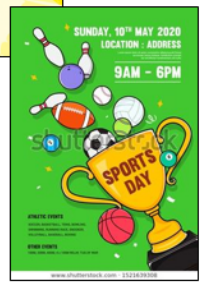
Home

Home learning

Topic

ACTIVITY: Design a Sport's Day poster to inform people in school, of the event. Here are some pictures to inspire you What information does the poster need, if it is designed to be informative to others?






ACTIVITY: Create a design for a new winning team trophy. Make this exciting and very special looking!

ACTIVITY: Use a paper plate and some extra card/ paper to create your own sports character! What sport will you choose to depict (show)? Make your character fun, colourful and jolly!

Let your kids make their own sports visors and they can wear them to local games or to the ballpark when you go as a family.

Year 3 and 4 - Wednesday 8th July 2020 – Topic Task grid

# Thursday - Points System

Home

Home learning

Topic

**Step 1:**

**Mathematics and numeracy**
Create a points/ score system to keep track of where your athletes place. For example, 1st place = 5 points. Make sure there is a point for every position.

Make sure you record each athlete's score after every event and remember to allocate the points to the correct team/house the athletes are in.

Your score cards may look like the following below:

| Name | Score |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

| Name | Distance | Score |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Home

Home learning

Topic

# Friday - Sports Day!

I hope you have everything ready for the big day! You are in charge of your family Sports Day.
Make sure you take photos to share with us!

Year 3 and 4 - Wednesday 8th July 2020 – Topic Task grid

# Learning boost

Useful websites

Year 3 and 4 - Wednesday 8th July 2020 – Learning boost Menu

# Reading Answers

## Years 2 & 3

### Answers

1. Number these facts from 1 to 3 to show the order they appear in the text.

[2] Mary got her hammer.
[1] Mary and Joe walked down the beach.
[3] They uncovered a skeleton.

2. What do you think Mary and Joe did with the fossil?

**Accept any sensible prediction linked to the text, e.g. They sold the fossil to a museum to make lots of money.**

3. Why might Mary be excited to find more fossils?

**Accept any sensible reason linked to the text, e.g. She is excited to find more fossils so that she can learn more about dinosaurs.**

4. What was Mary's dog called?

**Tray**

## Years 4 & 5

### Answers

1. Write a short definition of the word 'invertebrate'.

**Accept any definition that states that invertebrates are creatures without spinal bones.**

2. What percentage of animals on Earth actually have spinal bones?

**4%**

3. Who do you think this information is for?

**Accept an answer which states for children / those who do not know about invertebrates / people interested in the animal species.**

4. Write two questions that you could find the answers to in this text.

**Accept any questions that are correctly punctuated and whose answers can be directly retrieved from the text.**

Year 4 - Wednesday 8th July 2020 – Reading Task

# Useful websites

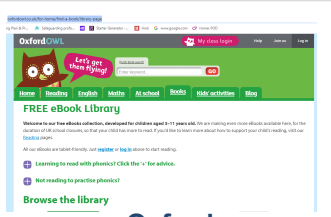
## Literacy

ICT Games Literacy

IXL English

TopMarks

Welsh

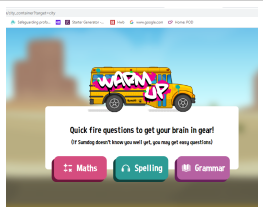



Oxford Owl

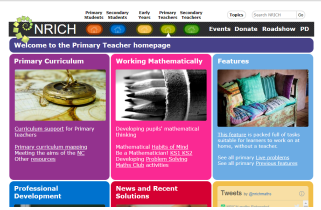
## Numeracy

IXL Maths

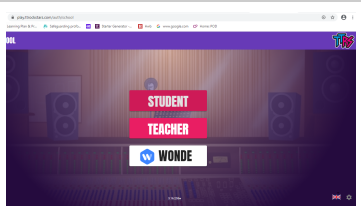
Top Marks




Sumdog




Nrich




TTrockstar

## General Resouces (covers various subjects)

BBC Bitesize KS1

BBC Bitesize KS2

Crickweb

Woodlands Junior School

Hwb

Year 3 and 4 - Wednesday 8th July 2020 - Useful websites