



## St John's Catholic Primary School- Learning At Home

Year 3 & 4 Small Group ENGLISH AND MATHS (Mrs Melarangi/ Mr Walsh)

### Plan 3

#### Maths Tasks

#### Reading Tasks

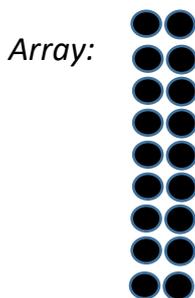
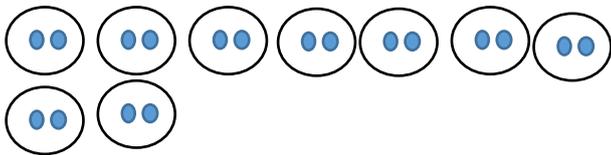
Aim to do your **Timestables Rockstars** every day.

**The focus is multiplication and division.**

These operations are the **inverse** of each other and so if I know  $2 \times 6 = 12$  then I also know that  $12 \div 2 = 6$ .

The better I know my times tables the easier I will find division.

Remember  $18 \div 2 = ?$  is asking me 'How many 2's are there in 18'. I can then either count in 2's up to 18, make jottings or draw an array:



You should know your 2, 5 and 10 times table off by heart. Keep practising if you're not confident with these yet.

Then work on your 3's, 4's, 8's.

Choose one of the times tables you are learning. Write the times tables out and then write the division fact to match each one.

$$3 \times 1 = 3 \quad 3 \div 3 = 1$$

$$3 \times 2 = 6 \quad 6 \div 3 = 2$$

$$3 \times 3 = 9 \quad 9 \div 3 = 3$$

Choose games to play on **Topmarks Maths**:

<https://www.topmarks.co.uk/maths-games>

Age 7-11 section.

Choose games from the **Multiplication and division** category.

\* <https://www.oxfordowl.co.uk/>

Click 'My Class Login'

username: Stjohnsks2

password: school

**You can access free ebooks.**

*Choose a story book.*

\* From reading the title and looking at the front cover and reading the blurb (on the back cover) make a **prediction** of what you think will happen in this story. Stories usually have a problem in them that needs solving. What do you think the problem is going to be? *You could draw out a story map.*

\*After reading the story, talk about what the **problem** was. How was it solved? Was it what you expected? Does it link to the title of the book? *Create your own illustration to show the problem being solved.*

\*Choose a character from the story. *Write a character description about them.* What do they look like? What is their personality like? (brave, shy, strong, confident, lively?) Would they make a good friend? Why or why not?

\* **REMEMBER to take a look at**

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/fun-at-home-with-authors-and-illustrators/>

Listen to authors read their stories. Try different authors and find which ones you like the best.

Find out what you can about the author you like most. *Create a fact file about them.*

At the end of each week test yourself:

<https://www.topmarks.co.uk/maths-games/daily10>

Choose "Multiplication" and then "Division" and find what level best suits you.

### Spelling/Phonics tasks

#### **Phonics:**

<https://new.phonicsplay.co.uk/>

Find which Phase is best for you. Play some phonics games.

#### **Spelling:**

Adding the suffixes 'ed' and 'ing' (word endings)

**Remember the rule: if the second to last letter is a short vowel sound then you double the last letter and then add the suffix.**

**hop – hopped, hopping**

**sip – sipped , sipping**

*Write each word and then show how it changes if you add the suffixes 'ed and 'ing'*

<b>tip</b>	<b>slip</b>
<b>clap</b>	<b>tug</b>
<b>peg</b>	<b>flop</b>

Choose 5 of the new words you have created with 'ed' or 'ing' endings and use them in sentences.

**High Frequency Words (HFW)** Practise spelling these words: *Choose which list you need to learn.*

**LIST 1:** said, come, some, his, has, they

**LIST 2:** move, prove, improve, hour, sure, clothes

**LIST 3:** appear, arrive, believe, bicycle, breath, breathe, build, busy

Use each word in your list in a sentence.

Remember to use a capital letter and full stop (or ? or !) to punctuate your sentences.

### Writing tasks

#### **Activity 1 All around me!**

Look around your house and find 1 or 2 items each day and keep a diary of their descriptions.

It could be a decorative mug, a toy any object you like indoor or outdoor. Look around the house!

Write down what colour(s) it is, shape, size etc.

Use adjectives (describing words).

For example; My comfy quilt is decorated with my favourite football stars, they are the greatest players in the world. They look brilliant in their bright red kit.

#### **Activity 2 'Toy Story'**

Write your own Toy Story adventure with your toys as the characters, give them names, think of an adventure for the characters. Think about the Toy Story films, watch one and think how you could write your own version with your own characters.

Try and describe your characters by giving them a personality, who is the leader, who is the quiet one, who thinks they are the 'boss' but they're not?

Where does the adventure take place, your bedroom, the garden or even beyond?

Draw cartoon pictures to help tell the story make it a story board.

#### **Activity 3 Vowels**

**a e i o** and **u** are the **5 vowels**.

Go around the house and see how many things you can find beginning with each of the vowels.

Write them down in a sentence, for example;

There is a red **apple** in a dish on the kitchen table.

**Handwriting- practice your handwriting as often as you can**

Your child would be expected to use continuous cursive letters:

<https://www.teachhandwriting.co.uk/continuous-cursive-beginners-choice-2.html>