

Mossbourne Riverside Academy

Home Learning Year 3 & 4

Date: 8 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 <u>take a look</u> 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 - <u>Take a look</u> 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	<i>Break time – Have a snack and a break</i>
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	<i>Lunch</i>
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!

Worksheet:

Activity: Measuring time

1) Which unit of measure would you use to describe each of the following:

- a) Age of an adult _____
- b) Age of a baby _____
- c) Length of a film _____

2) Choose something that you would measure with each of these units:

- a) hours
- b) weeks
- c) seconds

3) Decide if each statement is true or false.

- a) The half term break is longer than 4 days. True / False
- b) 15 days is shorter than a fortnight. True / False
- c) The summer holidays are longer than 3 weeks True / False
- d) Half a year is shorter than a school term True / False

Challenge: Write your own true or false statement for time.

Parent/Carer Guidance:

The purpose of this activity is to explore how familiar different units of time are and the tools used to measure time.

Some points to include during starter:

- A day is the amount of time it takes the earth to make one turn on its axis
- A month is not a set number of days and can range from 28 to 31 days
- A year is the amount of time it takes the earth to travel around the sun
- There are 52 weeks in a year

Worksheet points: Children must select a suitable unit and then consider something that would be measured in a given unit.

Activity: Measuring time

1) Which unit of measure would you use to describe each of the following

- a) Age of an adult Years
b) Age of a baby Months
c) Length of a film Minutes

2) Choose something that you would measure with each of these units:

- a) Hours
b) Weeks **Check answers
are suitable**
c) Seconds

3) Decide if each statement is true or false.

- a) The half term break is longer than 4 days. ~~True~~ False
b) 15 days is shorter than a fortnight. True ~~False~~
c) The summer holidays are longer than 3 weeks ~~True~~ False
d) Half a year is shorter than a school term True ~~False~~

Literacy

Task:

The next two weeks will be based around the text *Arthur and the Golden Rope*. The focus for this week will be reading skills, beginning with today's task which is...

1. Read *Arthur and the Golden Rope*. (See separate document, or read along with Mr. Richmond on Youtube.) <https://youtu.be/t1TVCojV-yg>
2. Once you have read through the text once to yourself, read it again out loud to someone else using your best storytelling voice. Think carefully about how you can use expression to make the story as exciting as possible.
3. Discuss the story with someone else. What did you like about it? What was the best bit? What did it make you feel?

Parent/Carer Guidance:

Children should read the text by themselves to build fluency and confidence. If they need support with specific vocabulary ensure that they feel confident to ask an adult or use a dictionary. The purpose of rereading the text aloud is to a) build more fluency and confidence and b) to encourage the more performative side of reading. Through using a more storyteller voice, children are able to grasp some of the finer points of the text and make more inferences that they might otherwise have missed.

Computing

Task:

Your task, if you haven't already started, is to access the series of coding lessons on **code.org**:

Year 3: <https://studio.code.org/sections/QDSJGM>

Year 4: <https://studio.code.org/sections/ZMVXZL>

You have been given your personal login details by Mr Jones already (this should appear in your stream in Google Classroom).

Try and complete each task before moving onto the next one. Remember, coding can be challenging at times and computational thinking requires a lot of thought, concentration and resilience. If it doesn't work, debug and start again. Really think carefully about the algorithm you need and apply that in your sequence of code. Good luck!

Parent/Carer Guidance:

Children have been given access to a series of lessons on code.org, a safe and secure environment for them to practice and consolidate their coding skills. Inevitably, children will always ask for help when their code doesn't work but it is really important they take the time to examine their code and work out what is going wrong themselves. Of course, if they get really stuck and frustrated, they can contact Mr Jones on their code.org login post on Google Classroom.

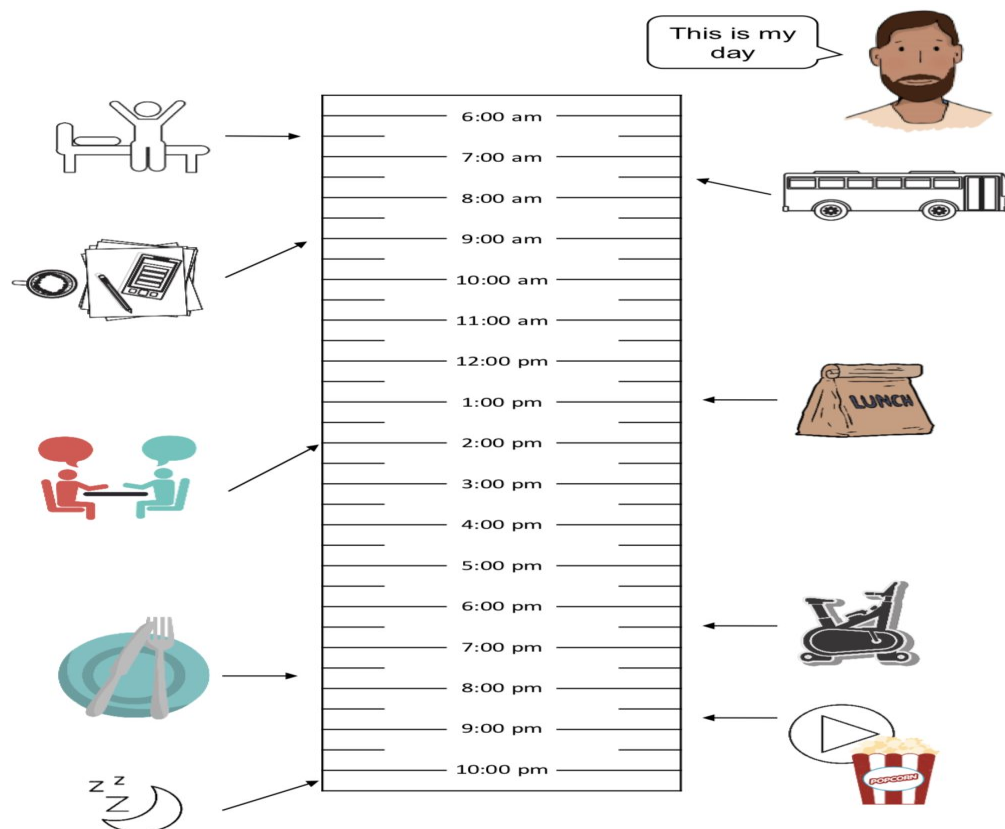
Tuesday

Maths

Task: Time across a day

The purpose of this activity is to provide an experience of watching a clock face for a whole day and looking at how the hands move as time passes.

Starter:



Explore the different ways to say the time as you talk through the events of the day. For example, they woke up at six-thirty and travelled to work at half past seven.

<https://mathsframe.co.uk/en/resources/resource/406/ITP-Clock> use this digital clock alongside the worksheet. Start at midnight and wind the hands through time counting the hours. Pause at each event in the description of a day and notice the position of the hour hand and the minute hand.

Literacy

Task:

The story of *Arthur and the Golden rope* is based off of characters and events from Norse mythology. On p. 19, Atrix says, 'Across the sea lies the land of the Viking gods. In a mighty hall on top of a mountain, there lives a god with a hammer that can command the skies. He alone has the power to relight our fire.' The land of the Vikings is very different to where we live!

Vikings were from Scandinavia, a group of countries in Northern Europe. They had unique beliefs and mythology. Their legends included magical gods and creatures, some of which appear in *Arthur and the Golden Rope*. It was tough being a viking, with lots of battle, adventure and fighting against the elements in a landscape that could be quite challenging.

You can enjoy some of their myths here:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrmy9q>

Look at the images below and answer the questions:

1. What does the climate of this area look like? Why is that important to the events in the story?
2. What words would you use to describe the images of the setting? Jot down a selection of words that are suitable. E.g. frigid, bleak, mysterious
3. Most of the other villagers are afraid of the woods, why do you think this is the case?
4. Arthur often goes into the woods to explore, why do you think the woods are a good place to explore?

Parent/Carer Guidance:

An important part of pupils accessing a text is ensuring that they understand the context of the story. Children should understand that the world in *Arthur and the Golden Rope* is very different from their life. Exploring images of the setting and discussing how we and the characters relate to that setting in different ways helps build a strong conceptual understanding of the text.





Science

Task:

Did you know the Vikings were one of the first civilisations that designed, minted (made) and circulated coins as currency? They were used by Viking rulers during the Viking Age of northern Europe. They implemented the method of currency by conquering many European countries and civilising them, which improved the economy for many places.

Viking coins are now very old and are usually found across Scandinavia and northern Europe. Many people go searching for them as they are rare and now worth a lot of money. Watch this video about Viking treasure hunters: <https://www.youtube.com/watch?v=u3ebobmY350&vl=en>

Activity:

When Viking coins are found they are usually rusty. This is because of a process called oxidation - a chemical reaction between oxygen and carbon dioxide in the air with water and metal over a long period of time. You can rust your own coin at home:

1. Lay a penny or two pence piece in a bowl to experiment with rapid corrosion.
2. Pour 1/2 tsp. salt on it and then cover the surface of the penny with vinegar or lemon juice.
3. Wait five to 10 minutes and then remove the penny and place it on a paper towel or plate.
4. Watch the coin through the course of an hour change from bright and shiny -- the result of the acid in the vinegar or juice and salt breaking down and stripping away tarnish and dirt from the penny's surfaces -- to a green color as the copper reacts with the air, creating rust!

Parent/Carer Guidance:

A penny doesn't technically "rust." The copper plating corrodes, resulting in green surface tarnish. The corrosion is from oxidation -- a chemical reaction between the metal and oxygen, water and carbon dioxide in the air. Rust is the term used to describe this process when it happens to iron instead of other metals. With pennies, simple exposure to the elements will result in tarnish over time; or you can use common household items to act as a catalyst to chemically speed up the process.

Place a copper penny in a bowl or on a plate outside. Check the penny each week to watch as the copper surface slowly corrodes from exposure to the elements. Corrosion will happen more rapidly if you live in a wet area or near the ocean. Observing over time is a key line of enquiry in science.

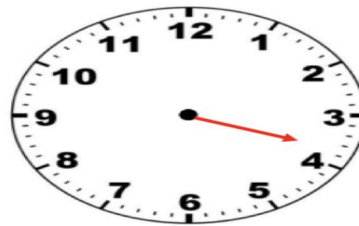
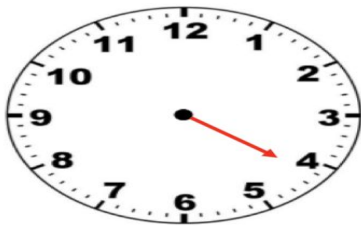
Wednesday

Maths

Task: Hour hand

The purpose of this activity is to understand that a clock has two scales, the hours and the minutes, and to focus on reading the hour hand only.

Starter:



Discussion questions:

- What do the numbers on the red and blue scale mean in relation to time?
- What do the numbers on a clock mean?
- How do these scales fit together, what does this tell us?
- Would you be able to read a clock if only the hour clock was there? Explain.

Worksheet:

1) Select the correct time. Where would the minute hand be?



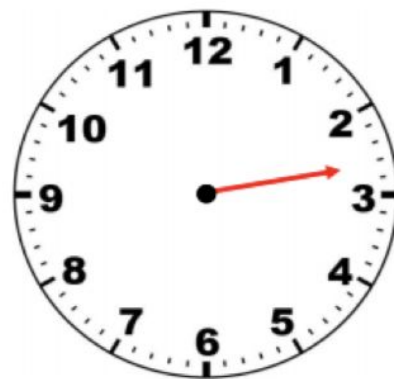
- Quarter past 10
- Half past 10
- Quarter to 11



- 7 o'clock
- Quarter past 7
- Quarter to 7

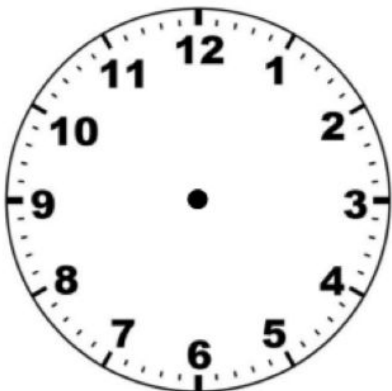


- Quarter past 1
- Half past 1
- Quarter to 2

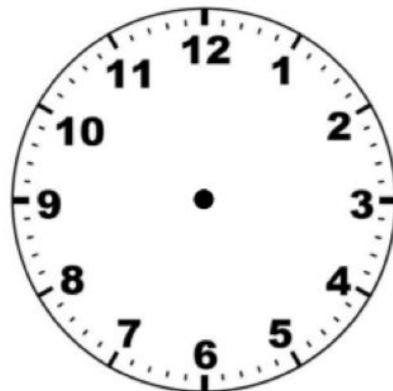


- 2:10
- 2:40
- 2:55

2) Choose where to draw the hour hand to show the given time.



Half past 8



Ten to three

Parent/Carer Guidance:

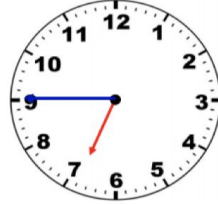
The purpose of this activity is to understand that a clock has two scales, the hours and the minutes, and to focus on reading the hour hand only. During the starter, indicate the importance of the need for a minute hand in order to be more accurate in reading the time.

Worksheet- Children to select the correct time shown by the hour hand and then draw the position of the hour hand for a given time.

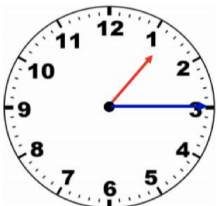
- 1) Select the correct time. Where would the minute hand be?



Quarter past 10
Half past 10
Quarter to 11



7 o'clock
Quarter past 7
Quarter to 7



Quarter past 1
Half past 1
Quarter to 2

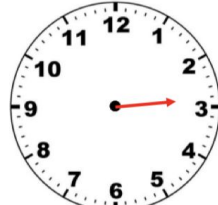


2:10
2:40
2:55

- 2) Choose where to draw the hour hand to show the given time.



Half past 8



Ten to three

Literacy

Task:

Reread *Arthur and the Golden Rope*, then answer the following questions. Use evidence from the text to help support your answer.

1. The story of Arthur begins with 'Born long ago in a small Icelandic town, it was clear from an early age that Arthur was always going to be a bit different.' Finding evidence from the next few pages, give three ways that Arthur was different to the others in his village.
2. Who gave Arthur his journal and why?
3. What would happen if nobody convinced Thor to help the town?
4. What was Freyja doing when she was nearly squished?
5. Who made the golden rope and what did they use?
6. How does Arthur trick Fenrir?

**In the text it says ...
... we know this because ...
The evidence for this is ...**

Parent/Carer Guidance:

These questions are primarily retrieval questions. This means that children need to simply carefully read the text and find the part that gives the evidence for their answer. Some children will try to answer from memory and whilst they may be able to recall correctly, we should encourage them to back up their answers with evidence from the text so that a) they can ensure they are accurate and b) can justify their answers with proof.

History

Task:

1. Watch this: <https://www.youtube.com/watch?v=UpxlGTvKwOE>
2. Watch this: <https://www.bbc.co.uk/bitesize/clips/zqbg9j6>
3. Watch this: <https://www.bbc.co.uk/bitesize/clips/zmc4d2p>
4. Watch this <https://www.bbc.co.uk/bitesize/clips/zgmxp4>
5. Imagine you are a Viking leader wishing to invade Birsey from Jarlshof. Using Google Maps, plan a route by long boat, stopping and raiding 3 places along the way.
6. Next, plan a short narrative using the DADWAVERS format to open your story with (see **History Appendix 1**).
7. Use Google Docs (click the 9 dots, top right hand corner when you login to Google Classroom) or pen and paper to write out your short narrative. Share with an adult or your teacher once completed if you want!

Parent/Carer Guidance:

Some historical input from some videos will lead to planning a Viking invasion journey and finishing with a short narrative about their journey. They can use Google Docs to write this or write it out using pen and paper. DADWAVERS is a process in which they plan a story starting with different grammatical features, starting with D for Description in which they write a descriptive sentence (using adjectives, adverbs and figurative language). Each letter of DADWAVERS only requires one sentence to avoid waffling, keeping their story opening exciting.

History Appendix 1

DADWEVERS

Action	Description
Where	Adverb
Verb	Estimation of Time
Rhetorical Questions	Simile or Metaphor



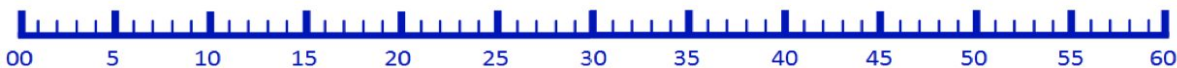
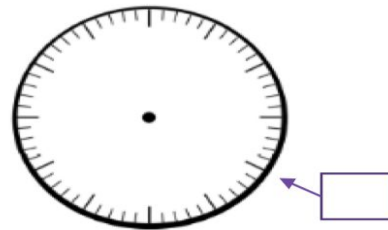
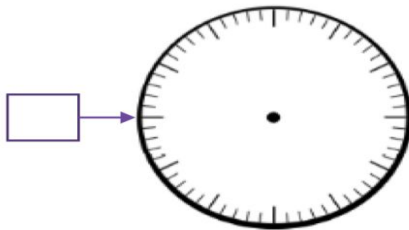
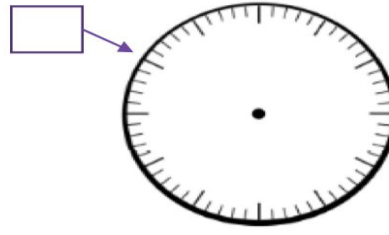
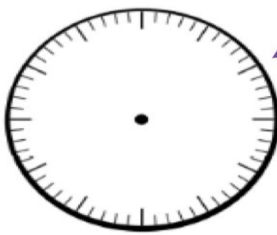
Thursday

Maths

Task: Minute hand

The purpose of this activity is to focus on the minute hand, exploring the language available to describe its position. Draw the minute hand to where the box is indicating. Is it past the hour or to the hour? How many minutes past? How many minutes to? Discuss when we choose to say 'past the hour' and when we choose to say 'to the hour'. We say 'past' for time up to half past and after that we say how long to the next hour.

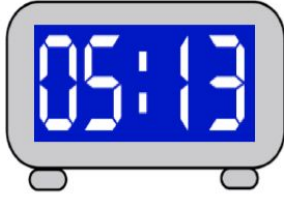
- Starter



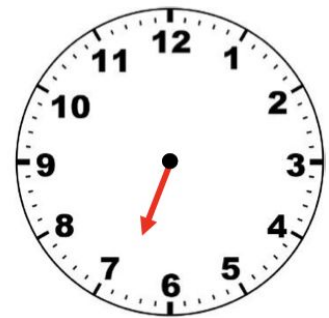
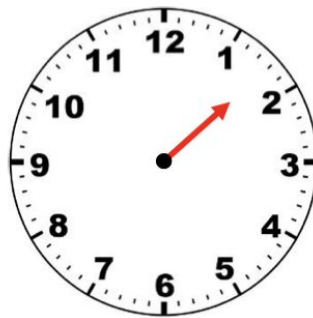
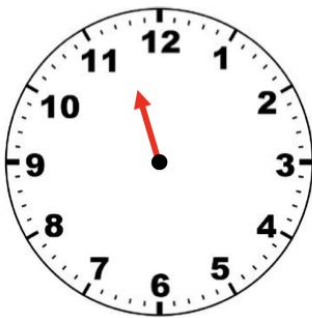
- Is it possible to read the time accurately without an hour hand?

Worksheet:

1) Match the clocks and draw in the hour hand.



2) Draw the minute hand in the correct position to show each time.



Parent/Carer Guidance:

The purpose of this activity is to focus on the minute hand, exploring the language available to describe its position. The worksheet has digital clocks to be matched to clocks with only a minute hand. The hour hand can then be drawn in to show the time.

1) Match the clocks and draw in the hour hand.



2) Draw the minute hand in the correct position to show each time.



Literacy

Task:

On the whole the vocabulary of *Arthur and the Golden Rope* isn't incredibly complex. This is because it is written in the style of someone telling a story orally (out loud). However, there are some interesting words within the text that are worth investigating further.

For each of the following words, find a definition, write a new sentence using the word and find three synonyms.

E.g.

doughiest - the fattest

My cat was the doughiest in the vets office because she eats all the mice in the neighbourhood.
fattest, chunkiest, podgiest

1. wondrous
2. monstrous
3. tremble
4. outwit
5. colossal
6. solemnly

Parent/Carer Guidance:

Children will be able to use a range of skills to understand vocabulary. First they should try to read the word in context. Once they have an idea of its meaning they should confirm with a dictionary and come up with a definition that makes sense to them and is in their own words. Then they should consolidate their understanding by finding words with similar meanings.

RE & Geography**Task:**

Lindisfarne, also known as Holy Island, was one of the first landing sites of the Vikings. Monasteries were places where monks lived and worshipped. Most people respected the monks and gave them money and gifts for their monasteries; however, the Vikings committed terrible violence against the Monks at Lindisfarne.

1. Watch this: <https://www.bbc.co.uk/bitesize/clips/zrpnvcw>
2. Read this: http://www.bbc.co.uk/history/ancient/vikings/religion_01.shtml
3. Lindisfarne was an important holy site for Anglo Saxons (Christians) and later the Vikings (Pagans). **Research:** 1. Find Lindisfarne on a map. 2. What, and where, are the most important holy sites for: Christians? Muslims? Jews? Sikhs? Hindus? Buddhists? Pagans?
4. Using Google Maps, locate where they are. Once done so, you could take a screenshot (ask an adult if you're not sure) or find an image of their locations and add them to a Google Slides document with some information **explaining why they are important.**
5. Other than a holy place, what place is sacred to you? Think about your memories and why that place might be special to you and share that on your Google Slides document.

Parent/Carer Guidance:

Children can research geographical sites of religious importance around the world. This combines their geographical skills (map use) with gaining a greater understanding of why these sites are important to their respective religions and a chance to reflect on important places to them (a holiday, a walk, a park, etc). They can access Google Slides through the Google for Education apps at the top right hand corner of their browser (9 dots).

Friday

Maths

Task: Read the time accurately

The purpose of this activity is to consolidate understanding of reading time accurately in analogue.

Worksheet:

Write the time in analogue.

What Time Is It ?



©2015/16

Challenge: Convert the clocks using the digital 12 hour.

Parent/Carer Guidance:

The purpose of this activity is to consolidate understanding of reading time accurately in analogue. Encourage children to look back at the scales in Wednesday's lesson to assist with reading time accurately.

- What does the green/ red hand indicate?
- What do the lines between the numbers indicate?
- When the minute hand passes half past, how do we read the time?

Additional challenge: Login to google classroom and follow the instructions for your 'Learning by questions' lesson.

Literacy**Task:**

Thinking about the events of *Arthur and the Golden Rope*, what if some things were different. How would the story change? How might the outcome remain the same but the events in between differ?

1. What if Arthur were not 'a bit different'? What if Arthur was the same as all the other children in the village?
2. What if Arthur wasn't exploring the woods when Fenrir attacked? What if he had been in the village with everyone else?
3. What if Thor didn't think Arthur could help them? What if he said no?
4. What if Arthur got bored of searching the library? What if he didn't find the piece of parchment?
5. What if the gods had been hurt badly in the trap? What if Arthur couldn't get home?
6. What if Arthur had stayed awake? What if the town could thank him?

Parent/Carer Guidance:

This lesson is all about considering how the plot is structured and how changing specific parts would lead to a different outcome. This is a very discussion based task - there is no right or wrong answer. You can explore how the story would be radically different if something were to change, e.g. What if Sleeping Beauty wasn't beautiful - maybe nobody would come save her and the castle would become more and more overgrown. Or you could explore how the outcome might be the same, but with a different route. E.g. What if Sleeping Beauty wasn't beautiful - maybe a prince would come anyway because he heard that she was a lovely person even if she wasn't beautiful.

Art

Task:

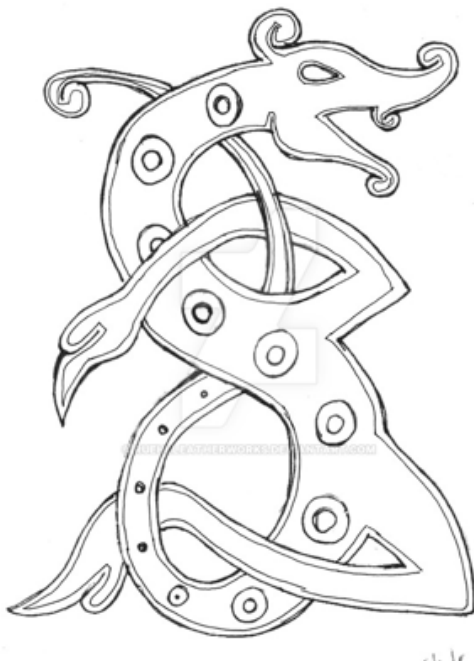
1. You can have a go at applying your drawing skills by drawing a Viking dragon (<https://tinyurl.com/ya7ycl67>) or a Viking long boat (<https://tinyurl.com/y8bqzukf>) or a Viking portrait (<https://www.youtube.com/watch?v=ew4IKtloUTM>) (See **Art Appendix 1** for images)
2. The Vikings had their own secret language which used letters with straight lines so they could be carved easily into wood or stone. Can you write your full name using the Viking 'rune' alphabet? (See **Art Appendix 2**).
3. There were many important symbols in Viking culture. Odin, the Norse god of wisdom, poetry, death, divination and magic, had his own symbol known as Odin's Triangle or Valknot. The Valknot – the "knot of the slain" - is the symbolic sign of the coming together of the powers from the 9 worlds of the universe (a Viking belief). Watch the video here on how to draw it: <https://tinyurl.com/ydeovok2>

Parent/Carer Guidance:

Your child will only need a pencil or a pen and some paper for these activities. If you have a smart device or laptop, they can also access Google Drawings but the best results using it are either by touch (i.e. an iPad) or by a mouse. There are other free drawing apps out there if you wish to keep it digital.

Art Appendix 1

Viking Dragons



Viking ships - longboats



Art Appendix 2

Viking Rune Alphabet

Rune means "secret knowledge and wisdom"

angular/linear shapes because they were carved into wood or stone

A	B	C	D	E	F	G	H	I	J	K	L
ᚦ	ᚷ	ᚨ	ᚱ	ᚹ	ᚱ	ᚨ	ᚷ	ᚦ	ᚫ	ᚨ	ᚦ
M	N	O	P	Q	R	S	T	U	V	W	X
ᚱ	ᚱ	ᚦ	ᚫ	ᚱ	ᚱ	ᚨ	ᚦ	ᚫ	ᚫ	ᚱ	ᚫ
Y	Z	TH	EE	NG	EA	ST					
ᚦ	ᚱ	ᚷ	ᚫ	ᚫ	ᚱ	ᚱ					

