



Year 3/4 - Autumn Term

Blended Learning Pack

For use incase of school closure or isolation

Home Learning



We hope this slide is helpful but please get in touch through school admin if you have any questions. 😊








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Dear Parents,

Please find attached a weekly home learning pack for your child if they are isolating at home. In this pack you will find daily activities for English, Reading, Maths and Spelling. Each afternoon there is a lesson from the wider curriculum. Some of these lessons have a list of possible activities for your children to complete. All work can be completed in your child's blue home learning book.

If you have any questions or concerns, you are able to post these on Microsoft Teams or email admin, but please be aware we are teaching in school and bare with us if we are not able to respond straight away.

Weekly Timetable:

9.30-10.00	10.00 - 11.00	11.00	11.30 - 12.30	12.30 - 1.30	1.30 - 2:00	2:00 - 3.00
Reading	English	BREAK	Maths	LUNCH	Spelling	Wider Curriculum
						

Please upload learning to Microsoft Teams at the end of the week.

For RWI activities, please see separate PowerPoint.

Week 1 Reading

Please complete these activities using your reading book from school.

Week 1 Reading:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes	Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes.
Pick three new words and look up their meaning in a dictionary.	Write a summary of what has happened in the book so far or what you have learnt.	Write a character description or setting description.	Find ten adjectives in the book. Pick three and write your own sentence using them.	Create a list of your favorite words and phrases that you would like to magpie from the text.



For RWI activities, please see separate PowerPoint.

Week 2 Reading

Continue with your school reading book or another of your choice.

Week 2 Reading:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes	Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes.	Read to an adult or independently for ten minutes.
See slide 5, Day 1	See slide 6, Day 2	See slide 7, Day 3	See slide 8, Day 4	See slide 9, Day 5

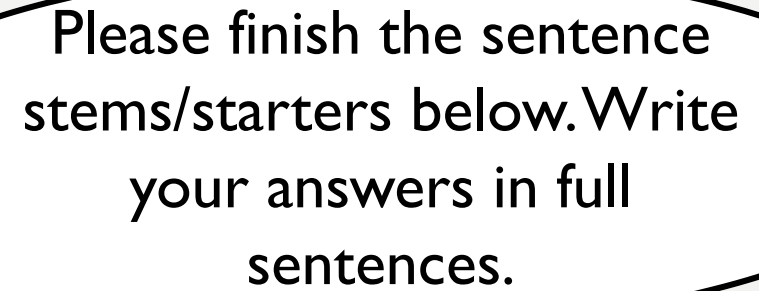


DAY 1

Please finish the sentence stems/starters below. Write your answers in full sentences.

- The main action in the story is.....
- The setting of the story is.....
- Words used to describe the setting are.....
- I liked/didn't like the part when
because.....

DAY 2



Please finish the sentence stems/starters below. Write your answers in full sentences.

- If I were in the story, I would hear.....
- The characters who are friends are.....
- The characters who are enemies are.....
- A new word I found in my story was.....it means.....

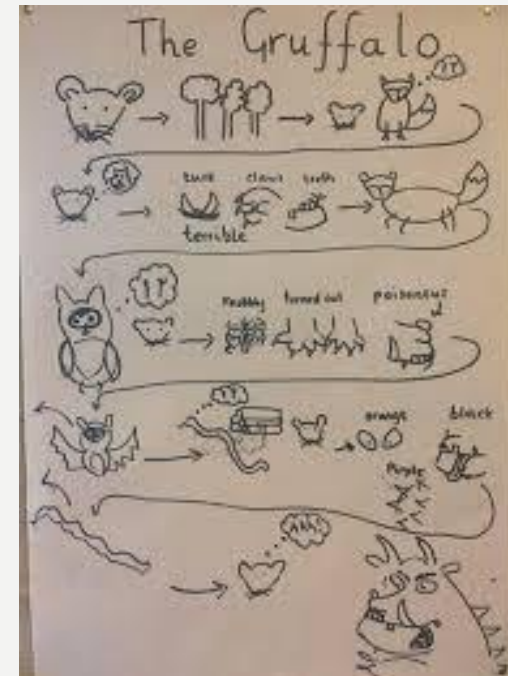
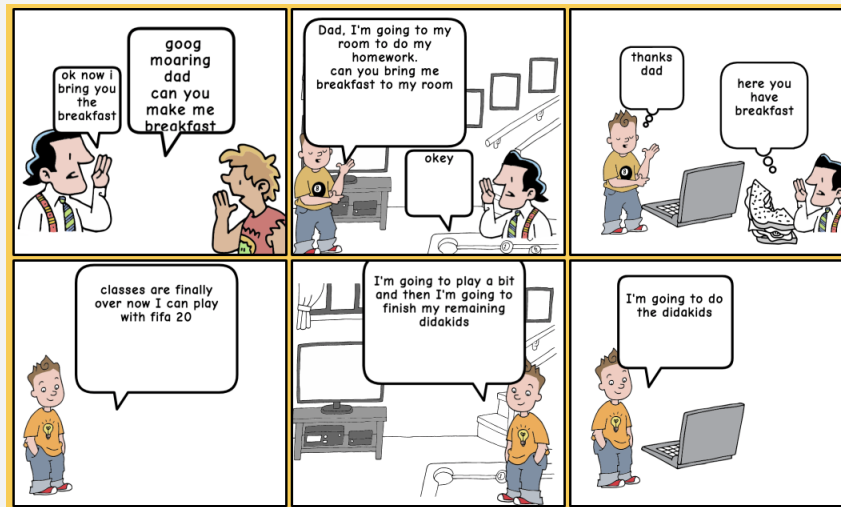
DAY 3

Please finish the sentence stems/starters below. Write your answers in full sentences.

- My idea for what happens next is.....
- If I were to re-write this book, I would change.....and I would keep.....
- My favourite character in the book is.....because.....

DAY 4

- I can draw a story map or comic strip to help summarise the story.



DAY 5

- I can retell the story to an adult or explain/write it down in less than 50 words.



Week 1 Maths

Please see extension maths packs which include problem solving from class.

Week 1 Maths:				
<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Practise writing your numbers 0-20 in words.	Practise writing your numbers 21-40 in words.	Practise writing your numbers 41-60 in words.	Practise writing your numbers 61-80 in words.	Practise writing your numbers 81-100 in words.
Practise your times tables using Times Tables Rockstars!	Write your number bonds to 10, 20 and 100.	Practise counting in different groups (see slide 11).	Complete the addition number sentences on slide 12.	Complete the subtraction number sentences on slide 12.

Finish the sequences...



Challenge: Create your own missing number problems. Can you jump in 2s, 3s, 5s, 10s to make this more challenging. Write these out and ask someone in your household to complete them.



Week 1 Maths

Please see extension maths packs which include problem solving from class.

Week 2 Maths:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Practise writing your numbers 100-120 in words.	Practise writing your numbers 121-140 in words.	Practise writing your numbers 141-160 in words.	Practise writing your numbers 161-180 in words.	Practise writing your numbers 181-200 in words.
Practise your times tables using Times Tables Rockstars!	Mixed calculation worksheet (slide ?)	Shape worksheet.	Time worksheet.	Measure worksheet.



Week 1 Spellings

For further spelling activities see attached extension pack in attached resources.

Week 1 Spellings:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Choose from red or blue spelling list (or both). Write out your spellings in alphabetical order.	Write out the definitions for your spellings.	Pick three words that you find the most challenging to spell. How many times can you write these words in 1 minute per word.	Write a sentence for each word.	Rainbow writing. Write the word in one colour. Then trace over the word in different colour. Repeat with 5 colours in total.

because	people
were	should
where	would
they	could
your	was

appear	century
answer	consider
believe	different
busy	earth
calendar	eight



Week 2 Spellings

For further spelling activities see attached extension pack.

Week 2 Spellings:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Choose from red or blue spelling list (or both). Write out your spellings in alphabetical order.	Write out the definitions for your spellings.	Pick three words that you find the most challenging to spell. How many times can you write these words in 1 minute per word.	Write a sentence for each word.	Rainbow writing. Write the word in one colour. Then trace over the word in different colour. Repeat with 5 colours in total.

one	friend
once	school
there	father
their	mother
they're	parents

Wednesday	important
February	minute
favourite	natural
island	although
imagine	therefore

Wider Curriculum

Select an activity. Please choose 1 science and 4 other activities to complete over the week from this slide and the wellbeing activities.

Geography	Draw a map of your bedroom. Draw a map of your journey to school. Can you include a key? Challenge your family on https://www.geoguessr.com/
Geography	Write a list of all the counties in the UK. Write them out in Alphabetical order. Which ones have you been to? What are the physical and human features like?
History	What did the Romans do for us? Research the Romans and take some bullet point notes to help with your poster/leaflet next week.
History	What did the Romans do for us? Using your notes, produce an informative poster or leaflet to show what you have learned. Remember the Romans had a huge impact on Britain today!
Science	Find three items in your house. Answer these questions: What is it made from? Why is it made from that material? What are its properties?
Science	Read through the rocks and soil fact sheets. Look for examples in your house or garden. What type of rock/soil do you think they are?
RE/ PSHE	Find a bible story that teaches you about the greater good, especially kindness.
RE	Write a prayer for Harvest time and decorate it with an autumnal theme.

Wellbeing Afternoon

DT	Practise your sewing skills: 1. Sew on a button/repair a small hole 2. Practise a running stitch
DT	Create a pop up card for an occasion of your choice - https://www.wikihow.com/Make-a-Pop-Up-Card
Art	Research Andy Goldsworthy and create a nature inspired piece in the style of his artwork. https://www.bbc.co.uk/bitesize/clips/zh4wmp3

Select an activity for the afternoon

Board Game	Play a board game with your family or sibling
Build a den	Build a den inside or out
Cooking	Why not try cooking something new
Reading	Snuggle up with a good book
An Act of Kindness	Complete a kind act for someone in your family. E.g. write them a kind note
Comedy Show	Find ten funny jokes and deliver a comedy show to your family
Exercise	Use cosmic yoga or play in your garden

Alice in Wonderland

This extract comes from Chapter 1. Alice has been falling down a well for what seems like a surprisingly long time.

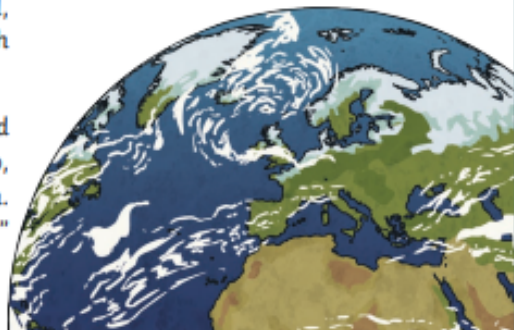
The well was either very deep or Alice was falling very slowly. Either way, she had plenty of time to look around and to wonder what was going to happen next. First, she looked down to see if she could see the end but it was too dark to see anything. Next, she decided to look at the walls and noticed they were filled with cupboards, bookshelves, maps and pictures. As she continued falling, Alice took a jar of orange marmalade from one of the shelves. Excitedly, she removed the lid... only to discover that the jar was empty. Disappointed, Alice put it back inside a different cupboard as she fell past.



"Well," Alice thought to herself, "after a fall this long, I won't even mind falling down the stairs any more! In fact, I don't think I'd even mind falling from the top of a house!"

Down, down, down. As she continued falling, Alice wondered how many miles she had fallen down and whether she would soon reach the middle of the Earth. Then, she wondered whether she would fall straight through the Earth and emerge in a different country altogether. "I shall have to ask whether I am in Australia or New Zealand," Alice decided out loud, pleased with herself for having such an excellent knowledge of geography.

Down, down, down. The fall continued and, as there was nothing else to do, Alice began to think out loud again. "Dinah will be missing me tonight," she thought.



Alice in Wonderland

Dinah was the name of her pet cat: a ginger ball of fluff who was likely to be asleep on Alice's bed without a care in the world. "I hope someone will remember to feed her tonight," she continued.

"Dinah, I wish you were with me right now. There are no mice to catch in the air but we might find you a nice bat during this fall." She paused for a second and then added, "Do cats eat bats?" She liked this question so much that she continued repeating it, "Do cats eat bats? Do cats eat bats? Do cats eat bats?"

Before long, the question had become, "Do bats eat cats?" but Alice hadn't noticed because she had now become rather tired. She was just slipping into a dream in which she was asking a confused Dinah, "Do cats eat bats?" when there was suddenly a large thump. Alice landed upon a pile of sticks and dry leaves. At last, the fall was over.



Alice was not hurt and immediately jumped to her feet. Ahead of her was a long passage. The same white rabbit that she had seen earlier was running along it. She began to chase the rabbit along the corridor. However, the moment Alice turned a corner, the rabbit could no longer be seen. Alice looked around and noticed that she was now in a long, low hall which was lit by faintly glowing lanterns.



Read the text and answer the questions on the next page. If you find it easier to see, please access this resource through assignments on Microsoft Teams.

Alice in Wonderland Questions

- What does Alice do while she is falling? Tick **two**.
 - She talks to Dinah the cat.
 - She thinks about the rabbit.
 - Alice eats orange marmalade.
 - She wonders if she will fall through the Earth.
- Number the events from 1-4 to show the order that they happened.
 - Alice hopes that someone has fed Dinah.
 - Alice looks inside a cupboard.
 - Alice chases the rabbit.
 - Alice starts to fall asleep.
- Which word best completes this sentence? Tick one.
When Alice lands, she is...
 - confused
 - uninjured
 - bewildered
 - hurt
- Draw three lines to match each action to the character who completes it.

sleeps on Alice's bed	Alice
disappears when Alice turns a corner	the rabbit
asks the same question several times	Dinah

- Why doesn't Alice think that she will mind falling down stairs any more?

- Look at the paragraph beginning **Before long...**
Find and copy one word or phrase which shows that Alice was beginning to fall asleep.

- What is strange about Alice's reaction to her long fall?
Explain your answer.

- Describe Alice's character. Explain your answer.

Please see answers on the next slide. Use this as a marking tool. Remember to have a go on your own first.

Alice in Wonderland Answers

1. What does Alice do while she is falling? Tick **two**.

- She talks to Dinah the cat.**
- She thinks about the rabbit.
- Alice eats orange marmalade.
- She wonders if she will fall through the Earth.**

2. Number the events from 1-4 to show the order that they happened.

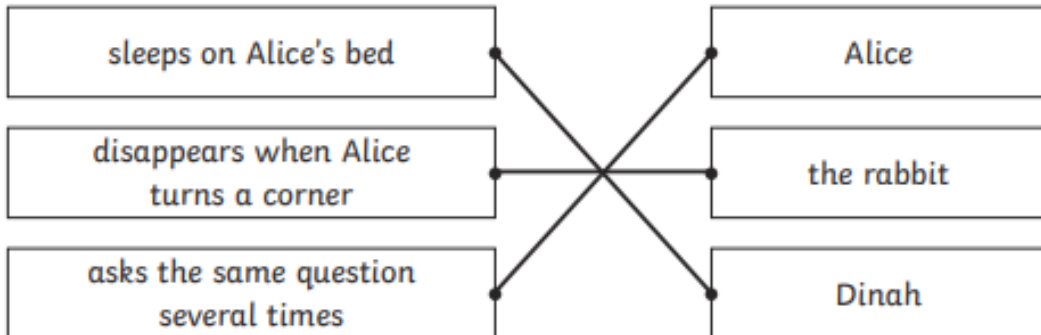
- 2 Alice hopes that someone has fed Dinah.
- 1 Alice looks inside a cupboard.
- 4 Alice chases the rabbit.
- 3 Alice starts to fall asleep.

3. Which word best completes this sentence? Tick one.

When Alice lands, she is...

- confused
- uninjured**
- bewildered
- hurt

4. Draw three lines to match each action to the character who completes it.



5. Why doesn't Alice think that she will mind falling down stairs any more?

Accept answers which refer to Alice now being used to falling, such as: Alice does not think that she will mind falling down stairs any more because she has been falling for so long that she is now used to it.

6. Look at the paragraph beginning **Before long...**

Find and copy one word or phrase which shows that Alice was beginning to fall asleep.

(just) slipping (into a dream)

7. What is strange about Alice's reaction to her long fall?

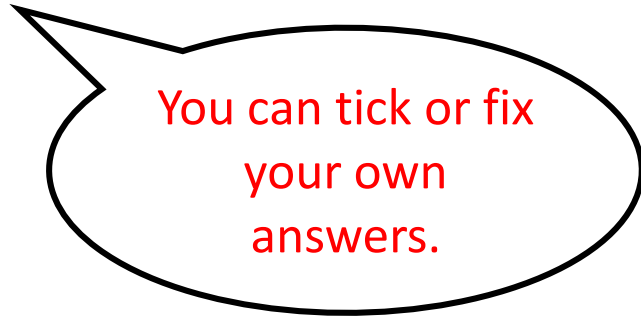
Explain your answer.

Pupils' own responses, such as: It is strange that Alice is not scared that she is falling. Instead of being scared, she is looking around and taking jars of orange marmalade off the shelf.

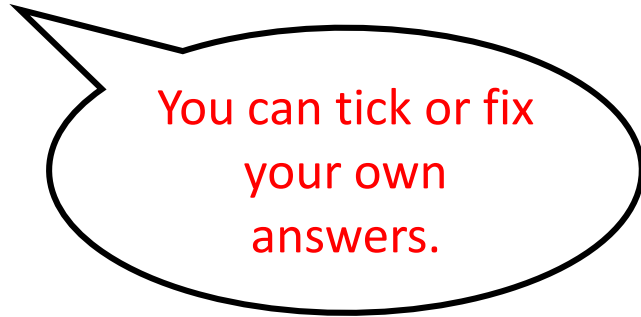
8. Describe Alice's character. Explain your answer.

Pupils' own responses, such as: I think Alice is clever because she knows about geography. I also think that she is brave because she doesn't seem frightened about falling a really long way.

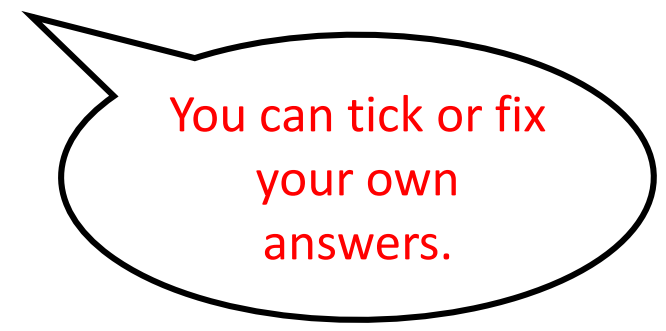
You can tick or fix your own answers.



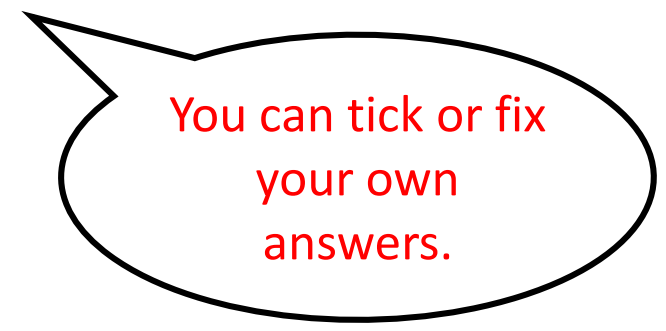
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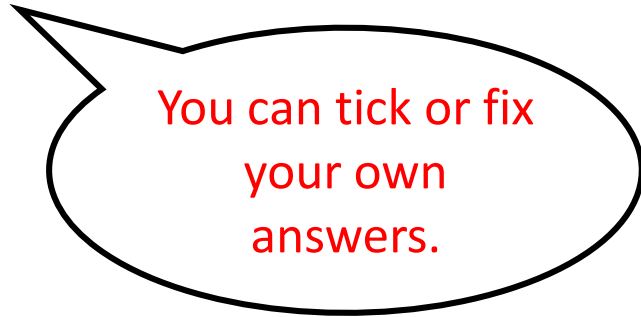
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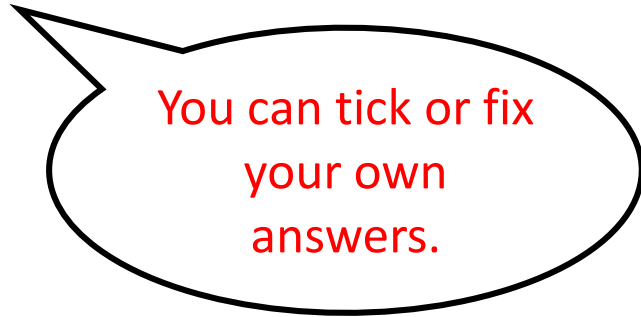
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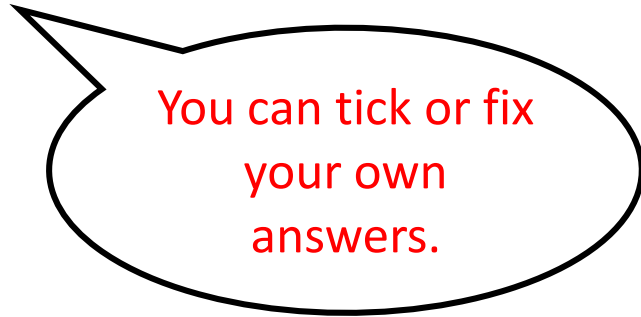
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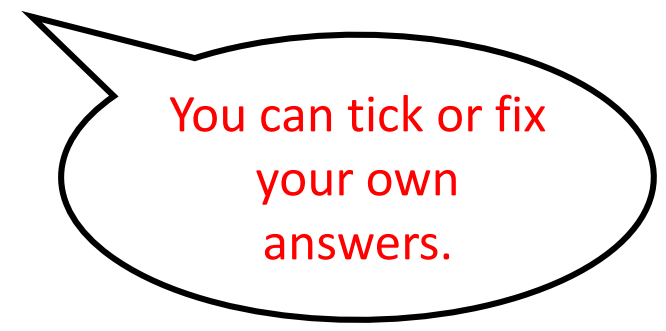
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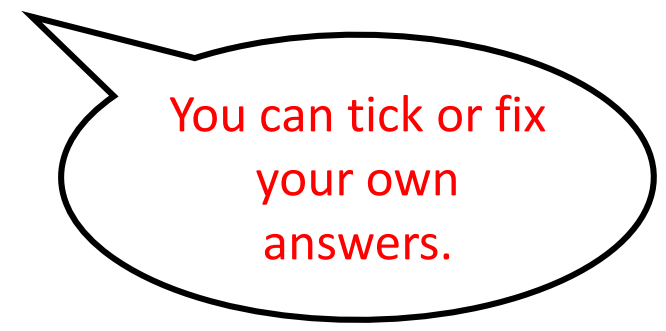
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