Mossbourne Riverside Academy
Home Learning Year 3 & 4
Date: 13 July 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!

Maths
Task: Creating triangles

The purpose of this session is to create and describe the properties of lots of different triangles using a variety of language.

https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-understanding-angles/zk7tf4j
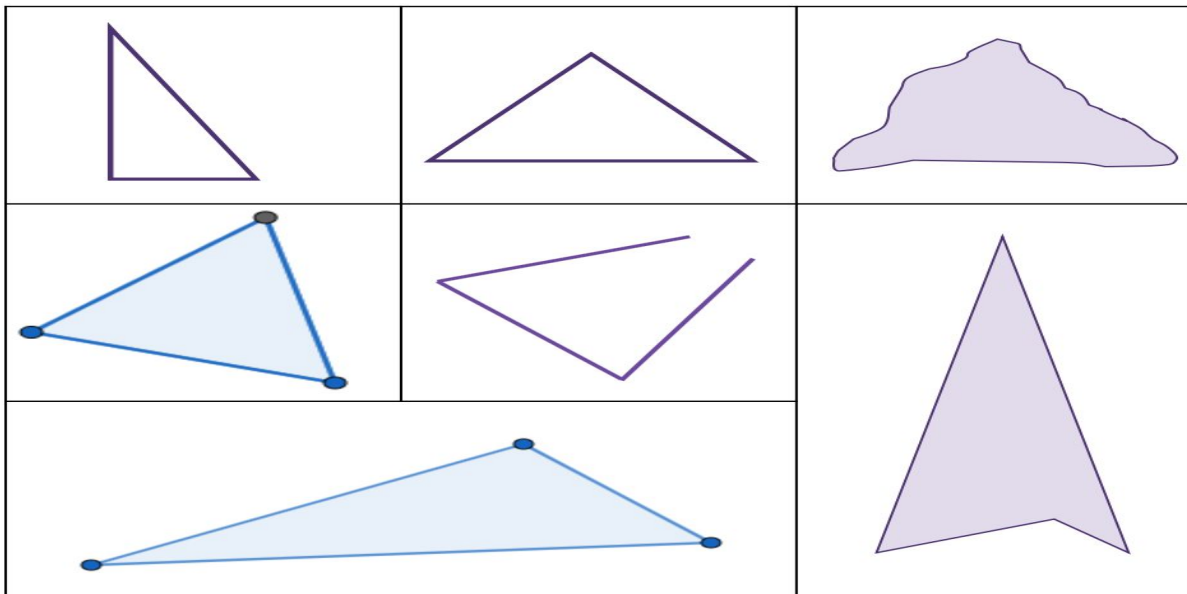Rewatch this video to remind yourselves about how to understand angles.

Required resources: pencil, additional paper and a ruler.

Starter:

Talk Task: Creating triangles

always
sometimes
never

Joining three points with
straight lines will form a triangle

Introduce triangles by asking learners to think about the statement at the top of the sheet. Try out lots of examples to decide if it is sometimes, always or never true. Use this as an opportunity to focus on the skill of using a ruler to accurately draw straight lines. Pay attention to how the ruler is being positioned and held and work with learners to find a position that allows them to be accurate. Provide sheets of paper and rulers, encourage lots of different triangles to be created.

Use the triangles created and the ones on the sheet to discuss the properties of triangles and any words that learners have prior experience with e.g. sides, vertices, angles,... There are some non-examples on the sheet to discuss why they are not triangles. Triangles have three straight sides. The three sides meet to make three angles. Talk about the angles within the different triangles and identify them as acute, obtuse or right angles.
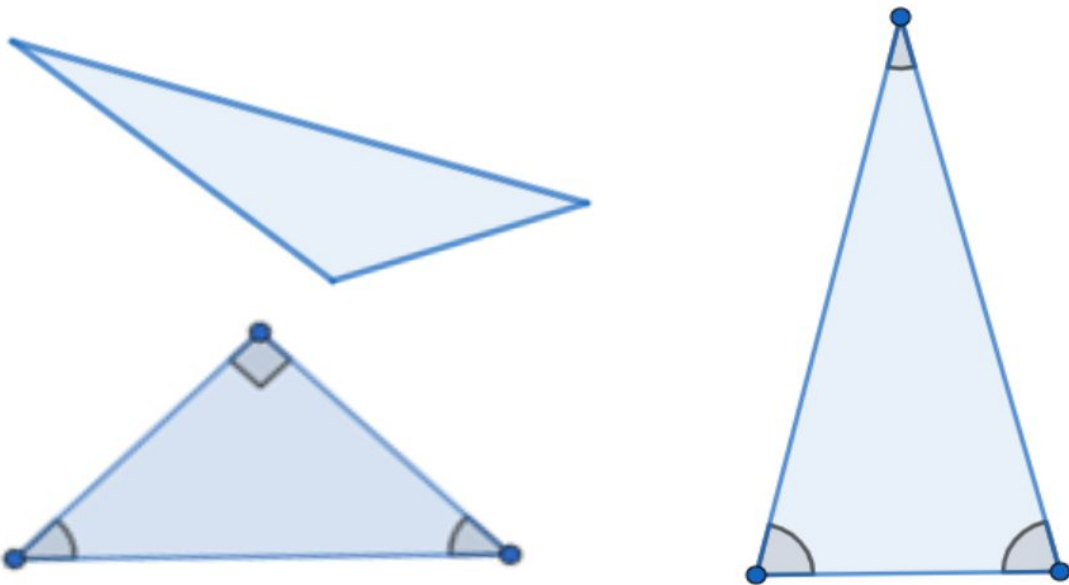
Activity: Creating triangles

1) Use a ruler to join dots to create triangles. How many different ones can you make?
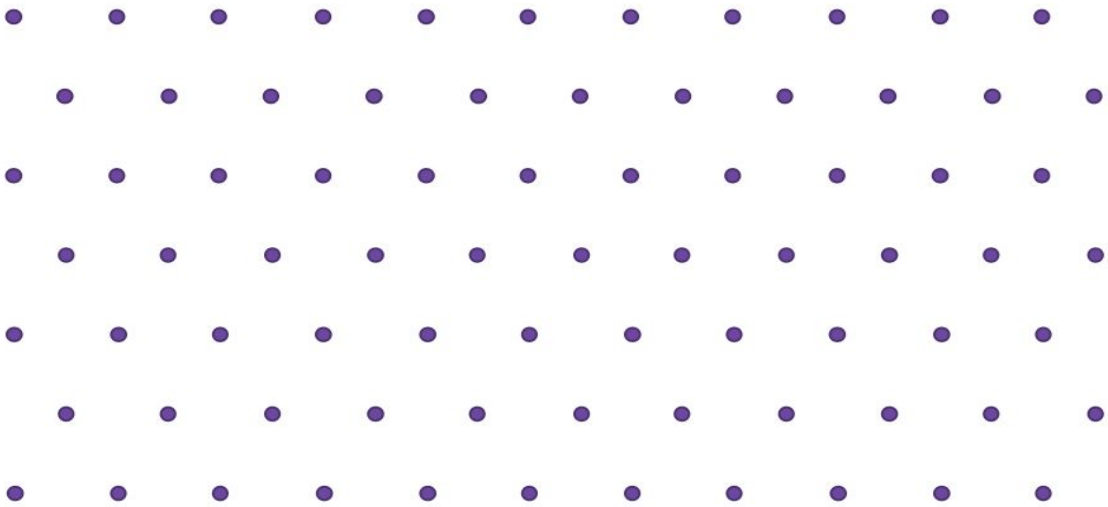
2) Describe the angles as acute, obtuse or right angle.

The worksheet provides a grid of dots for learners to create different triangles. Then they describe angle within triangles and you can prompt them to write down other properties such as symmetry.

Answers

Activity: Creating triangles

1) Use a ruler to join dots to create triangles. How many different ones can you make?
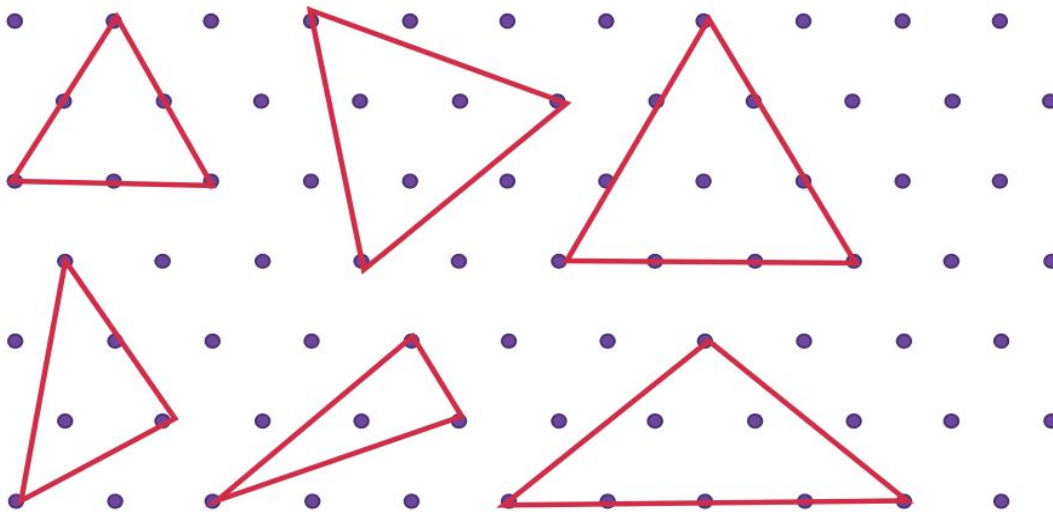
2) Describe the angles as acute, obtuse or right angle.
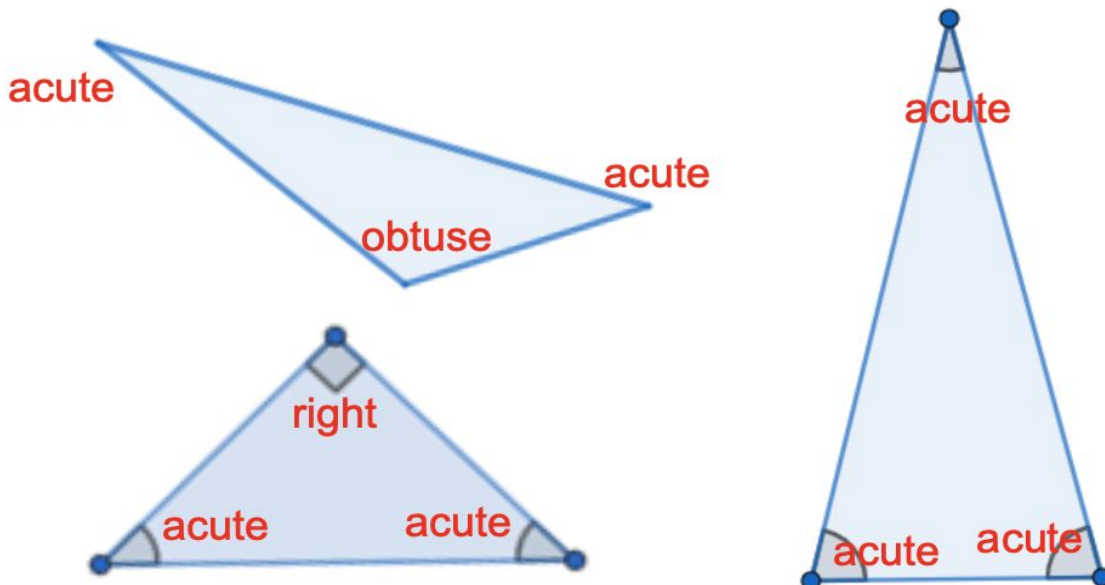
<u>Literacy: Diaries and Recounts</u>

<u>Day 1</u>

What is a diary?

Why do you think people write diaries?

A diary is a personal record of events, thoughts and feelings. It is usually arranged in chronological order- the order in which things happen. A diary entry is a form of **recount** in which the writer explains what has happened to them.

A diary can be many things – a place to keep private thoughts, a record of events, or simply an entertaining story. A diary can be handwritten and private, published for sale or it might be uploaded to the internet as a blog.

Famous diaries

One of the most famous diaries of the 20th century was kept by Anne Frank, and was written while her family were in hiding during the Second World War. It gives a moving account of her feelings and fears as well as details of her daily life.
https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zm4v7nb

The best-known English diary was written by Samuel Pepys (1633–1703), covering the years 1660–1669, including the Great Fire of London. He did not expect his diary to be published and wrote in code to prevent others from reading it. It gives a very honest and personal account of the events he witnessed.
https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt

This week you'll be creating your own diary as well as coming up with an imaginary diary for an animal.

Task: Write a diary entry about what you did yesterday. Remember to be honest and include little details from your life. In 200 years time, a reader might be fascinated by your life even what you had for breakfast! If you enjoy the experience of writing a diary, keep going and write an entry whenever you want. You might be interested to look back at the diary when you're older and see how much you have (or haven't) changed.

Key Features of a Diary:

- Start with 'Dear Diary' or with the date

- Write in the past tense

- Write in first person using pronouns like I, *my and me* to show that the events happened to you

- Talk about how you were feeling or what you were thinking when each event happened

- Use interesting vocabulary

Here is an example:

Dear Diary,

Today was the most fantastic day! As the sun smiled down at me, encouraging me to face the day, I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted goodbye to my mum and dashed out of the door to school.

Worryingly my teacher was handing back our test papers as soon as we arrived. What score would I get? What did everyone else get? Would I do well? As I glanced over it, a huge grin spread across my face. I got 20 out of 20! I couldn't believe it! Excited, elated, thrilled, I couldn't wait to tell Ben, my best friend.

Before I knew it, it was lunchtime. The menu today was my favourite: spaghetti bolognese followed by chocolate pudding – yum! The afternoon flew by, and we ended the school day with a brilliant game of rounders in P.E. We all cheered when my team won.

After school, I came home and was met with the most amazing surprise: my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the amazing things that happened today. I hope tomorrow is just as good!

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

Optional: If you have successfully completed your course, then explore code.org for any *Hour of Code* lesson: https://code.org/hourofcode/overview

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: Describing triangles

The purpose of this session is to create, describe and classify triangles using a variety of language. https://apps.mathlearningcenter.org/geoboard/ Interactive Geoboard

Starter:


Talk Task: Describing triangles
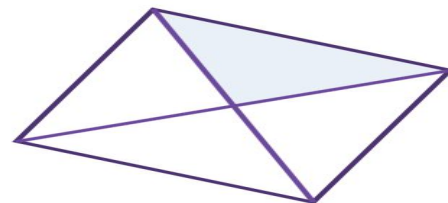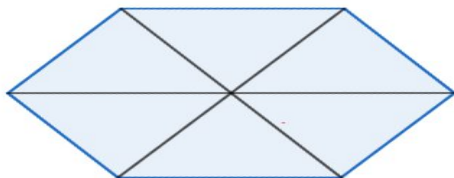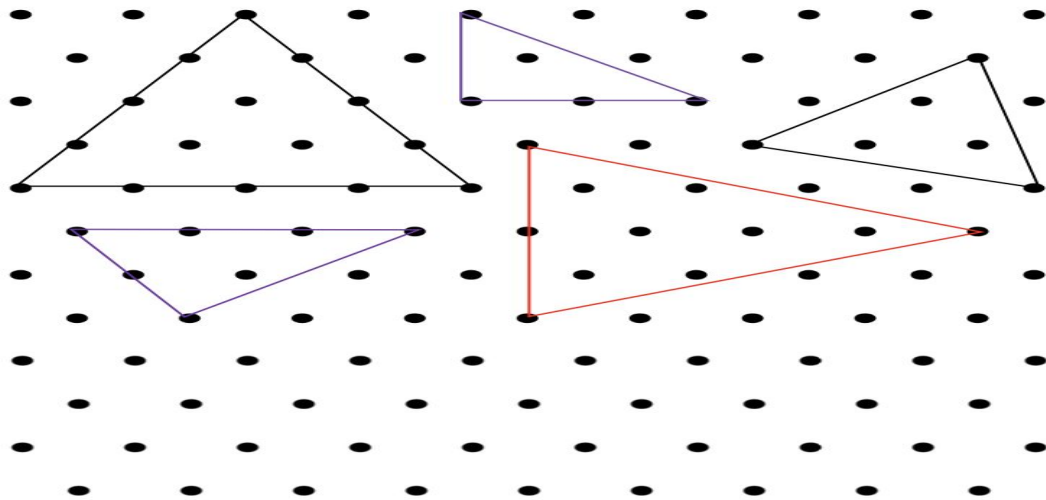
Challenge children to use interactive geoboard to create as many different triangles as they can. Different triangles can be made on each side and both should be explored. The sheet provides some examples to discuss or recreate and uses the triangular side because it is possible to make equilateral triangles. Ask learners to describe the properties of the triangles as they create them. By this session, they have experience with a range of language and properties and you should take the time to ensure learners use the vocabulary lots. Build on the previous session and identify triangles that are isosceles and those that are equilateral.

Focus on angles within triangles, reviewing the language acute, obtuse and right angles. Find examples of triangles that have right angles and talk about why an equilateral triangle cannot have a right angle. The shapes at the bottom of the sheet can help with this. The regular hexagon is made up of six equilateral triangles that meet to make a full turn of 360°. This can be used to identify that the equilateral triangles have 60° angles. The square shows that two right angles will not meet to make a third angle. Work out the angles of the triangles within.

Activity: Describing triangles

1) Join dots to make different triangles. Write isosceles or scalene to describe each triangle.
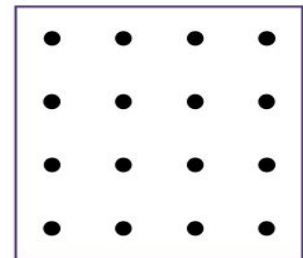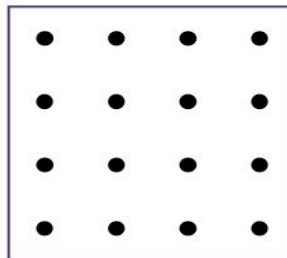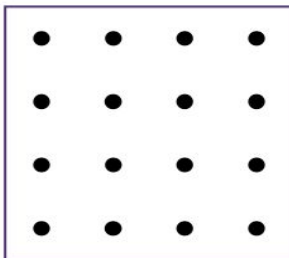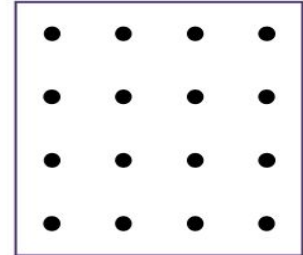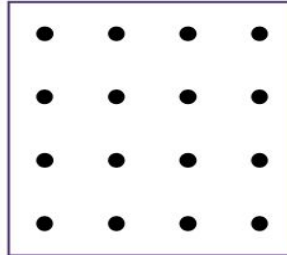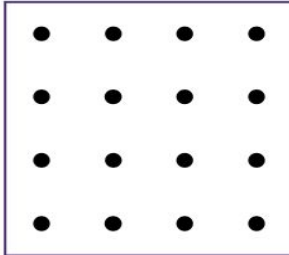
2) Try to draw a triangle for each section of the table.

	Scalene	Isosceles	Equilateral
Has a right angle			Not possible
No right angle			

The worksheet provides dot grids for learners to create different triangles and classify them. Encourage children to mark on any other properties they can identify. Then children should complete the two-way grid, drawing triangles into each section to demonstrate their understanding of types of triangles.

Activity: Describing triangles

1) Join dots to make different triangles. Write isosceles or scalene to describe each triangle.
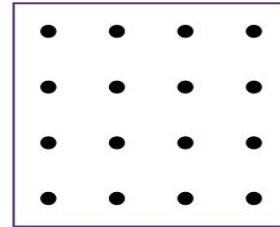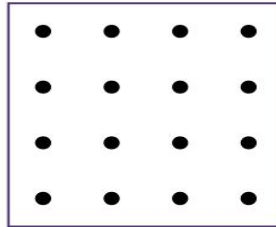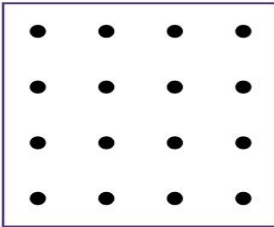
Check that triangles are labelled correctly.
Check that each is a different triangle.
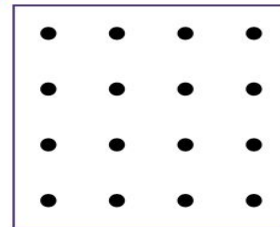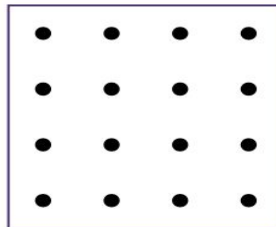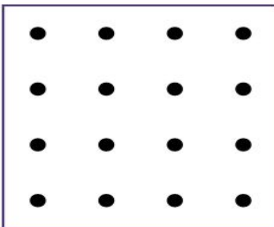
2) Try to draw a triangle for each section of the table.

	Scalene	Isosceles	Equilateral
Has a right angle			Not possible
No right angle			

Literacy: Diaries and Recounts

Day 2

Today you will begin to plan an imaginary diary for an animal.

Read: **Diary of a Lively Labrador**

https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/pr_y3_4_spr_nf1a_lively_labrador.pdf (stop at page 16)

You will be writing your own version of the 'Diary of a Lively Labrador'.

Once you have finished reading the first few pages of the diary, have a think about an animal you would like to base your diary on. If you, or someone you know, has a pet you might like to base your diary on it as you will have more information about the animal. Once you have picked an animal, think of an alliterative adjective to go in front of the name for the title. For example:

Diary of a....

- Perfect Puppy

- Greedy Guinea-pig

- Boisterous Bunny

- Handsome Horse

Once you have come up with a title for your diary you must now plan a character profile detailing information about your animal such as their likes, dislikes, talents and any other information (see planning sheet below). Be imaginative and include as much detail as possible so the reader can imagine what this animal is like.

This will be the first page of your diary.

Title: Diary of a
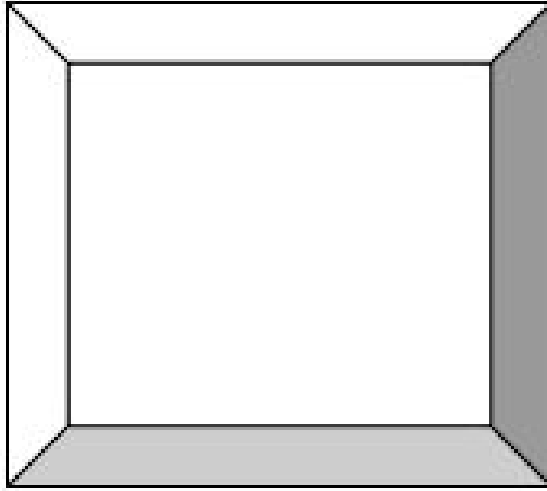
Likes:

Dislikes:

Talents:

Other information:

Guided Reading

Login to google classroom and follow the instructions for your Guided reading **'Learning by questions'** lesson. If you are unable to access your **'Learning by questions'** lesson, this is an alternative guided reading session.

Unbelievable Usain Retires

At just 31 years of age, Usain Bolt has retired today from his career as a professional athlete, with the title of 'Fastest Man in the World' securely under his belt.

Born in Jamaica 1986, Usain had loved sport from an early age and spent most of his childhood running in school competitions across the country, winning many medals and titles. By the age of fifteen, Bolt had grown to almost two metres tall, which helped him to stand out amongst competitors of the same age.

IN 2002, at the World Junior Championships, Bolt became the youngest gold medal winner ever for the 200-metre race. His career began there, and he has since earned an astonishing and impressive eight Olympic gold medals. Usain Bolt will forever be known as one of the greatest sprinters of all time.

Questions

Vocabulary
Find and copy two adjectives which the author uses to describe the Olympic gold medals Usain has earned.

Retrieval
In which country was Usain Bolt born?

Compare and contrast
How did Usain's height compare to other children of the same age?

Summary
Sum up what you have read about Usain Bolt in 20 words or less.

Inference Questions	Author Choice Questions	Prediction Questions	Retrieval Questions	Summary Questions
2d: Make inferences from the text/explain and justify inferences with evidence from the text.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2e: Predict what might happen from details stated and implied.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph.
Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.	Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.	Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.	Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.	Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

Parent/Carer Guidance:

Please encourage children to log into their google classrooms to participate in the **'Learning by questions'** lesson. The link will go live today and be posted into the stream.

History/ Geography

**Task: Famous buildings in Europe**
Activity:
       Watch this: https://www.youtube.com/watch?v=HvBpS_Q-q_E

Find a famous building in Europe. Write some facts about your building, remember to include when it was built, the purpose of the building and what material the building is made from. Use google earth to locate your famous buildings on a map. Draw your building labelling the important structures.

Challenge: Try to recreate your famous building using junk modelling.

Key points:

- What materials is your building made from?
- Why was it built?
- Who designed the building?
- When was it built?
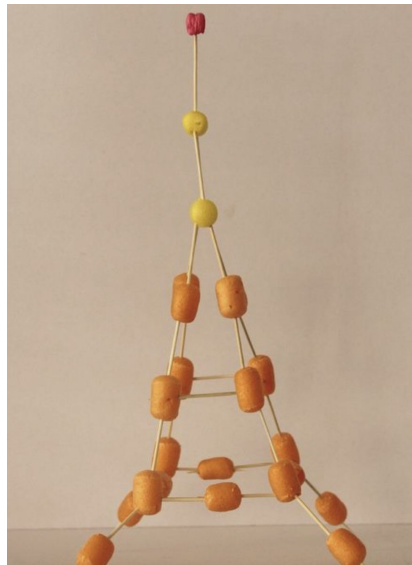
Parent/Carer Guidance:
The purpose of this activity is to give children the opportunity to explore the human geography of Europe.

https://earth.google.com/web/ Google Earth

Wednesday

Maths

Task: Creating quadrilaterals The purpose of this session is to use triangles to create a range of quadrilaterals and describe their properties using a variety of language.
Resources required: paper, pencil, ruler and scissors.
https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/z98n4qt Rewatch this video to remind yourselves about quadrilaterals.

**Starter:**

Talk Task: Creating quadrilaterals
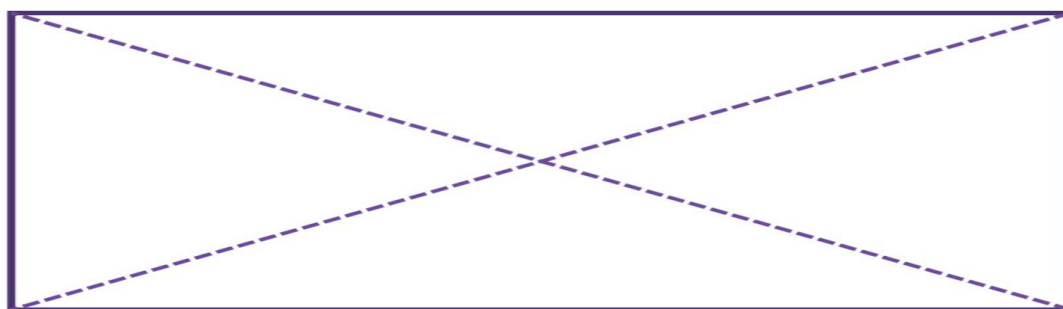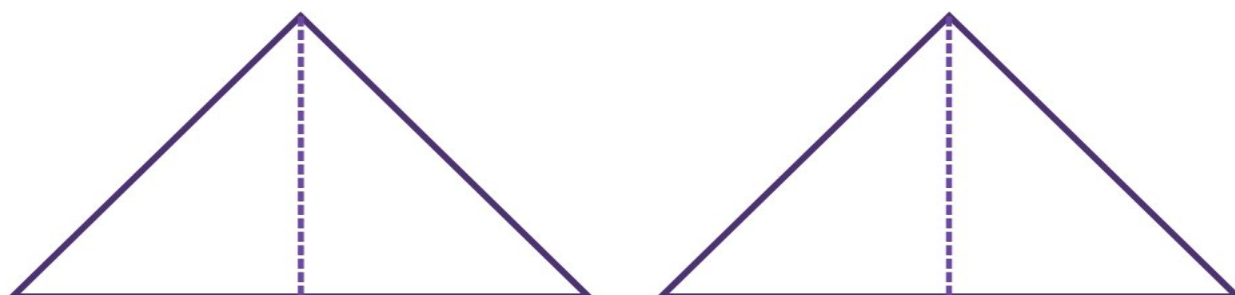
Cut up the two equilateral triangles and use symmetry to convince yourselves that they are equilateral triangles. Fold along lines of symmetry and rotate one triangle on top of the other to show equal angles and sides. Cut each triangle along the dotted line and talk about the properties of the triangles you now have. Challenge learners to move the triangles around to create as many different shapes as they can. Make sketches of the shapes, naming them and describing their properties.

Focus attention on examples that have four sides and discuss the word quadrilateral. A quadrilateral is a polygon with four straight sides and four angles. Connect to other words with 'qua' or 'quad' that have a connection with four. A quad bike has *four* wheels, a quarter is one of *four* equal parts.Take the time to find out which special quadrilaterals learners know the names of and what properties they can identify about these shapes. Repeat with the rectangle and discuss below.

- Side lengths - when they are all equal, when there are pairs of equal sides
- Parallel or perpendicular sides
- Angle size. For angle size you can write on the angles for each triangle linking
  to knowledge of equilateral triangles to identify them as 60, 90 and 30. This can deepen discussions of angles beyond saying if they are acute, obtuse or right angles.
- Symmetrical properties are the focus of a later session (it might be tricky to discuss here as the shapes are in bits)

Worksheet:

Activity: Creating quadrilaterals
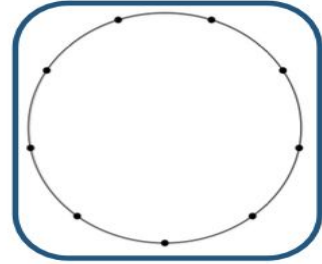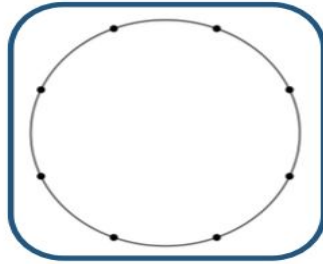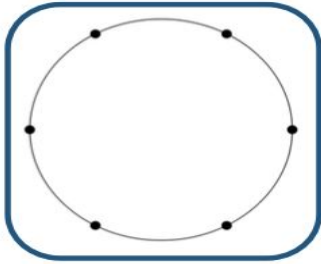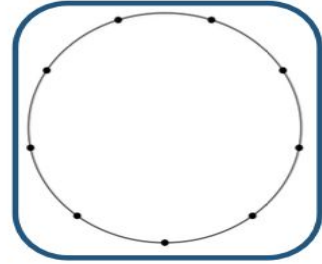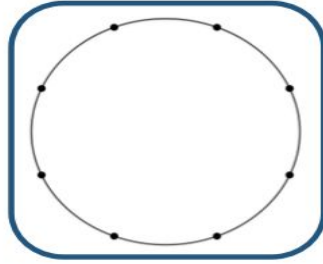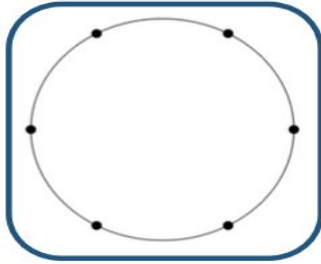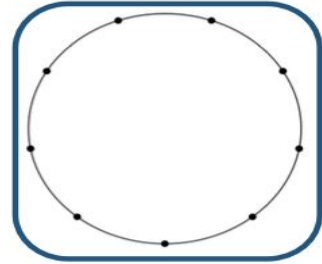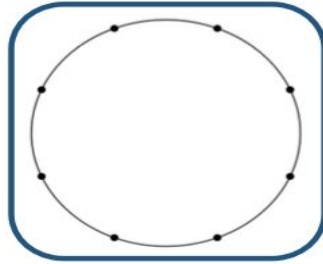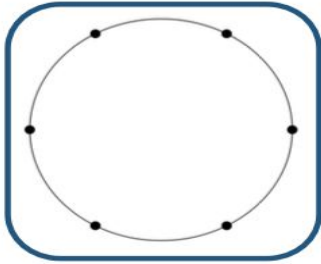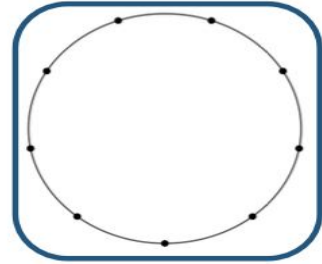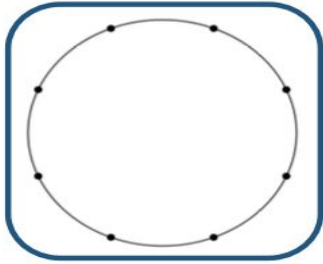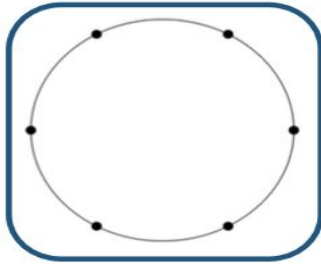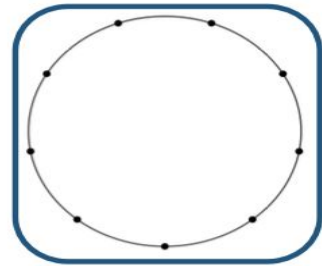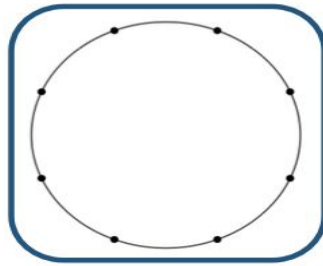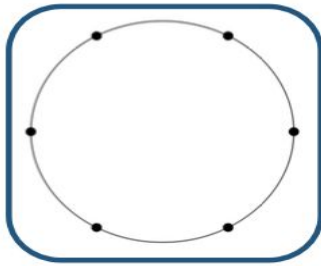
The worksheet provides circles with equally spaced dots for children to join and create different quadrilaterals. Encourage them to name as many as they can and record properties they can identify. Explore how the different number of dots can change which quadrilaterals you can make.
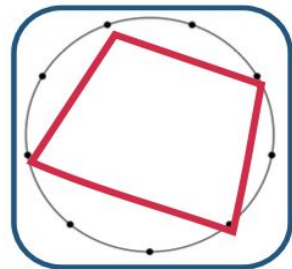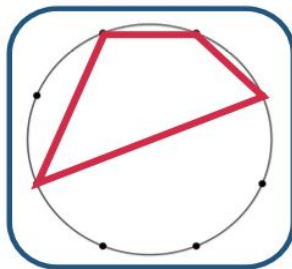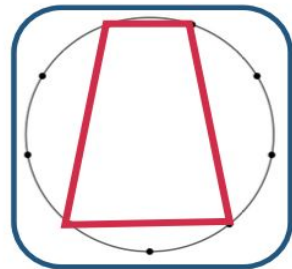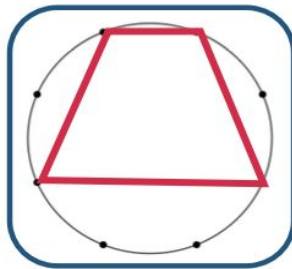
Answers

Activity: Creating quadrilaterals
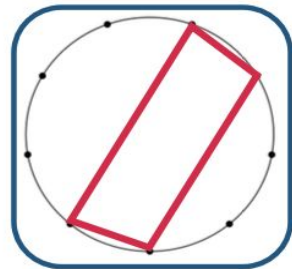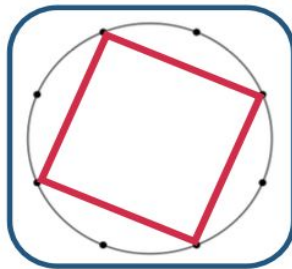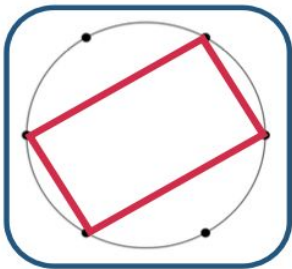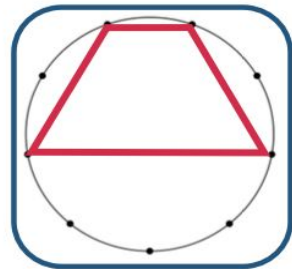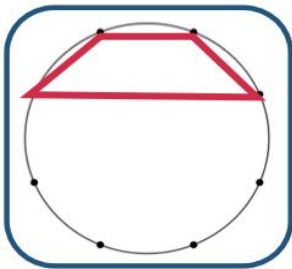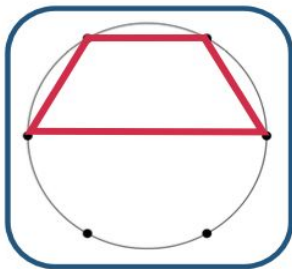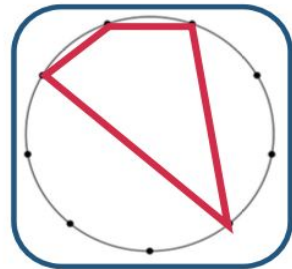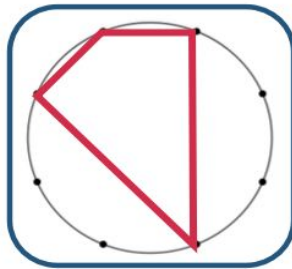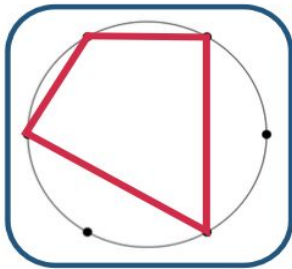
Literacy: Diaries and Recounts

Day 3

 Finish reading: Diary of a Lively Labrador
https://hamiltontrust-live-b211b12a2ca14cbb94d6-36f68d2.divio-media.net/documents/pr_y3_4_spr_nf1a_lively_labrador.pdf (Page 17- 34)

Today you will plan an imaginary diary for your chosen animal. You will plan for the 7 days of your animal's diary. Have a think: *What events could happen?* It will be more interesting if there is a problem. *What is the problem? How will it be resolved?*

Think about your character again:

-    What type of animal is it? What is their name?

-    What is this animal's life like? Is it interesting or boring? What makes it so?

-    What other characters will you include in the diary? Are these nice or nasty characters?

Come up with exciting events for each day and record your ideas using the planning sheet below.

Remember that events in a diary must be presented in chronological order and written in the first person.

	The Main Event – write a sentence	Draw a quick picture to show more detail
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Science

Task: Colour in Europe
Watch this: https://www.bbc.co.uk/cbbc/watch/bp-get-to-know-tim-peake
Watch this:
https://www.independent.co.uk/news/science/tim-peake-shares-stunning-video-of-lightning-storms-from-space-a6865251.html?jwsource=cl

Tim Peake took these pictures of the UK.
- What do you notice about each picture?
- How does the picture change?
- Why do you think it has changed in this way?
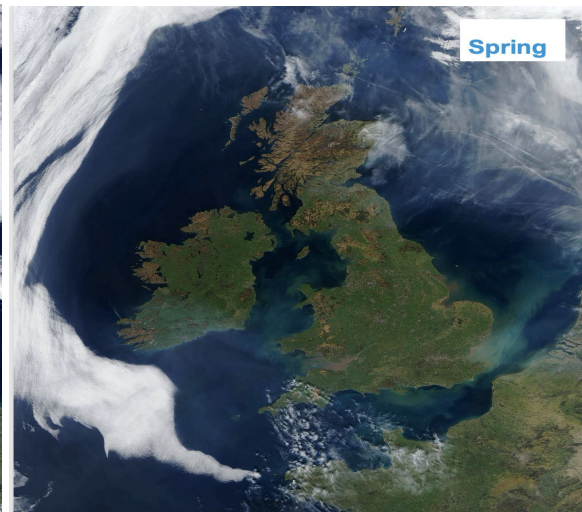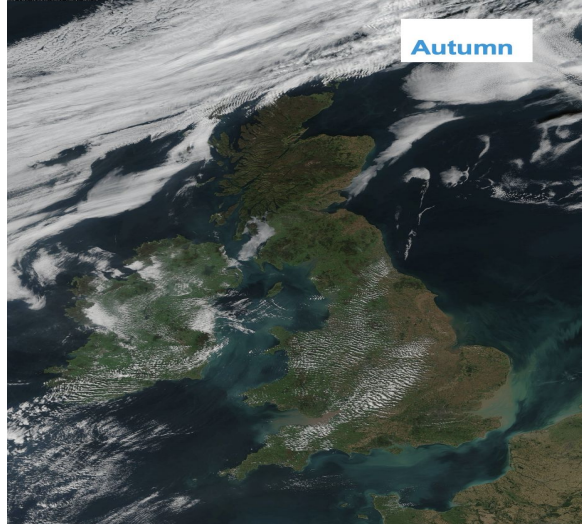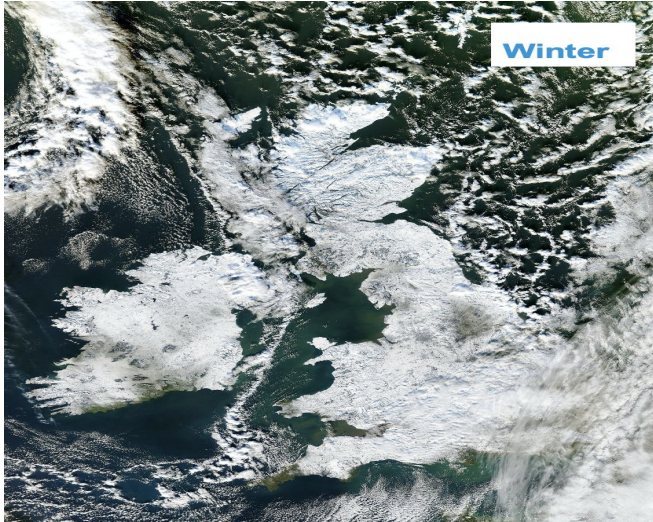
Your task is colour in the different maps of Europe in relation to the different seasons.

Parent/Carer Guidance:
Use images taken by Tim Peake to support children in recognising human and natural features of the Earth from an aerial view. Children will develop their understanding of maps and keys/legends using simplified line drawings created from Tim's photos.
Children can also use google earth to explore the satellite version of the map.

Science Appendix 1

Europe

Season:

Europe

Season:

Europe

Season:

Europe

Season:
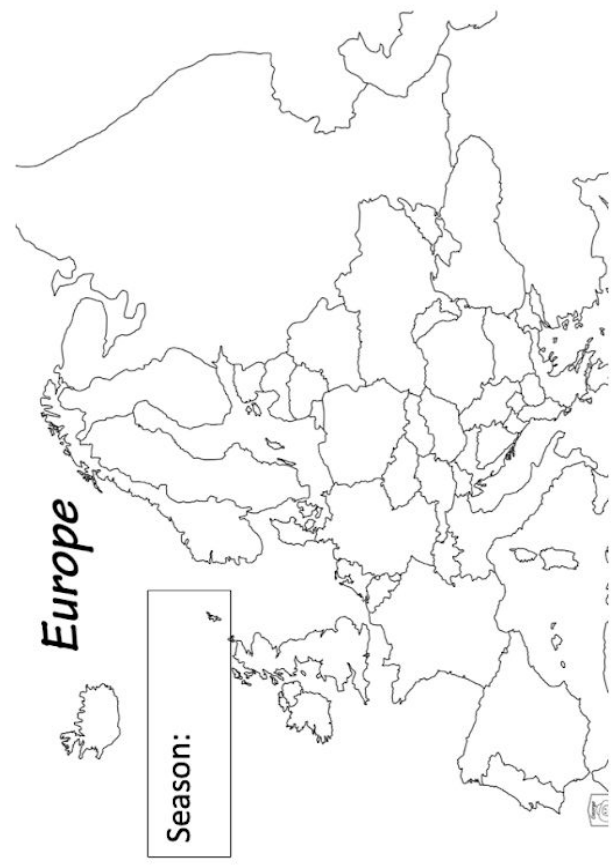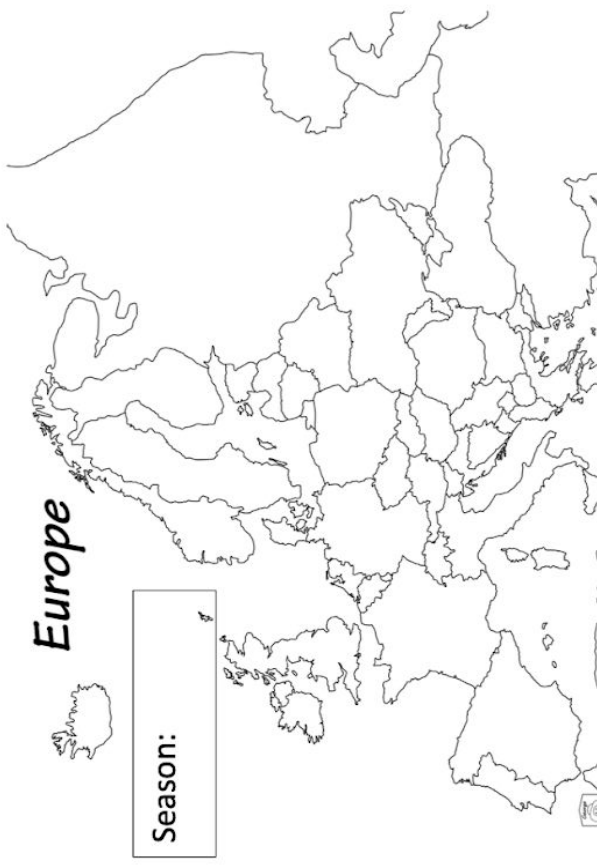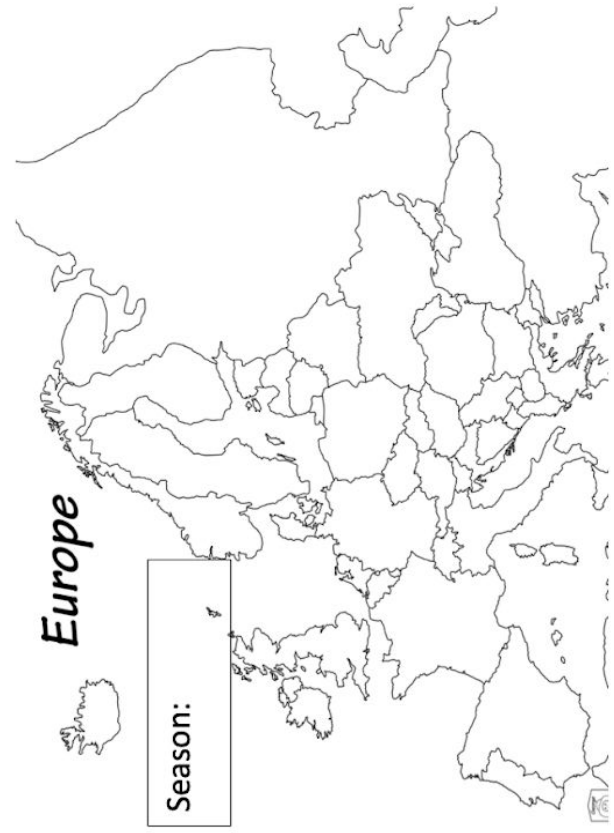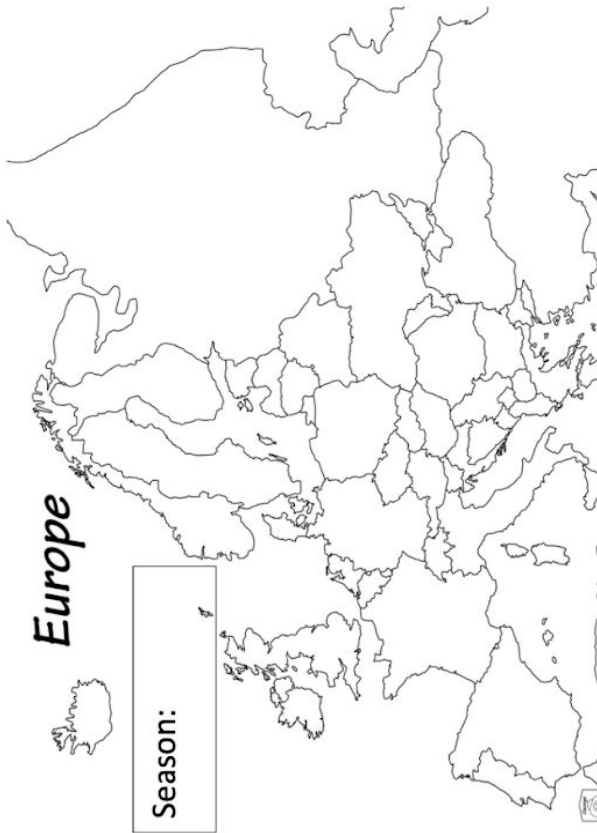
Thursday

Maths

Task Describing quadrilaterals**:**

The purpose of this session is to bring together the sessions in this pack by describing and defining special quadrilaterals, noticing connections.

Starter:

Talk Task: Describing quadrilaterals

A rectangle has four right angles	A square has four right angles and four equal length sides
A parallelogram has two pairs of parallel sides and equal opposite angles	A rhombus is a equilateral parallelogram. It has two pairs of parallel sides that are all equal in length.
A trapezium has one pair of parallel sides	A kite has two pairs of equal length adjacent sides.

The names we use to label special quadrilaterals do not reveal the connections between them. For example, a square is a rectangle. It is a rectangle that has equal length sides. We give a different name to this group of rectangles. There are lots of other examples of this and discussing definitions provides great opportunities for learners to think about the importance of precise language. Read the short description of a rectangle and use this to discuss the least amount of information that is needed to define a special quadrilateral. Identify other properties of a rectangle that could be included in a description (opposite sides are parallel, opposite sides are equal, two lines of symmetry, rotation symmetry of order two) and talk about if you need any of that. Discuss if the speech bubble statements are always true, sometimes true or never true, thinking about what information you need to help you decide.

- As already discussed above, a square is a rectangle.
- A square has two pairs of parallel sides and equal opposite angles and so it is a parallelogram. It is a parallelogram with right angles and equal sides.
- A rhombus is an equilateral parallelogram. A square is a rhombus. It is a rhombus with all angles equal.
- As above, a rectangle (square) is always a parallelogram. This statement is sometimes true because a parallelogram is not always a rectangle.

Worksheet:

Activity: Describing quadrilaterals

Draw another triangle to create a quadrilateral and label with what you know. One has been done for you to label.
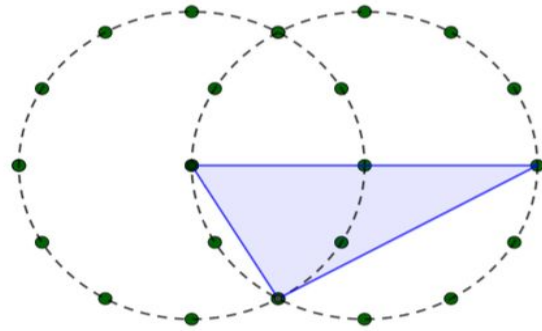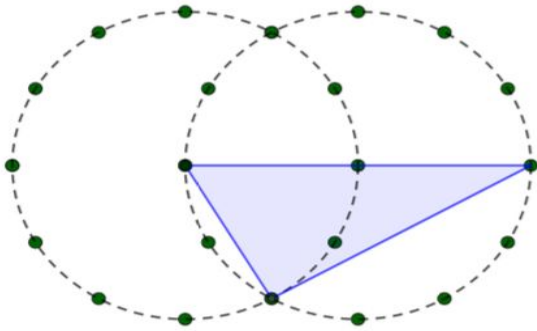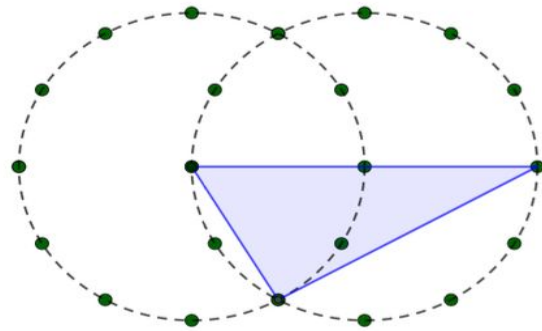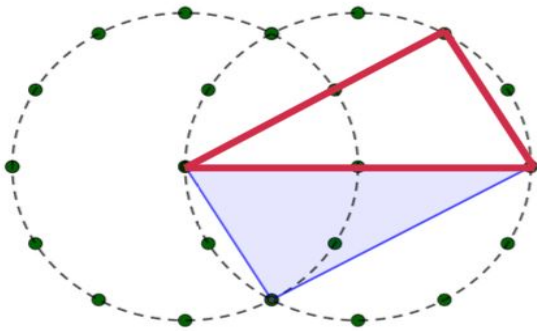
Build different quadrilaterals with two triangles and label with what you know.
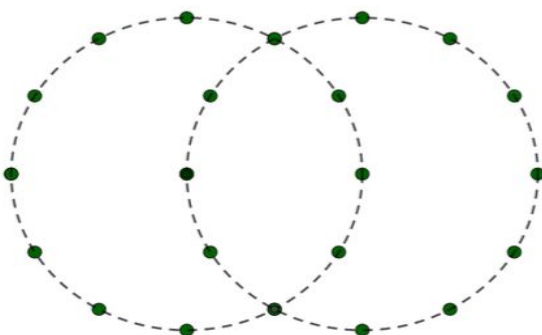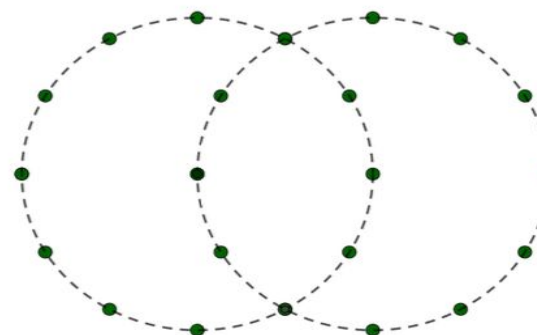
The worksheet provides space for children to return to the worksheet from the first session, building quadrilaterals with triangles. This time there is more choice as they are using dots on circles as their options. Encourage them to explore options and record information about the shapes they create.

Parent/Carer Guidance:

Allow children to explore the creation of various quadrilaterals using triangles.

Literacy: Diaries and Recounts

Day 4

Today you will begin writing your own version of '*Diary of a Lively Labrador'*. You will write about the first few pages today and finish it off tomorrow. So take your time! Using your plan, you will write a few paragraphs for each day of the week. Your diary entries should expand on the ideas you wrote down on your plan.

Remember:

- Diaries are written in the first person, but refer to other people in the third person.

- Diary entries will start with the date or 'Dear Diary'.

- Diaries give a chronological account of what happened during the day. They may contain several **time connectives**.

- They may include **direct speech,** recording exactly what people said.

- They may reflect back over a longer period of time or look forward to what might happen the following day, or in the future.

- They may contain **vivid descriptions** of scenes and situations, which will help a future reader recall events.

Example:

Monday 13th of July 2020

Dear Diary,

What a horrific day it has been! I have found myself in the most horrible situation and I don't know what to do!

Firstly, I have been sold to a new family! How did that happen? I'm still living with Mr and Mrs Brown (my owners and back scratchers) but they are moving to Australia as you know (Mrs Brown has a fancy new job). I have been so depressed ever since I found out. I mean why does she need to go all the way to Australia to tap-tap- tap on a computer all day. She can do that anywhere.

So, Mrs Brown was giving me a back scratch this morning and told me the devastating news -I'm going to be moving to my new home in a couple of weeks. She also wants my new family to come visit me tomorrow. I was sad but I thought about it for a while and decided it's for the best. Mrs Brown wouldn't give me away to just any family, they must be nice people who will take good care of me.

Then later on, as I was munching on my fish bones she uttered these words "Your new family have two adorable children who can't wait to meet you". Adorable children? They have children? Little children! My worst nightmare!

Little kids are the worst. They squeeze me, poke me in the eye, chase me and worst of all they stroke me with

their dirty grubby hands. Yuck! I desperately need to escape. I just can't live with this new family. No way!

Oh diary, it's been a horrible day but tomorrow I am planning my escape. I'll write again soon.

RE- Life is a Journey

When do children become adults?

Is it when you start secondary school? When you can vote for the first time? What do you think?

Write a sentence or paragraph starting with *'I think you become an adult at ... because...'*

In England you are considered an adult when you turn 18. When you are 18 years old you are old enough to vote, change your name, get married without parental consent and even run for election as a MP or councillor.

Coming of age ceremonies: **Bar Mitzvah and Bat Mitzvah**

In Judaism, there is a special ceremony which celebrates a child growing up and becoming an adult. The **Bar Mitzvah** and **Bat Mitzvah** ceremonies mark the transition into adulthood for young Jews. In the Jewish community a boy is thought to be an adult when he reaches 13. Bar mitzvah, which means 'son of the commandment', is a person who has reached this age. Usually there are special ceremonies on a boy's bar mitzvah day. After this day he is expected to be responsible for his own behavior. If they do anything wrong, it is their fault and not their parents.

Bar Mitzvah: https://www.bbc.co.uk/bitesize/clips/zmbf9j6

https://www.bbc.co.uk/bitesize/clips/zm7tfg8

At around the age of 12 or 13, girls in the Jewish community become bat mitzvah which means 'daughter of the commandment'. They too are expected to be responsible for their own behavior after this age.

Bat Mitzvah:
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-preparing-for-bat-mitzvah/zvgpy9q

After watching the BBC Bitesize clips write down at least two things that happen during a Bar Mitzvah or Bat Mitzvah service?

Friday

Maths
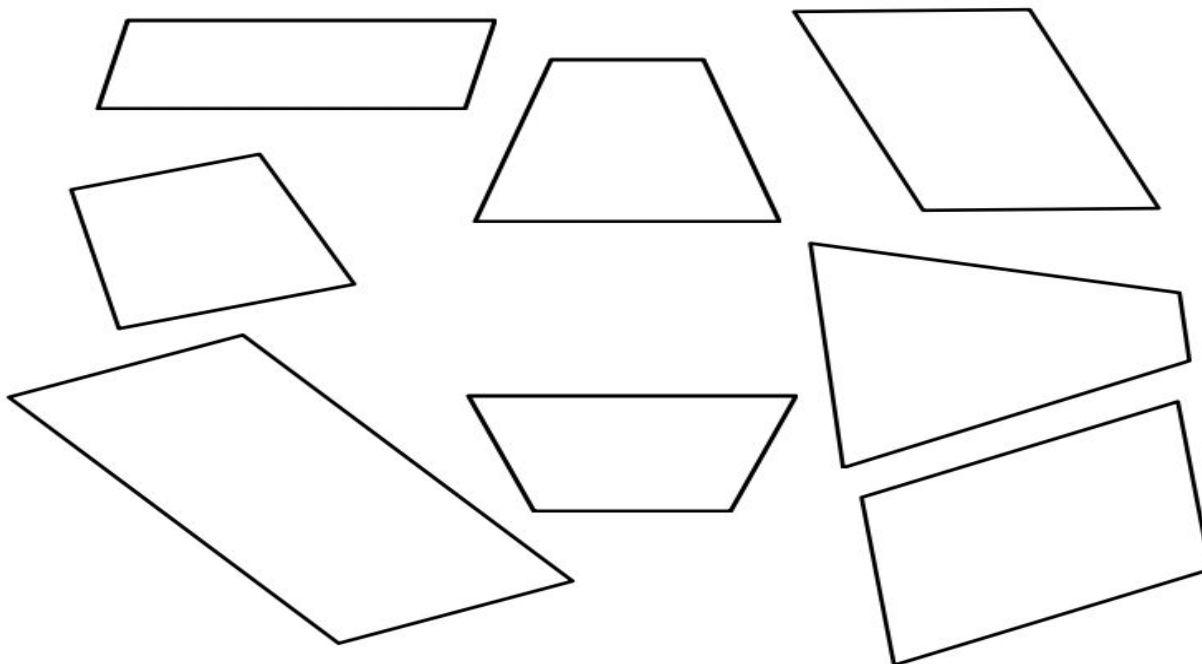
Task: Guess the quadrilaterals

The purpose of this session is allow children to explore and discuss the properties of quadrilaterals.

Worksheet:

Parallelogram or Trapezium?

For **parallelograms** put a yellow or pink dot.
For **trapeziums** put a blue or green dot.

I have 2 pairs of equal sides.
I have 2 acute angles and 2 obtuse angles.
I have 2 pairs of parallel sides.
What am I?
_____

My 4 sides are not all the same.
My 4 angles are not all the same.
I have 1 pair of parallel sides.
What am I?
_____

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

<u>Literacy: Diaries and Recounts</u>

<u>Day 5</u>

Today you will continue to work on your imaginary diary making sure that it flows logically in **chronological order** and is consistently written in **the first person** so that you are writing as if you were the animal speaking. Remember to keep re-reading and editing your work to check that you are using correct spelling and punctuation.

Once you have finished your diary entries, check that you have,

(1) written in chronological order,

(2) used 1st person,

(3) written in the past tense

(4) used conjunctions to extend sentences

(5) used adjectives and adverbs to make your writing interesting

You may also want to illustrate your diary if you have time.

Art- Collages inspired by Rousseau

Henri Rousseau was born in France. He is best known for painting jungle scenes but he never visited the jungle! He never had any art lessons and started painting when he was older. He painted house plants and wildflowers for his jungle paintings and often looked at pictures in books.

Some more fun facts about Rousseau:

· Before becoming an artist, Rousseau worked as a tax collector

· A famous fan of his was Pablo Picasso

· Rousseau was also a talented violinist

Here is one of his paintings called 'Tiger in a Tropical Storm' also known as 'Surprised!'

Follow Bethan from the National Gallery create a jungle-themed collage inspired by Rousseau's 'Surprised!' using materials you can find at home:

https://www.youtube.com/watch?time_continue=126&v=eAdFH-51YpM&feature=emb_logo

All you need to take part is:

- Old magazines or newspapers
- Paper or card
- Scissors
- Glue stick
- Coloured pencils