Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 1 May 2020

Suggested Daily Timetable

Time	Activity
07:30 – 08:30	**Get dressed –** Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	**"Walk to school" –** use this time to exercise or take a look at the MRA website and select the work you will be completing for the day
9:00 – 9:30	**P.E -** complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	***Break time** – Have a snack and a break*
10:30 – 11:30	**Maths activity –** Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	**Quiet reading time –** choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	*Lunch*
13:00 – 13:30	**Free time/playtime**
13:30 – 14:15	**Topic/Spanish activity – Homework provided by teacher**
14:15 – 15:00	**Creative activity –** visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	**Home time exercise activity - P.E -** complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

Monday

Maths

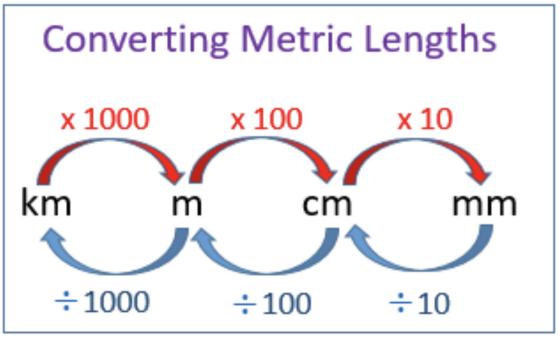
Task Converting measurements:

https://www.youtube.com/watch?v=kOJFSH_Bn9U Please watch this video before starting your activity.

Warm up**:** https://www.transum.org/Maths/Activity/Units/

Worksheet: **Appendix 9a-** Converting length measurements between mm, cm and m.

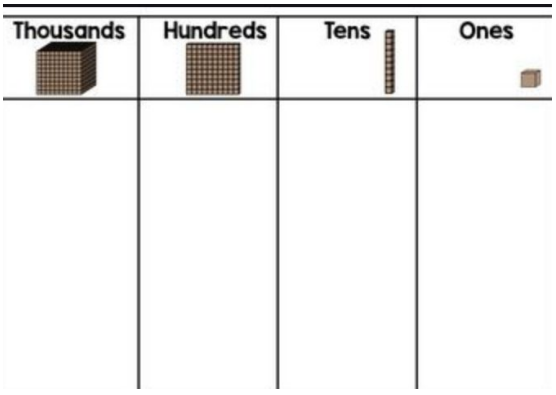
**Please remember: 10mm = 1cm, 100cm = 1m, 1000mm = 1m. Use place value columns to help you if you are unsure.



Challenge: **Appendix 9b-** Complete the number sentence

Parent/Carer Guidance:
https://www.theschoolrun.com/convert-into-the-same-units additional information
If necessary use a place value chart to assist with division. Please watch video below for method
https://www.youtube.com/watch?v=cmQc8jg0s1k

Place value chart



Literacy

Task:

1. Look at your descriptive sentences from last lesson (see picture in **Appendix 1**)
2. Choose a creature and describe it using adjectives and adverbs for **movement**.
3. As an extra challenge, write a sentence which includes a simile or personification.

Parent/Carer Guidance:
Explain to them that today they will write a description about one of the creatures. Share an example such as *'Above him flew a bird with the brightest multi-coloured feathers he had ever seen. It had a long, pointed orange beak, vivid turquoise eyes and flapping rainbow wings.'*

Computing

Task:
Now that we have Google Classroom set up we have a mechanism for you to share some of the work (and any fun activities) that you are completing at home. You will notice that there is now an assignment in the class stream. If you click this it will take you to your online personal learning journal. This powerpoint is only visible to you and your teacher and you can fill each slide with text, pictures and videos of your home learning. Your teacher can comment on your slides and give you feedback and advice.

Please access your learning journal and add a picture of you doing your work and any of the work you have done so far that you would like your teacher to see.

We will be using the learning journals to help us select stars of the week so this is a great place to show how creative and studious you have been during your time at home.

Parent/Carer Guidance:
Google Slides is a fairly intuitive programme that closely mimics powerpoint, which many of the children are already very familiar with. If your child is having difficulties accessing the assignment please get them to post a comment in their Google Classroom or contact the main school email and a member of staff will provide guidance.

Tuesday

Maths

Task Comparing measurements:

https://www.youtube.com/watch?v=kOJFSH_Bn9U Please rewatch this video before starting your activity if you need additional support.

Worksheet**: Appendix 10a-** Comparing measurements

**Please remember

Operator	Meaning
=	Has a value of
<	Less than
>	Greater than

Challenge**: Appendix 10b-** matching the correct statement

Parent/Carer Guidance:
https://www.theschoolrun.com/convert-into-the-same-units additional information
Children should continue to convert measurements, the additional step is to compare whether measurements are larger or smaller.

Literacy

Task:

1. Watch the whole film :https://vimeo.com/45584240 and write down any words that rhyme.
2. Look at **Appendix 2.** Where does the rhyming happen in each sentence?
3. Can you find any examples of commas used in a list from the film (for example, deep, dark, deep and big)? What do you notice about the first letters of the first three words in this list?
4. Watch the part where the creatures put on a show. What movements might there be? How might the creatures move? Write down a list of as many movements as you can!
5. Look at **Appendix 3.** Can you identify the adverbs, alliteration, verbs and commas used in a list?
6. Your turn! Can you try and create something to **Appendix 3**?
7. Design your own creature for the next lesson!

Parent/Carer Guidance:
Look at **Appendix 2** together. Look at the meaning of any unknown words. Where does the rhyme take place in each sentence? (At the end) Highlight examples. The chn then have to identify features of the text and then write their own paragraph like **Appendix 3**.

Science

Task:

Plastics are all around us! Packaging our food, in our clothes, part of our technology. One of the reasons plastic is so prevalent and widely used is because there are many different types of plastic with many different properties.

Bitesize, Production and use of plastics: https://www.bbc.co.uk/bitesize/clips/zvg3cdm

1. Find three different examples of plastic around your house.
2. Using the Properties of Materials sheet in the appendix (properties of materials), describe what properties the plastic you have found has.
   E.g. "My suncream bottle is made out of a hard, slightly flexible plastic which is opaque and waterproof."
3. Explain why you think the manufacturer has chosen that kind of plastic with those properties.
   E.g. "A suncream bottle needs to be waterproof because you will probably use it at the beach and it would be useless if the plastic let water in to mix with the suncream. It also has to be slightly flexible so you can squeeze out the suncream."

Parent/Carer Guidance:

This activity is designed to encourage children to classify and identify properties of materials. Encourage your children to discuss the properties of materials defined in the appendix. Are there any properties that most plastics all have? Are there any properties that many plastics don't have? The third section of the task encourages children to link their scientific knowledge to real world contexts. This is also useful in the context of design and technology. You could discuss why inventors and designers need to think carefully about the properties of the materials they use. E.g. a window designer needs to use transparent materials rather than opaque ones.

Wednesday

Maths

Task: Perimeter of a 2D shape:

https://www.youtube.com/watch?v=MTSlKifo4js please watch this link before starting activity. Start video at 2:13

Worksheet: **Appendix 11a**- Find the perimeter of 2D shapes

Challenge: **Appendix 11b-** Convince me of the perimeter

Parent/Carer Guidance:

https://www.theschoolrun.com/what-is-the-perimeter additional support

Literacy

Task:

1. Look at **Appendix 4**. Can you list all the colours you can see? Can you describe the colours using similes ('As red as…' Or 'like a yellow….)
2. Today you are going to write about your own character that you created yesterday. How is it different and similar to the other creatures?
3. Use the table in **Appendix 5** to plan a description of your creature.

Parent/Carer Guidance:
Explain what figurative language is (similes etc) and prepositional phrases (https://tinyurl.com/y7k4fobc). Support children in planning their character description.

History

Task:
Plastics might feel like they're everywhere nowadays, but did you know that humans have only been making plastic for less than 100 years! The history of plastic is quite fascinating as it wasn't always as common in our homes as it is today. Watch the video below and answer the questions.

Youtube, A Brief History of Plastic: https://www.youtube.com/watch?v=QW3OGMZ1bWc

1. What did the 'plastic revolution' start with? (Challenge: can you research what the first plastic object mentioned in the video was used for?)
2. Where in the world was man-made plastic invented? By whom? When?
3. What was the name of the first man-made plastic?
4. What was invented in 1907 in New York?
5. Why was plastic important during World War 1?
6. How did the use of plastic change after the war? Where did plastic become more common to see?
7. Before the 1980s, most plastics were designed to be durable and multi-use. How were plastics used after the 1980s? Why was this a problem?

Challenge: Can you do further research on the history of plastic? What other interesting facts can you find?

Parent/Carer Guidance:
This activity is primarily a comprehension exercise. All the information required to answer the questions is included in the video. It would be helpful for children to watch it once before reading the questions, then read all the questions and rewatch the whole video again. Then, stop and start the video, answering the questions as they hear the information required.

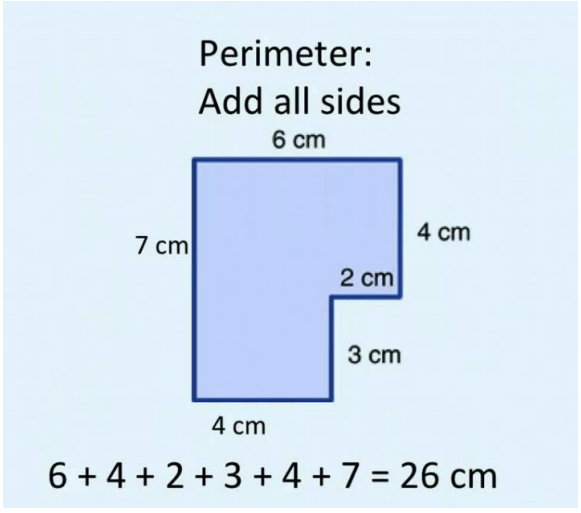
Thursday

Maths

Task: Perimeter of a 2D shape:

https://www.youtube.com/watch?v=MTSlKifo4js please re- watch this link before starting activity if needed. Start video at 2:13

Worksheet: **Appendix 12a**- Find the perimeter of irregular 2D shapes



Challenge: **Appendix 12b-** Do you agree?

Parent/Carer Guidance:

https://www.theschoolrun.com/what-is-the-perimeter additional support

Literacy

Task:

1. Look at **Appendix 6**. You have been creating descriptive phrases and finding words for movements. This could be a good time to look at a thesaurus to improve your work so far.
2. You're now going to add a new part to the film - you're creature will burst out of the hat! Look at **Appendix 7.** Can you find the adverbs, adjectives, commas in a list, a simile and any rhyming words? This is your WAGOLL. Use this to inspire your own descriptive paragraph about your own character so that it fits into the story. Use all your ideas from the previous lessons to write it.

Parent/Carer Guidance:
WAGOLL stands for What A Great One Looks Like.

Geography

Task:
At the end of the video yesterday we learned that the prevalence of single-use plastics has been more common in recent years and that this has had some negative effects on the environment. Read and watch the information given in the website below, then create a presentation or poster that answers the following questions.

Newsround, What is the problem with plastic?: https://www.bbc.co.uk/newsround/42810179

1. What is microplastic? Why is it bad?
2. What is a 'trash island'/'garbage patch'? Where are they?
3. How does plastic harm animals?

Parent/Carer Guidance:

This task is an opportunity for children to research and present their knowledge about plastic pollution and the effects of human activity on the natural world. Many will already have a lot of knowledge about plastic, so encourage them to do research to back up their ideas and support their presentation/poster with facts. Children also have the freedom to present any way that they would like - a powerpoint, youtube video, voice note, comic, poster. Use this to hook children into the learning and make it their own.

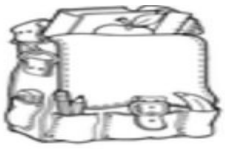
Friday

Maths

Task: Perimeter of a 2D shape word problems:

https://www.youtube.com/watch?v=MTSlKifo4js Please rewatch this link before starting the activity. Start video at 2:13 if needed.

Worksheet: **Appendix 13a**- Find the perimeter of 2D shapes word problems
** Please remember to read through the word problem carefully, use the rusac method!



The RUCSAC Method for solving maths word problems

R	Read the question carefully	Find the important information – underline it!
U	Understand the question	What do you have to find out? Draw a 'picture' of the question, if it helps.
C	Choose the correct method of calculation	+ − × ÷ What method is best for you to use?
S	Solve the problem	Show every step and keep your working out neat.
A	Answer the question	Read the question again – have you answered it? Make the answer clear.
C	Check your answer	Does it make sense? Find a way to check – estimate or use the inverse.

Challenge: **Appendix 13b-** Find the perimeter

Parent/Carer Guidance:

https://www.theschoolrun.com/what-is-the-perimeter additional support

Literacy

Task:

1. Using coloured pens or pencils, highlight adjectives, adverbs of movement, similes and any rhyming words or alliteration and create a key. Did you miss any out? Choose your favourite sentence.
2. Improve these two sentences:
    a. *Flapping **elegant** the butterfly soars.*
    b. *Its **nice** wings are blue like...*
3. What is successful about these sentences:
    a. *A big, blue and brave bird has a long bright tail.*
    b. *An incredibly strange noise came rumbling and tumbling from inside of the hat.*
4. Look at **Appendix 8.** Use this document to assess your own writing with an older sibling or an adult at home.

Parent/Carer Guidance:
This is an edit and improving lesson, a vital part of their writing development. You need to evaluate their work with them using **Appendix 8.**

Art

Task:
One of the big issues with plastic is that it is often single use and not designed to be reused despite taking an extraordinary long time to break down. Encouraging reuse and recycling of plastic is key to reducing the amount of plastic pollution in the environment. In fact, many artists are using plastic in their artwork to spread this message.

1. Look at the plastic artworks in the appendix to inspire yourself.
2. Use any used single-use plastic and junk around the house to make an interesting junk model.

Parent/Carer Guidance:

There is complete creative freedom with junk modelling. Obviously this assumes that there will be some materials available to use. If materials are in limited supply, or you don't have any glue or tape to attach materials to each other, consider making a temporary artwork by laying objects on the floor in a pattern or image and then photographing it to record the artwork.

Eg: http://www.mra.mossbourne.org/home-learning/welcome-to-our-dt-page/

Links & Appendix

Appendix 1:

Appendix 2

There weren't too many things a lonely young boy like him could do.

So he went for long forest walks, hoping he'd find something new.

His ears rejoiced at the creek of a branch and the crunch of a twig.

He loved the smells, the forest was damp, dark, deep and it was big.

Appendix 3

The creatures put on the greatest show he had ever seen. Birds twirled and swirled across the sky. Exquisitely coloured feathers, rainbow tails and beaks of all shapes and sizes danced and pranced along the branches of the trees. Dragonflies delicately dipped and flipped between leaves. Huge butterflies with brightly glowing wings wound their way around the trunks of tall trees, and all around him the creatures seemed to play a part in the forest performance.

Appendix 4

Appendix 5

Head	Body including tail	Wings
e.g. Piercing blue eyes	*e.g. long crimson tail feathers*	
Movements	**Preposition Phrases**	**Figurative language**

Appendix 6

Appendix 7

From out of the hat, there came a strange sound. The boy stepped closer to look and heard a buzzing noise, like a nest of angry bees. Suddenly, insects and birds of all sizes and colours burst from the hat and into the air. He watched, amazed, as a huge butterfly sat on the rim of the hat and uncurled its wings. It stretched them out to warm them in the heat of the day and then elegantly skipped into the air. Twirling and whirling through the forest, it delicately wound its way around a tree branch and then rested for a moment on its leaves.

The butterfly's wings were a vivid turquoise and shimmered in the afternoon light. When it opened them fully you could see circles, dots and stripes in beautifully delicate patterns. Its violet antennae twitched as it warmed itself in the sun. It was truly an incredible sight to behold and the boy stood still in awe and wonder.

Appendix 8

SURPRISES Editing Method- Year 3

Say in head

Say in your head to listen to what immediately stands out, which sentences are you happy with? Unhappy with? Underline anything you think needs to change.

Under breath - mumble

In a mumble-voice, begin to FEEL how the piece fits together- are your

Are your sentence all the same length?

Read aloud

Read it out loud- maybe to a friend. Have you accidentally repeated anything? Are your tenses correct?

Punctuation power

Look at your use of punctuation- is it correct? Do you use a range?

Have you used commas after fronted adverbials?

Read the openers

Is there enough variety in your openers?

Improve worrisome words

Improve your vocabulary by checking your word choices particularly verbs, adjectives and adverbs.

Say in head or aloud

Read it through to listen to how it is now sounding? Have you done enough? Has it improved? What more needs to be done?

Extending sentences

Look at your sentence choices. Have you expanded your noun phrases? Can you add information into your sentence?

Share with a friend

Together can you improve your work in any other ways? Does it feel finished?

Properties of Materials

hard

not easily broken or pierced

A hard diamond.

squashy

easily crushed or squeezed

The play dough is squashy.

smooth

an even and regular surface

Some smooth pebbles.

absorbent

able to soak up liquid

The sponge is absorbent.

bumpy

uneven, raised patches

This shell is bumpy.

opaque

cannot be seen through

She is hidden by the opaque screen.

dull

lacking shine or brightness

The moth's wings are dull.

brittle

hard, but may break easily

The glass is brittle.

translucent

allowing some light to pass through

The screen is translucent.

rigid

unable to be bent or forced out of shape

Stone is rigid.

transparent

can be seen through

This glass is transparent.

soft

not firm to the touch

The kitten has soft fur.

flexible

able to bend

A flexible spring.

rough

uneven, irregular surface

The log has rough bark.

waterproof

repels water and liquids

A waterproof coat.

elastic

springs back once stretched

An elastic band.

shiny

reflects light, smooth surface

A shiny silver spoon.

conductor

lets heat, electricity or sound to pass through it

Some metals are conductors of electricity.

electrical insulator

does not let electricty pass through it

Rubber is an electrical insulator.

electrical conductor

lets electricity pass through it

Metal is an electrical conductor

thermal insulator

does not let heat pass through it

Oven gloves are a thermal insulator

thermal conductor

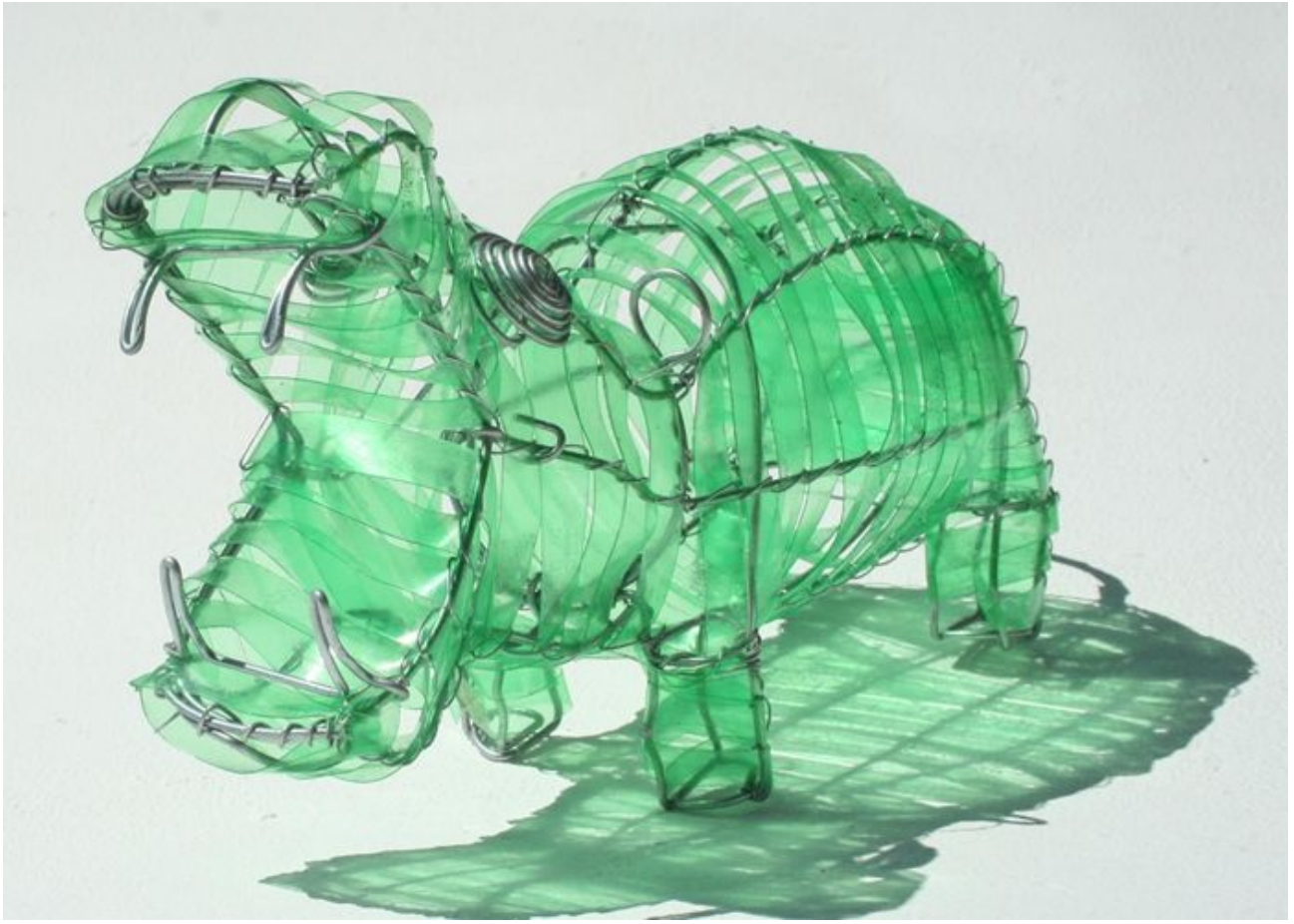
lets heat pass through it

a radiator is a thermal conductor

Look at the following artworks.

- What materials have they used?
- What has the artist depicted?
- Do you like the artwork?
- Which is your favourite/least favourite? Why?


FRAGILE



Appendix 9a

Convert length measurements between mm, cm and m.

- Remember: 10mm = 1cm, 100cm = 1m, 1000mm = 1m

10 mm	1 cm	0.01 m
20 mm		0.02 m
3000 mm		
	4 cm	
		0.05 m
64000 mm	6400cm	
	7800cm	78m
		60m
350 mm		0.35 m
	4800cm	
1000mm		

Appendix 9b

Complete the sentences.

Child	Height
Rosie	109 cm
Amir	1 m 5 cm
Jack	135 cm
Dora	1 m 45 mm

Rosie is _____ than Jack.

Jack is _____ than Dora.

Amir is _____ than Rosie.

Dora is _____ than Amir.

Appendix 10a

Comparing Measurements

I can compare measurements in m, cm and mm.

1) Compare these measurements using <, > or =.

30mm		3cm		3m
35mm		40cm		2m
1cm 4mm		5cm		1m 24cm
3cm 52mm		300mm		300cm
178cm		20mm		1m 45cm
639cm		7m		700cm
5m 29cm		3m		500mm
3m 85cm		295cm		12cm 5mm

2) Order these measurements from shortest to longest.

a) 18cm 47mm 1m 1m 54cm 12cm 6mm

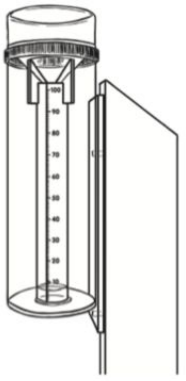
b) 94mm 2m 47cm 16cm 13cm 6mm 2m

c) 13m 15cm 79mm 107cm 10cm 3mm

d) 13cm 7mm 400cm 3m 56cm 178mm 25cm

3) Here are the average monthly rainfall amounts for different cities around the world during the month of June.
Order the cities from the greatest rainfall to the least:

London	4cm 3mm
Rome	6mm
Mumbai	562mm
Adelaide	6cm 1mm
Bangkok	180mm
Singapore	16cm 3mm



greatest					least

4) Here are the results from the Sports Day beanbag throw event.
Order the children from the least to the greatest distance thrown:

Grace	8m 56cm
Stuart	765cm
Rakesh	10m 30cm
Saima	987cm
Tom	1124cm
Chase	8m 68cm
Leon	7m 29cm

least						greatest

Appendix 10b

Circle the comparison statements that are correct.

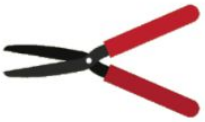
A. 14cm < 170mm < 32cm	B. 2m 65cm > 112cm = 1m 21cm
C. 267cm = 2m 67cm > 198cm	D. 31cm < 340mm > 67cm

VF
HW/Ext

Alexa has measured and is comparing lengths of items she has found in her shed.

wheelbarrow
1m 32cm

shovel
96cm



hedge shears
54cm

bucket
360mm

Not drawn to scale

She says,

The bucket is greater than the shovel and the shovel is also greater than the wheelbarrow.

Find the mistakes she has made with her comparison statement.

VF
HW/Ext

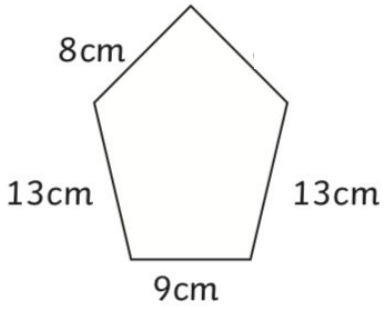
Appendix 11a

Perimeter

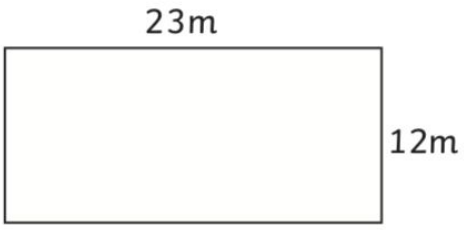
I am learning to calculate the perimeter of shapes.

Calculate the perimeter of each of these shapes. Write the answer inside the shape. Always check the units of measure and remember that these drawings are not to scale!

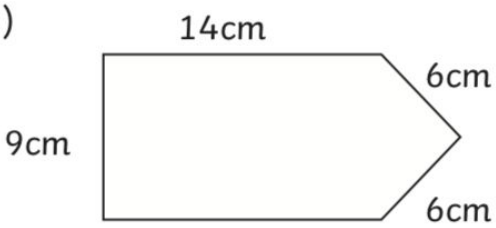
1)



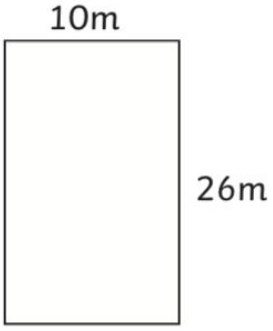
2)



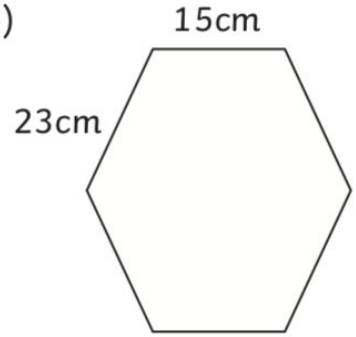
3)



4)



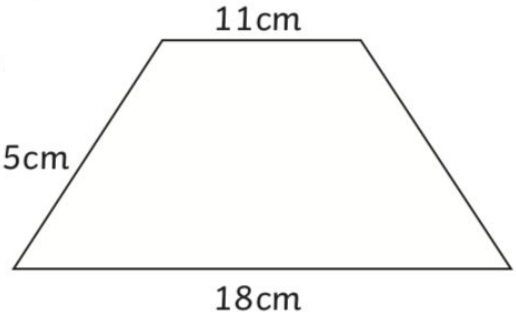
5)



6)

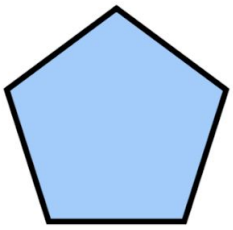
18cm
all sides are equal

7)



Appendix 11b

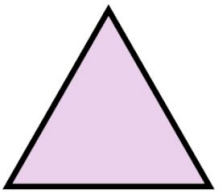
Sarah has drawn the shape below.



I think the perimeter of my shape is 12cm.

Is she correct? Convince me.

Eric has drawn the shape below.



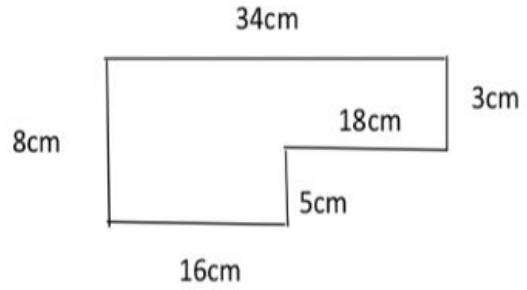
I think the perimeter of my shape is 6cm.

Is he correct? Convince me.

Appendix 12a

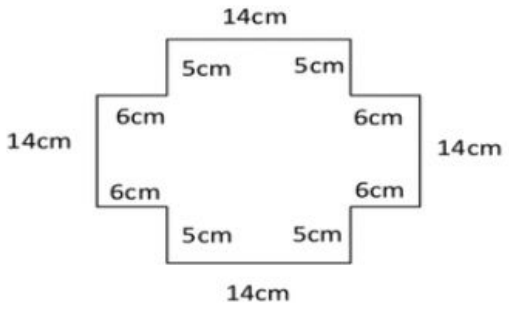
PERIMETER SHEET

1)



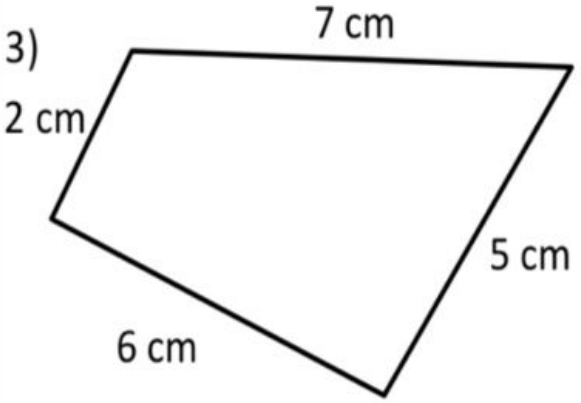
Perimeter = _____ cm

2)



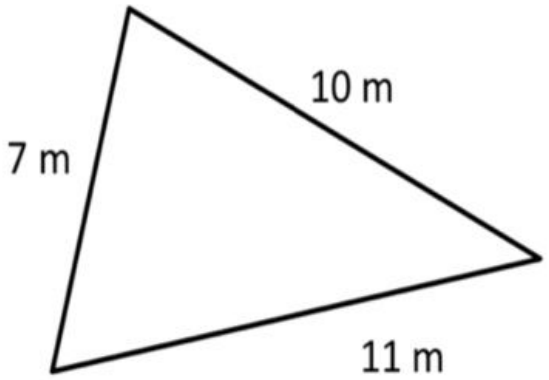
Perimeter = _____ cm

3)



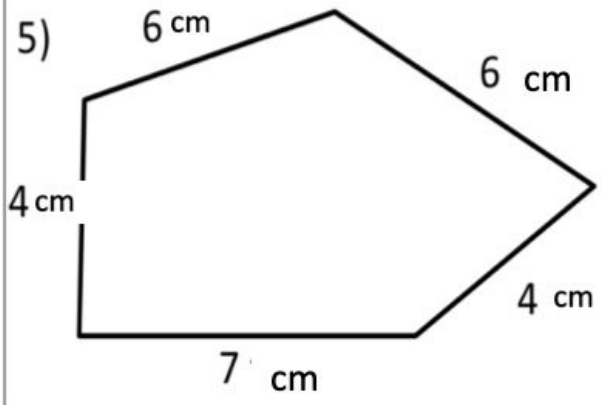
Perimeter = _____ cm

4)



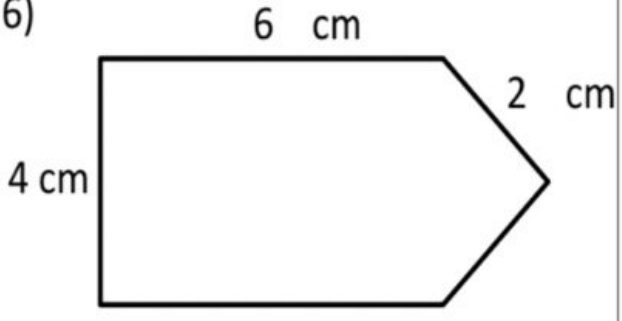
Perimeter = _____ m

5)



Perimeter = _____ cm

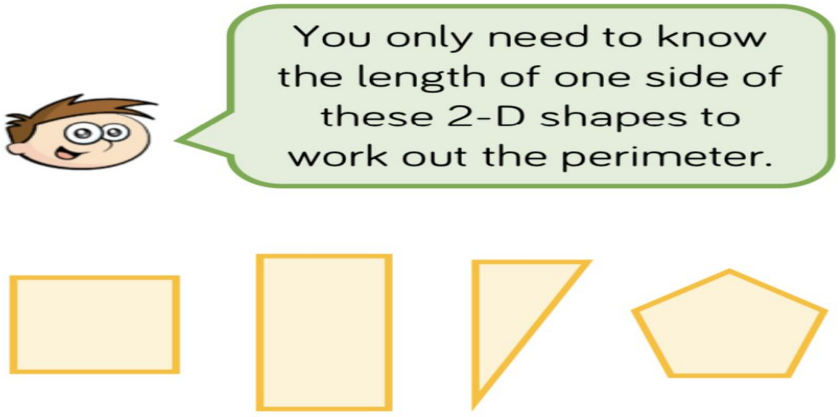
6)



Perimeter = _____ cm

Appendix 12b

Teddy says,

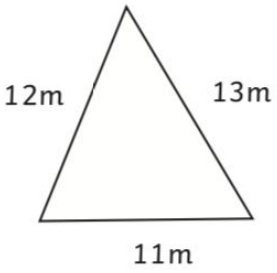


Do you agree with Teddy?
Explain your answer.

Appendix 13a

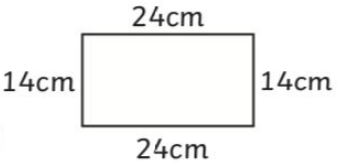
Perimeter Word Problems

1. A farmer wants to put a fence around a piece of land to keep his sheep away from his cows. One side of the fence is 12m, the second side is 11m and the third side is 13m. What is the total perimeter of the fence?

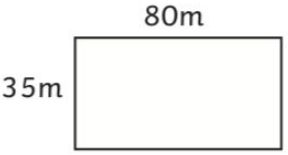


2. Oliver wants to measure the perimeter of his bedroom. His bedroom floor is an exact square and one side measures 4m. What is the perimeter of Oliver's room?

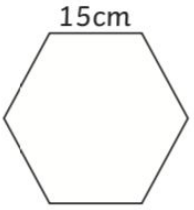
3. Andy has baked a rectangular cake and wants to place a ribbon around the perimeter of the cake. He uses a ruler to measure each side and he writes down the measurements of 24cm, 14cm, 24cm and 14cm. How much ribbon does he need to go all the way around the cake?



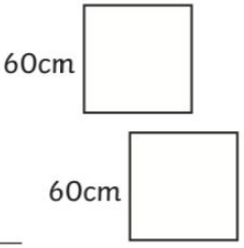
4. Ellie wants to run around the perimeter of the rectangular school field. The two long sides are each 80m long and the two short sides are each 35m long. How far will Ellie travel if she ran around the perimeter of the field?



5. Katie has a hexagonal fish tank. She wants to buy a strip of fake plants to stick around the perimeter of the tank. All the sides measure 15cm each. How many centimetres of the fake plants will she need to buy to stick all the way around the fish tank?



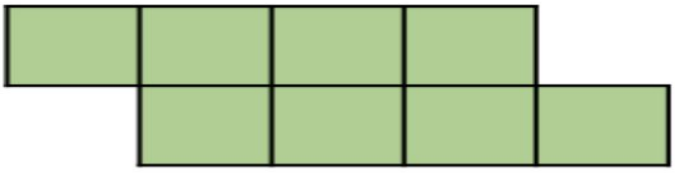
6. Molly is moving house and needs to put sticky tape around two square boxes. The two boxes are the same size and all the sides each measure 60cm. What length of tape does she need to tape the perimeter of both boxes?



Appendix 13b

Here is a shape made from centimetre squares.

Find the perimeter of the shape.



Can you use 8 centimetre squares to make different shapes?

Find the perimeter of each one.