Year 3 and 4 Home-learning

Tuesday 30th June 2020

Start

Ysgol Gelliswick School

Gelliswick Church in Wales
VC Primary School

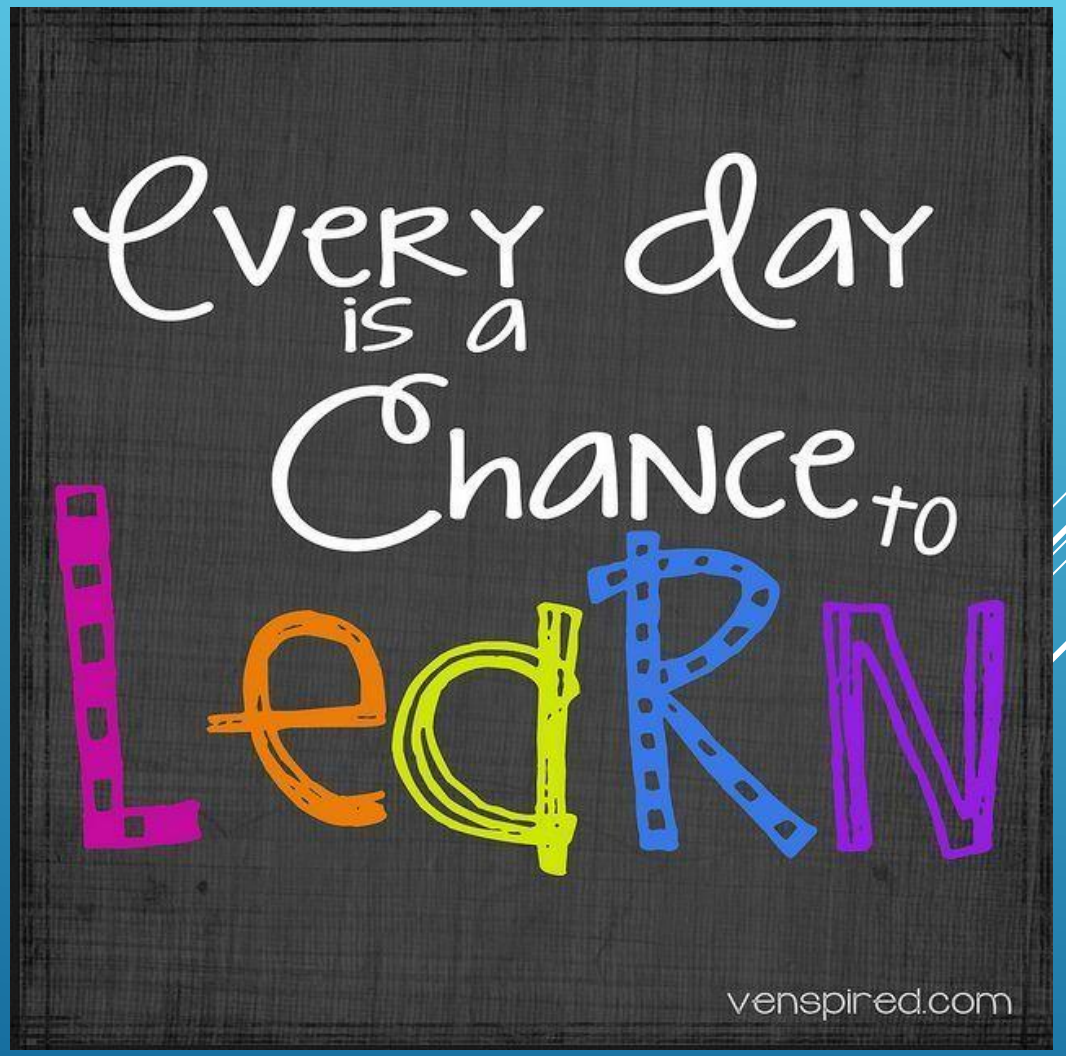
Welcome to today's home learning for Year 3 and 4.
Croeso i ddysgu adref heddiw am Blwyddyn 3 a 4

Check-in

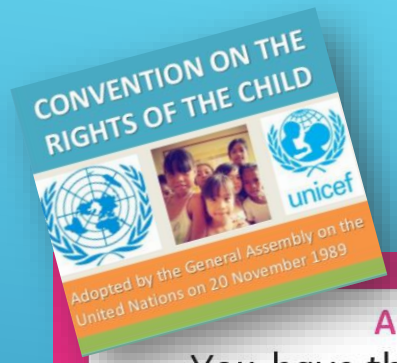
Home learning

Staying safe

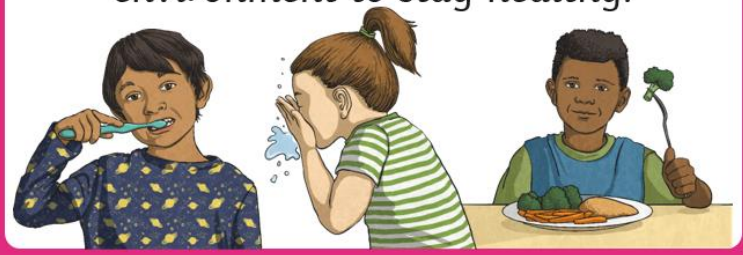
Class Dojo



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 - Tuesday 30th June 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 - Tuesday 30th June 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 – Tuesday 30th June 2020– Reading Task

Reading Task -Year 2&3

How the Kangaroos Got Their Tails

A long, long time ago, two kangaroos lived in the country now known as Australia. The large, brown kangaroo was from the plains and the smaller, grey kangaroo was from the hills. One day, the grey kangaroo really wanted to eat some wild bush honey, so he followed a swarm of bees to their hive in the hole of a rock. The grey kangaroo reached inside and pulled out a handful of gooey honey. It was delicious and now the big, brown kangaroo also wanted some for himself. The grey kangaroo told him to reach his arm right into the back of the hole to get the tastiest honey. The brown kangaroo did this but all he pulled out was a handful of spiders. He had been tricked!

Quick Questions

1. How do you think the grey kangaroo was feeling when he followed the bees?

2. Which was the largest kangaroo?

3. Find and copy the word that means the same as the adjective 'sticky'.

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

- [ ] The brown kangaroo pulled out a handful of spiders.
- [ ] The grey kangaroo followed the bees.
- [ ] The grey kangaroo ate some wild bush honey.

Answer

Year 3 and 4 – Tuesday 30th June 2020– Reading Task

Reading Task-Year 4&5

Home

Home learning

Reading

The Rosetta Stone

Whilst digging to expand their fort in 1799, a group of French soldiers made one of the most important historical discoveries of all time – the Rosetta Stone. Named after the town it was discovered in, the Rosetta Stone was created over two thousand years ago and on it was the clue to finally decoding ancient Egyptian hieroglyphics.

Hieroglyphics was a complicated way of writing in ancient Egyptian times which used thousands of symbols. Some of the symbols represented sounds, like our letters, whilst others stood for whole words. Written on the Rosetta Stone was one passage of text but it was in three different languages: hieroglyphics, demotic (old Egyptian) and Greek. It finally unlocked the secret of how to read hieroglyphics because scholars knew what was being said in a language we still speak today.

Quick Questions

1. Which word from the text means to 'make bigger'?

2. Why is it called the Rosetta Stone?

3. How do you think scholars felt when the Rosetta Stone was discovered? Give a reason for your answer.

4. How do hieroglyphics compare to the alphabet we use today?

Answer

Year 3 and 4 – Tuesday 30th June 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

Literacy

Year 2 Literacy

Home

Home learning

Literacy

Tuesday – Recognising Simple Contractions

1. Underline the contractions in the sentence below.

The rocket couldn't set off as there wasn't enough fuel.

3. Make 3 contractions from the words below.

she have we

are had you

2. Match the words with their contractions.

did not	you'll
we have	we've
you will	didn't

4. Rewrite the sentence using contractions.

You would not be able to walk on Jupiter because it is not solid.

5. Each of the facts below are not true! Rewrite the sentences using contractions.

Venus is the closest planet to the Sun.

You can go into space without a spacesuit.

There are ten planets in our Solar System.

Year 3 and 4 - Tuesday 30th June 2020 - Year 2 Level Literacy Task

Home

Home learning

Literacy

Year 2 Literacy

Guidance and Answers

Tuesday

English – Recognising Simple Contractions (page 5)

The aim of this activity is for children to practise recognising and using simple contractions. There are five questions to complete.

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'.

It is important that children learn to use the apostrophe correctly when forming contractions.

Question 1 – In this question, children must read the sentence and then underline the contractions within it.

The correct answers are: couldn't and wasn't

Question 2 – In this question, children are given three sets of two words. They must match each set to its contraction.

The correct answers are: did not = didn't, we have = we've, you will = you'll

Question 3 – In this question, children must used six words to make three different contractions.

Various answers, for example: she'd, we've, you're, you're, we're

Question 4 – In this question, children are given a sentence and they must rewrite it using contractions.

The correct answer is: You wouldn't be able to walk on Jupiter because it isn't solid.

Question 5 – In this question, children are given three facts about space which are wrong. They should rewrite each fact with a contraction.

Venus isn't the closest planet to the Sun. You can't go into space without a spacesuit. There aren't ten planets in our Solar System.

Year 3 Literacy

Home

Home learning

Literacy

Tuesday – Sequencing Sentences

1. Put an 'X' in the box to show where the sentence below could fit.

Ellie brushed her teeth for two minutes.

Ellie woke early that morning. She went to ☐ the bathroom to get ready. Once ☐ dressed, she went and had some ☐ breakfast in the kitchen. She left on time ☐ to walk to the bus stop. ☐

2. True or false? You could change the order of some of these sentences and the passage would make sense.

The class had been building outside in groups.
While building, the children were very busy and had asked lots of questions.
Later, they were much calmer after a long and tiring day.

3. Number the sentences in the correct order.

Their skin was so slimy and their eyes bulged out from their tiny heads which made her cringe. ☐

Mum's cringing made her feel like she was going to be sick. ☐

Mum hated the thought of being near any of the frogs and was petrified of one jumping on her. ☐

4. Replace the underlined sentence with an alternative sentence that would also make sense.

Martha was very creative and had a great interest in arts and crafts. She had recently tried needlework for the first time. She was making a cushion using different sized needles and a range of coloured threads. She joined a craft group and spent most Tuesday evenings there.

5. Tom has written some sentences. Are the sentences written in a logical order? Explain your answer fully.

They had a time limit in which they had to score points by aiming at the different targets. The children were playing team games. If they missed, they were sent to a desert island.

6. Order the sentences into a passage, using the numbers below so that it makes sense.

1. When you don't know someone, it can be difficult to know what to say.
2. Writing can be a good way to start. Ask them about where they live and how big their family is.
3. Write about yourself and your family, and tell them what you like doing.
4. Writing letters to people in different languages can be lots of fun.

Year 3 and 4 - Tuesday 30th June 2020 - Year 3 Level Literacy Task

Year 3 Literacy

Guidance and Answers

Tuesday

English – Sequencing Sentences (page 5)

Question 1 – This question involves identifying where the new sentence could be added.

The second box should be ticked because the previous sentence refers to the 'bathroom' and most people brush their teeth in the bathroom so it would make sense for these two events to follow each other.

Question 2 – This question involves recognising whether changing the order of the sentences would stop the passage from making sense.

This is false because the sentences describe events which have been placed in chronological order and time **adverbials** such as 'while building' and 'later' have been used to show the correct order of the sentences. **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'.

Question 3 – This question involves numbering the sentences in the correct order.

1 - Mum hated the thought of being near any frogs and was petrified of one jumping on her.
This sentence needs to come first because it outlines Mum's fear of frogs.

2 - Their skin was so slimy and their eyes bulged out from their tiny heads which made her cringe.
This sentence needs to come second because it describes the frogs in more detail.

3 - Mum's cringing made her feel like she was going to be sick.
This sentence needs to come third because it links to the end of the previous sentence by referring to Mum's cringing.

Question 4 – This question involves replacing the underlined sentence with an alternative sentence that fits the context. As we know that Martha is making a cushion, it would be sensible to describe the cushion that Martha was making in more detail in this sentence. This question has various answers. One example is shown below.

It was a square cushion with flowery patterns on both sides.

Question 5 – This question involves checking the order of the sentences.

Some of the sentences have not been placed in a logical order. The first sentence starts with the pronoun 'they' and at this point, it is unclear as to who this refers to. This only becomes clear later, in the second sentence when 'the children' are mentioned. The correct order of the sentences in this passage is shown below.

The children were playing team games. They had a time limit in which they had to score points by aiming at the different targets. If they missed, they were sent to a desert island.

Question 6 – This question involves ordering the sentences in a way that makes sense. There are various answers for this question. One example is shown below.

Sentence 1 could come first because it is a very general statement.
Sentence 2 could come next because it makes a good suggestion.
Sentence 4 could then follow because it goes on to mention the possibility of writing letters to people in different languages.
Sentence 3 could be the final sentence in the passage because it offers some very specific ideas of what could be written in the letters.

Home

Home learning

Literacy

Year 4 Literacy

Tuesday – Identifying Paragraphs - Fiction

One Wintry Night

It was the middle of a particularly cold night in February and a white blanket camouflaged the trees and fields for as far as the eye could see. Tall evergreens hung their heads heavily as they struggled to support the weight of the powdery snow. Not a single sound could be heard.

Moonlight struck the trees casting eerie shadows and creating tall, dark figures on the ground. Houses in the distance looked like tiny matchboxes queued up on the hillside, their few remaining lights twinkling in the night sky. It would have been perfectly clear if it weren't for one dark cloud moving noiselessly overhead.

Without warning, the wind whipped up causing the perfect snow to blow up into circles of icing sugar clouds. The trees began to sway, knocking off their peaks of snow and bringing their dark shadows to life.

Twisting and turning, Jake flew on into the darkness. He had been travelling for hours and his stomach was starting to rumble. He knew he would have to wait a little longer. It wasn't safe to land yet.

Jake was a completely normal boy. He went to school, played football at the weekend and he argued with his little sister a lot. However, this journey wasn't normal at all. Jake had had the strangest weekend and he felt like he was having a very odd dream.

The events had all started when he got home from school on Friday afternoon. On a normal day, he would arrive home to his mum cooking dinner in the kitchen. On this day, however, he found that the door was locked. Luckily he had his key and unlocked it himself. As soon as he stepped through the door, he knew something was wrong. He noticed broken glass scattered under his feet and began to panic.

1. Identify the paragraphs in the text by writing the first two words of each.

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2. What is the subject of the first paragraph?

3. Which paragraph describes the start of some action?

- Paragraph 1 ☐
- Paragraph 2 ☐
- Paragraph 3 ☐

4. True or false? The sentence below could be added to the first paragraph. Circle your answer.

The hoot of an owl and a flap of wings echoed through the trees.

true false

5. The sentence 'On a normal day…' should be the start of a new paragraph. Do you agree? Explain your answer.

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6. Write the next paragraph in the story. Use the word bank to help you.

alone | changed | messy | missing | strange | empty

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7. Why does the sentence "The events had all…" start a new paragraph? Explain how you know.

Year 3 and 4 - Tuesday 30th June 2020 – Year 4 Level Literacy Task

Year 4 Literacy

Guidance and Answers

Tuesday

English – Identifying Paragraphs – Fiction (page 5)

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.

Question 1 – For this task children must read the text provided and write the first two words of each **paragraph**. It may be helpful to remind children that new **paragraphs** can be started when there is a change in topic, time, setting or when a new person starts to speak.

The first words of each paragraph are listed below.
Paragraph 1: It was
Paragraph 2: Moonlight struck
Paragraph 3: Without warning

Question 2 – For this task children must identify the **subject** of the first **paragraph** in the text. The **subject** of the paragraph is what the paragraph has been written about.

The correct answer is a setting description.

Question 3 – For this question, children must identify which **paragraph** describes the start of some action in the text.

The paragraph describing the action is Paragraph 3.

Question 4 – For this question, children must think about whether the given sentence can be added to the first **paragraph** so that the text still makes sense.

The correct answer is false, the end of the first paragraph describes the absence of sound so this would not make sense.

Question 5 – For this question, children must decide whether they agree or disagree with the statement about where a new **paragraph** should have been started. Again, it may be helpful to remind children of when new paragraphs should be started (as explained in questions 1 above). Once children have decided whether they agree or disagree with the statement, they must write a sentence to explain their choice.

The correct answer is that the statement is incorrect because the sentence is explaining why this day is different from a normal day, so is leading on from the previous sentence.

Question 6 – This question is more open ended as children are asked to continue the story by writing the next **paragraph**. Children have been given a word bank to use for support. The **paragraph** must make sense with the rest of the text and must be punctuated correctly.

There are various answers for this question as children can choose how to continue the story using their own ideas. Correct answers must continue on from where the final paragraph finishes and must make sense with the rest of the story. All sentences must be punctuated correctly.

Question 7 – For this question, children must explain why a sentence from the text begins a new **paragraph**.

The correct answer is that it is a new paragraph because it is introducing a new theme and describing how the events described in the previous paragraphs began.

Year 5 Literacy

Home

Home learning

Literacy

Tuesday – Fact or Opinion

Kind-hearted Scouts Raise Money for Worthy Causes.

A fun day was had by all as local Scouts raise money for charity.

On Saturday 29th April, a local Scout group raised a grand total of £560 by holding a charity fundraising event.

The children, aged between 10 and 14, organised a bake sale, beetle drive, a penalty shoot out competition, face painting, donkey rides and car wash, all in aid of charity.

The Scout Leader, Robert Cartwright (35) said, "I'm so proud of everyone involved. The Scouts worked exceptionally hard to make the day a success. We all enjoyed a day of fun, whilst raising money for good causes at the same time. It was marvellous!"

The local residents turned out in force to support the event. Arthur Edwards (75) stated, "My car was in such a bad state. It was covered in mud but the Scouts did an excellent, thorough job of getting it clean again. I would happily pay them to clean it every week!"

The money will be divided between two local charities, whose aim is to improve the lives of children in the local community.

After the success of this recent event, the Scouts are now busy planning their next charity fundraiser.

Using information from the text, put an 'X' in one box on each row to show whether each statement is a FACT or OPINION.

	Fact	Opinion
A fun day was had by all.		
On Saturday 29th April, a local Scout group raised a grand total of £560.		
The children, aged between 10 and 14, organised a bake sale.		
I'm so proud of everyone involved.		
The Scouts worked really hard to make the day a success.		
The money will be divided between two local charities.		
The Scouts are now busy planning their next charity fundraiser.		
The Scouts did an excellent job of getting it clean again.		

Year 3 and 4 - Tuesday 30th June 2020 – Year 5 Level Literacy Task

Home

Home learning

Literacy

Year 5 Literacy

Guidance and Answers

Tuesday

English – Fact or Opinion (page 5)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

This activity asks your child to mark each statement as a **fact** or an **opinion** with an 'X'. They will need to read the statements carefully and decide whether is something that is true or it is something somebody thinks.

Put an 'X' next to each statement in either the fact or opinion column. The correct answers are:

	Fact	Opinion
A fun day was had by all.		X
On Saturday 29th April, a local Scout group raised a grand total of £560.	X	
The children, aged between 10 and 14, organised a bake sale.	X	
I'm so proud of everyone involved.		X
The Scouts worked exceptionally hard to make the day a success.		X
The money will be divided between two local charities.	X	
The Scouts are now busy planning their next charity fundraiser.	X	
The Scouts did an excellent job of getting it clean again.		X

Maths

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 2 Maths

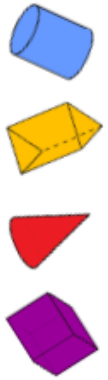
Home

Home learning

Maths

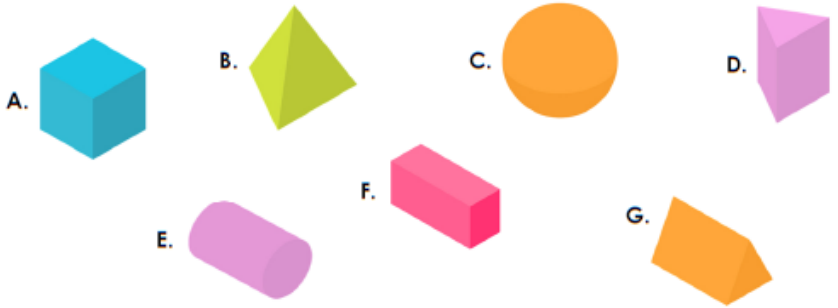
Tuesday – Properties of 3D Shapes

1. Match each shape to the correct description.

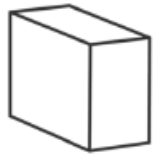


1 flat face, 1 curved surface
6 flat faces, 0 curved surfaces
2 flat faces, 1 curved surface
5 flat faces, 0 curved surfaces

2. Circle all the shapes below with 9 edges.



3. Azzam is making 3D shapes. He is using lollipop sticks for the edges and playdough balls for the vertices.



I need 12 balls of playdough and 12 lollipop sticks to make a cuboid.

Is Azzam correct? Explain your answer.

Year 2 Maths

Guidance and Answers

Tuesday

Maths – Properties of 3D Shapes (page 4)

It may help children with this work if they can find everyday objects that are 3D shapes, for example, a cereal box is a cuboid, a ball is a sphere and a tube of crisps is a cylinder.

Question 1 – In this question children are shown four different 3D shapes and they must match them to the correct description by identifying how many flat **faces** and/or curved surfaces that each shape has. A **face** of a 3D shape is the flat or curved surface.

The correct answers are show below.

Question 2 – Children are shown seven different 3D shapes and they must count the **edges** on each shape to identify which ones have nine **edges**. The **edge** of a 3D shape is where two faces meet.

The correct answers are D and G.

Question 3 – This question tells us that Azzam is building a model of a cuboid. Children may find it helpful to have an example of a cuboid, such as a cereal box, to look at while they complete this activity. It may also help them to try to make their own model of a cuboid using lollipop sticks, spaghetti, cocktail sticks or straws as the **edges**, and playdough, plasticine, Blu-tac, pom-poms or cotton wool balls as the **vertices**. **Vertices** are where the sides or edges of a shape meet (for example, a rectangle has 4 vertices).

If it is not possible to make their own model, children should count the number of edges and vertices that a cuboid has and use this information to work out if what Azzam says is correct and explain why.

The correct answer is that Azzam is incorrect because a cuboid has 8 vertices not 12, so 8 balls of playdough are needed.

Year 3 Maths

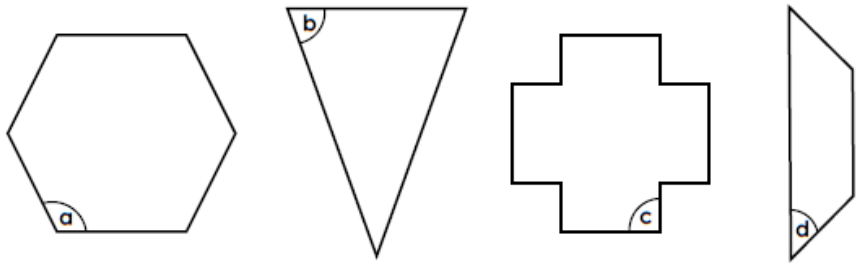
Home

Home learning

Maths

Tuesday – Compare Angles

1. Circle the acute angles below.

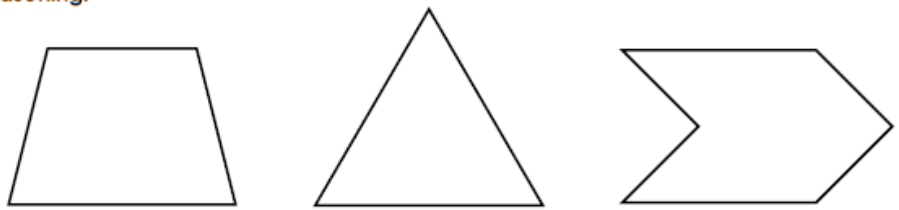


2. True or false?

The hands on clock C show the largest angle.

A B C

3. Look at the angles in the shapes below. Find the odd one out and explain your reasoning.



A B C

Year 3 and 4 - Tuesday 30th June 2020 – Year 3 Level Maths

Year 3 Maths

Guidance and Answers

Tuesday

Maths – Compare Angles (page 4)

An **angle** is when two edges of a shape meet or intersect.

An **acute angle** is an angle that is less than 90 degrees or a right angle.

An **obtuse angle** is an angle that is greater than 90 degrees but less than 180 degrees.

A **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

A **reflex angle** is greater than 180 degrees but less than 360 degrees.

Question 1 – This question involves recognising which of the angles that have been labelled in these four shapes, are **acute angles**.

Angle A is greater than 90° so this is an **obtuse angle**.

Angle B is less than 90° so this is an **acute angle**.

The points that form Angle C meet at exactly 90° so this is a **right angle**.

Angle D is also less than 90° so this is an **acute angle**.

Question 2 – This question involves comparing the size of the angles shown by the hour and minute hands on three given clocks.

This statement is false because the hands on clock A show the largest angle. We can tell this by counting how many parts of the clock are between each hand. In clock A, four parts of the clock are between the minute and hour hands whereas only two parts of the clock are between the hour and minute hands on both clocks B and C.

The hands on clock A show an **obtuse angle**.
The hands on clock B show an **acute angle**.
The hands on clock C also show an **acute angle**.

The different sizes of the angles are shown below.

A B C

Question 3 – This question involves identifying the types and number of angles in each of the three shapes.

Shape A has two **obtuse angles** at the top and two **acute angles** at the bottom.
Shape B has three **acute angles**.
Shape C has an **acute** and an **obtuse angle** at the top, a **reflex** and a **right angle** in the middle and an **acute** and **obtuse angle** at the bottom.

Shape B is the odd one out as it is the only shape that is made up of only **acute angles**.

Year 4 Maths

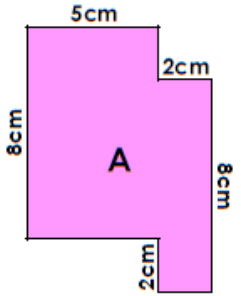
Home

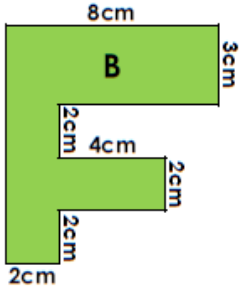
Home learning

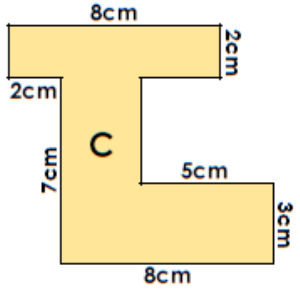
Maths

Tuesday – Perimeter of Rectilinear Shapes

1. Match the shape to its perimeter.



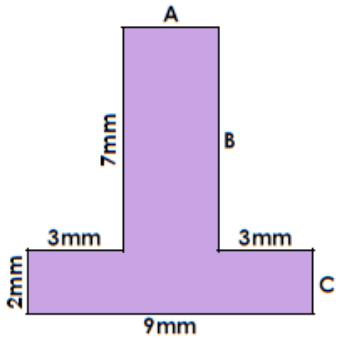




44cm | 34cm | 42cm

Not to scale

2. Put an 'X' next to the statements which are correct.



A. The perimeter is 40mm. ☐

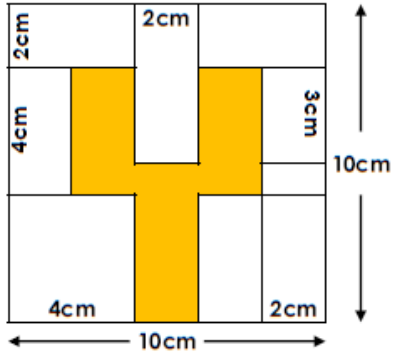
B. The length of side A is 3mm. ☐

C. Side A is half the length of side B. ☐

D. The total of sides A and C is 5mm. ☐

Not to scale

3. Use the measurements of the rectangles to calculate the perimeter of the shape below.



Perimeter = ☐ cm

Not to scale

Year 4 Maths

Guidance and Answers

Maths – Perimeter of Rectilinear Shapes (page 6)

The **perimeter** is the distance around the edge of a shape. It is a measurement of length so is often measured in millimetres (mm), centimetres (cm) or metres (m). To find the perimeter of a shape, add together the lengths of all its sides.

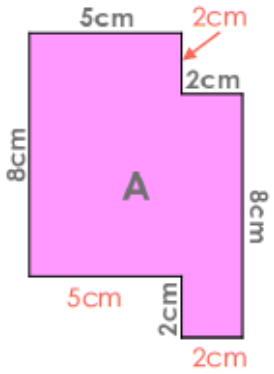
A **rectilinear shape** is a polygon where all lines meet at a right angle. For example:

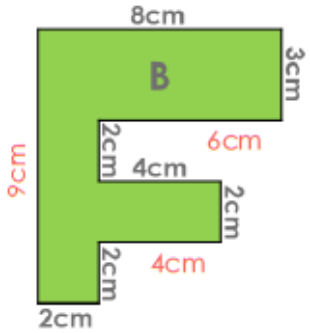
A **polygon** is a 2D shape made of straight lines.

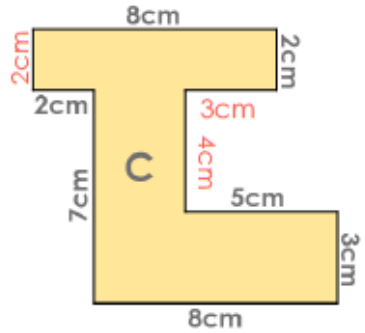
A **right angle** is an angle that measures exactly 90 degrees and is equal to a quarter turn.

Question 1 – This question asks children to match each **rectilinear shape** to its correct **perimeter**. Children must make sure they include all of the sides when they add the lengths together to find the **perimeter**. There are some lengths that are not given, so children will need to calculate these from the information given on other lengths as the shapes are not drawn to scale.

The missing lengths and correct answers are shown below. These missing lengths can be calculated from the other information on each shape.

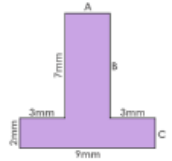






Shape A = 34cm; Shape B = 42cm; Shape C = 44cm

Question 2 – For this question, children need to identify which statements correctly describe the shape given. Children will need to calculate the missing lengths from the information given and then the perimeter. Children then need to mark the statements that are correct.

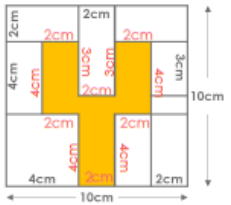


Side A equals 3mm; side B = 7mm and side C = 2mm. This means the total perimeter is 36mm.

The correct statements are B and D.

Question 3 – This question requires children to look at the given measurements and use this to find the perimeter of the rectilinear shape that has been shaded. The length of each side and the answer is shown below.

Perimeter = 34cm



Year 5 Maths

Home

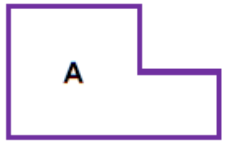
Home learning

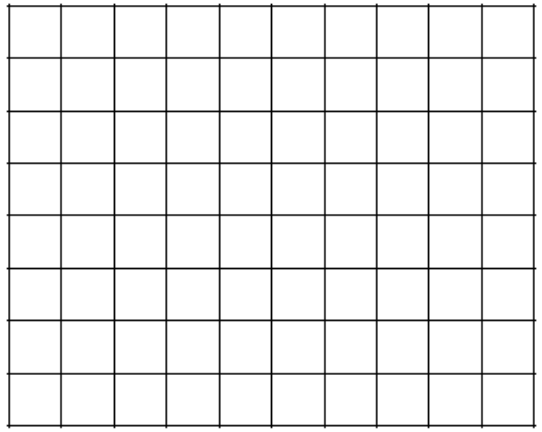
Maths

Measure Perimeter

1. Suki is investigating the perimeter of different rectilinear shapes.

I need to draw a shape that has twice the perimeter of shape A.



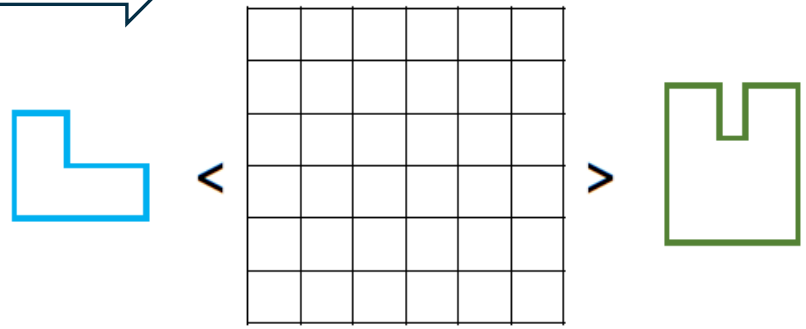


Explore the different rectilinear shapes that you could draw to help Suki.

DP

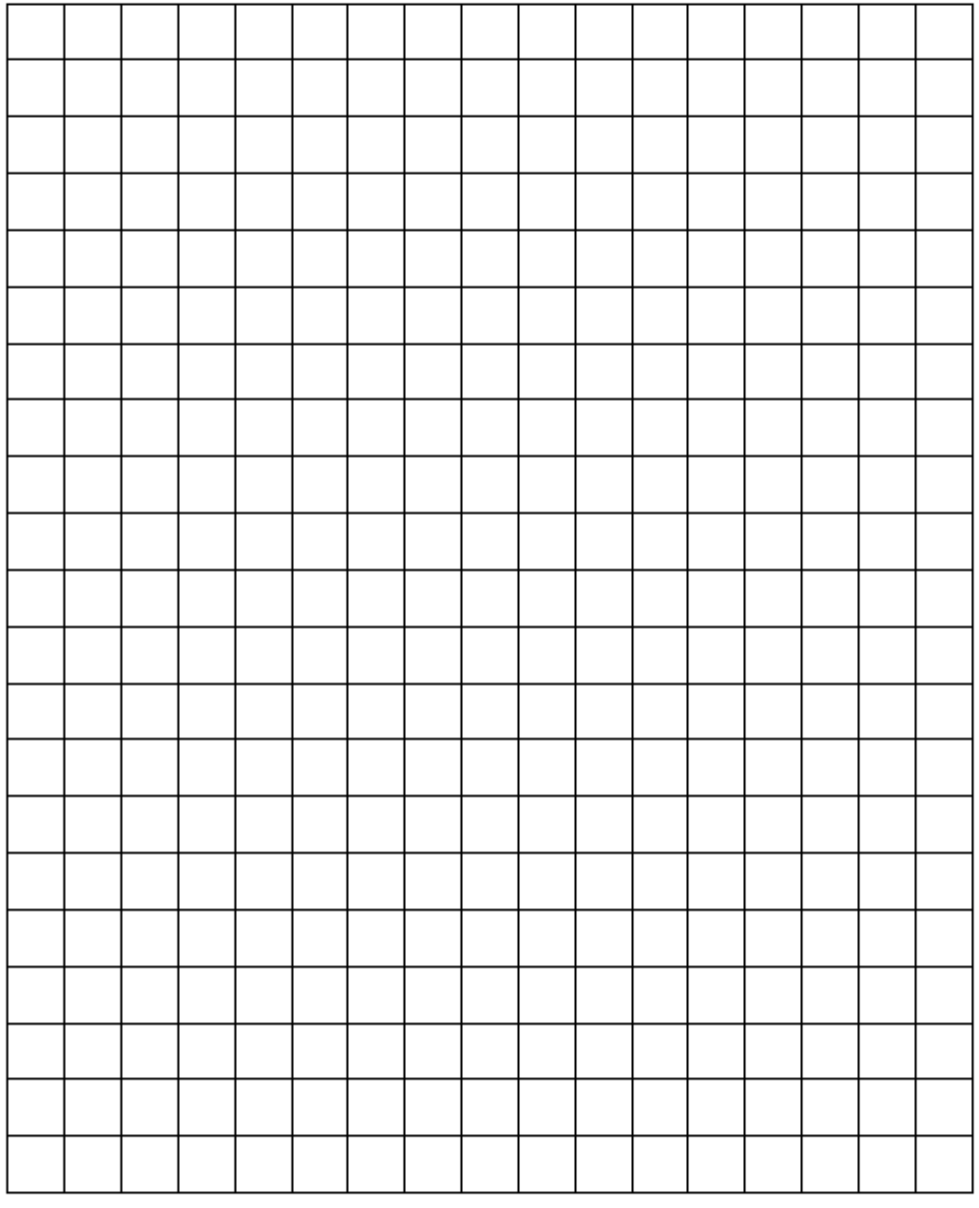
2. Measure the perimeter of the shapes below and complete the inequality statement.

Will depend on size it is printed to.



Is there more than one solution?

DP



Year 3 and 4 - Tuesday 30th June 2020 – Year 5 Level Maths

Home

Home learning

Maths

Year 5 Maths

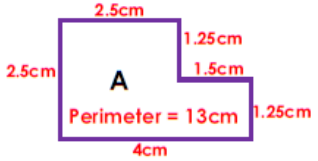
Guidance and Answers

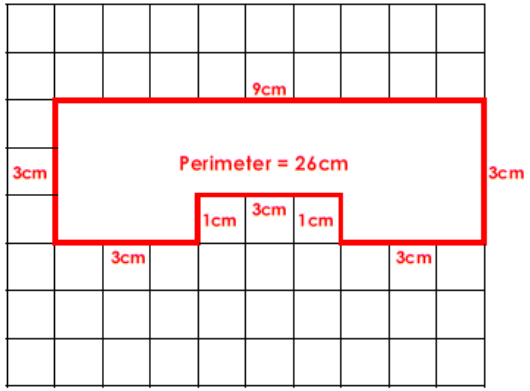
Measure Perimeter

1. Suki is investigating the perimeter of different rectilinear shapes.

I need to draw a shape that has twice the perimeter of shape A.

Various answers, for example:



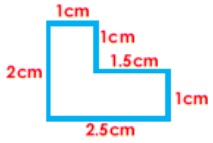


Explore the different rectilinear shapes that you could draw to help Suki.

DP

2. Measure the perimeter of the shapes below and complete the inequality statement.

Perimeter = 9cm



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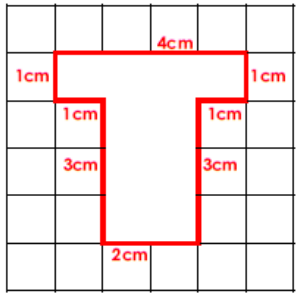
Perimeter = 16cm



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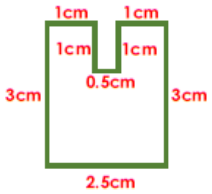
Perimeter = 13cm



Is there more than one solution?

Various answers, one example is given above.

DP

Will depend on size it is printed to.

Year 3 and 4 - Tuesday 30th June 2020 – Year 5 Guidance and Answers

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 - Tuesday 30th June 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 - Tuesday 30th June 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 - Tuesday 30th June 2020 - Topic Task grid

Wednesday- Logos and Stickers

Home

Home learning

Topic

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 - Tuesday 30th June 2020 - Topic Task grid

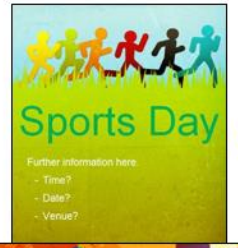
Extra Expressive Arts Activities!

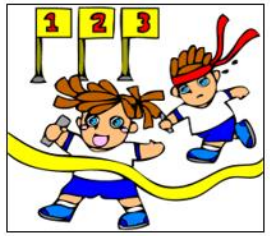
Home

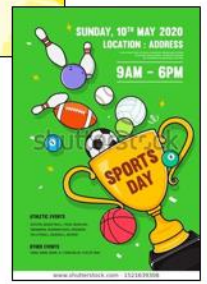
Home learning

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: 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!

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

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 - Tuesday 30th June 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 - Tuesday 30th June 2020 - Topic Task grid

Learning boost

Useful websites

Reading Answers

Years 2 & 3

Answers

1. How do you think the grey kangaroo was feeling when he followed the bees?

   Accept any sensible answer linked to the text, e.g. Hopeful that he would find some honey.

2. Which was the largest kangaroo?

   the (large) brown kangaroo

3. Find and copy the word that means the same as the adjective 'sticky'.

   gooey

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

   3 The brown kangaroo pulled out a handful of spiders.

   1 The grey kangaroo followed the bees.

   2 The grey kangaroo ate some wild bush honey.

Years 4 & 5

Answers

1. Which word from the text means to 'make bigger'?

   expand

2. Why is it called the Rosetta Stone?

   Accept answers which state that it was named after the town it was discovered in.

3. How do you think scholars felt when the Rosetta Stone was discovered? Give a reason for your answer.

   Accept any appropriate answer (e.g. relieved, delighted, grateful) provided that it is supported by a relevant reason.

4. How do hieroglyphics compare to the alphabet we use today?

   Accept answers which discuss any relevant similarities or differences, e.g. 'our letters are also like pictures which mean a sound' or 'we do not use picture of people or things but they did.'

Year 3 and 4 - Tuesday 30th June 2020 – Reading Task

Useful websites

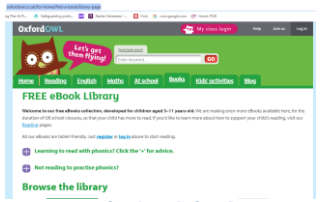
Literacy

ICT Games Literacy

IXL English

TopMarks

Welsh

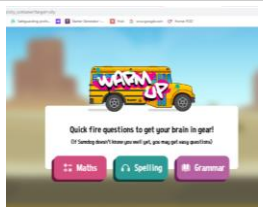


Oxford Owl

Numeracy

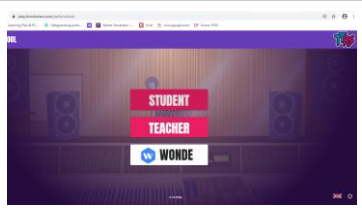
IXL Maths

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 - Tuesday 30th June 2020 - Useful websites