EVERY DAY: Key Skills

1. Can you practice these ten spelling words every day?
   
   accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath and breathe

2. Can you complete the 4 and 6 times table supermovers song every morning?
   
   https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-4-times-table-with-cyril-the-swan/zmsw382
   
   https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyb

3. Can you write all of your spelling words using cursive handwriting? You can practice these on letterjoin on a tablet (if you have one – See extra info on the home learning page).

4. Can you read a chapter of a book and come up 5 questions about that chapter? Then you can ask an adult to read that chapter and answer your questions!

Literacy

For this week’s English we will be using **Resource 1** to go into deep space. Do you have any books about outer space? Which films have you seen that describe adventures in outer-space? Use them to help you with the learning activities below.

**Day 1:** Who doesn’t like an A – Z (no hands up please)! Write the letters A – Z on a piece of paper. Now write a noun or adjective for each letter, to do with outer-space and space ships. Use any books you have to help you. Extension: Can you use two different highlighters to show which are the noun words and which the adjectives.

**Day 2:** Look at the DADWAVERS examples for description and action the second page of **Resource 1**. Write at least two sentences for each (if you can find a picture of a dragon that will help). Can you use 2A (two-adjective) sentences? Extension: highlight the noun and adjective words you have used.

**Day 3:** Let’s go back to conjunctions today. If you need a reminder of how to use a conjunction click [here](#). Then Use **Resource 2** to complete the activity. There are two options so choose your challenge or have a go at both of them!

**Day 4:** Choose to improve the sentences you have already written on day 2 or have a go at the other parts of the DADWAVERS. **Where** might the spaceship be landing? Use an **adverb** to describe how it took off. **Which** verb words describe how the spaceship flies? **When** might the aliens appear? Extension: Write a **simile** (click [here](#)) and **rhetorical question** (click [here](#)) and watch the first 40 seconds if you are familiar with them.

**Day 5:** Use what you have learned this week to write a paragraph (or more). Imagine looking out of your window and seeing a spaceship slowly coming into land. Alternatively, imagine you are part of group setting out on a spaceship to live on a new planet. Go as far as you like with the description and try to include all the points from the DADWAVERS. Remember your capital letters, full stops, commas and handwriting.

We can’t wait to see your finished piece!

Group A

Day 1 – Equivalent fractions (Maths resource 1)
   
   https://vimeo.com/425556607

Day 2 – Equivalent fractions 2 (Maths resource 2)
   
   https://vimeo.com/425556750

Day 3 – Equivalent fractions 3 (Maths resource 3)
   
   https://vimeo.com/425556923

Day 4 – Comparing fractions (Maths resource 4)
   
   https://vimeo.com/425557120

Day 5 – A bit of maths creativity. Can you draw, colour and label your own fraction wall? (See Monday’s video for a reminder of how to lay it out)

Group B

**Watch the PowerPoint (maths resource 5) before doing this week’s work. It’ll help you understand.**

Day 1 – Tenths (maths resource 1a - PAGE 1)

Day 2 – Tenths (maths resource 1a - PAGE 2)

Day 3 – Tenths (maths resource 1a - PAGE 3)

Day 4 – Make a fraction wall
   
   https://www.youtube.com/watch?v=dqV8kmyufLE

Day 5 – Equivalent fractions (Maths resource 1)
   
   https://vimeo.com/425556607
Humanities: History/Geography

**History**

The Romans took bathing very seriously (unlike some 8 year old I know!) and left elaborate bath houses wherever they went. Look at the information on Resource 6, look at the clips here and here and do any research using your own books. Then imagine you are rich Roman who has just opened a bath house. Complete the Roman baths poster, using Resource 7 to show what is inside the bath.

<table>
<thead>
<tr>
<th>Creative Learning</th>
<th>Health and Wellbeing</th>
<th>Surprise us!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lego Rome</td>
<td></td>
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<tr>
<td>There have been some fantastic models made by children in Year 3 over the past few weeks. Your challenge for this week is to create something Roman out of Lego: a chariot, a villa, a temple? Find a picture in a book or online to inspire you, and then see if you can re-create it. We’re looking forward to seeing what you come up with!</td>
<td></td>
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<tr>
<td></td>
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<td>We would love to see your favourite piece of learning this week!</td>
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<td></td>
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<td>Send us a photo or your favourite joke!</td>
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</tbody>
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**Learning Activities Grid**

**Week**

Beginning: 6th July

**What can we learn from the Romans?**

For this week, our suggestion is to go on a treasure hunt walk outside and see if you can find something in all the colours of the rainbow. You could paint the colours first and then try to match what you find to the colours (see Resource 8). Remember: make sure you collect just a small amount from the wild, or if it’s from a garden, get permission first!

**Science**

For science this week we are going to use the results that we got last week from our car experiment and create a table of results.

Think back to maths when we looked at statistics...can you create a bar chart with your results?

Want some more science? Now can you answer these questions?

1. Which surface was the best for your car and why?
2. Which surface was the hardest for your car and why?
3. Can you think of a better surface?
4. What is the name of the force that stopped your car moving quickly?

Nature Rainbow

For this week, our suggestion is to go on a treasure hunt walk outside and see if you can find something in all the colours of the rainbow. You could paint the colours first and then try to match what you find to the colours (see Resource 8). Remember: make sure you collect just a small amount from the wild, or if it’s from a garden, get permission first!