





Hanging Heaton C of E (VC) J & I School – Working at home work

Class/Year Group: Year 3/4


Week commencing: 6th July 2020

Dear Parents/Carers,

Please find below activities to support your child's continued learning at home. It is important during this time that we try to build on the learning that has taken place in school although we do realise that it is impossible to replicate school whilst home learning. The more children can keep up with their learning, the easier the transition back into school will be. We appreciate your support in this.

Area	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes	At least 15 minutes
English 	Fables are short stories. They usually have animals as their main characters and at the end they also state a moral i.e. a good lesson which we can learn from. A man named Aesop who lived in Greece a long time ago is believed to have created some famous fables. Listen to some of Aesop's fables here www.bbc.co.uk/teach/school-radio/english-ks1--ks2-aesops-fables-index/z73s6v4 or if you prefer, you can click to read the transcript (the words). Look at the table of features below and complete it with examples from the fables you have listened to/read.	A moral is a good lesson which teaches us to do the right things, e.g. not to lie. Usually short stories like fables teach us morals and these are generally stated at the end of the fable. A proverb is a wise saying which gives us good advice. A proverb can be a moral because it teaches us a good lesson to learn from. See if you can match the beginnings and endings of proverbs below and then see if you can match them to their meaning.	Think about the characters in fables. Fox: What would fox say? How would other characters describe him? What words can you think of to describe his character? Mouse: What would mouse say? What would other characters say about him? How would you describe him? Think of some words/phrases to describe these animals and their personalities/characters: ant cat tortoise horse dog	In order to create your fable you need to first decide on your: Moral of the story Main Characters Setting and Plot Plan your story (you only need to make notes, not full sentences) using a storyboard or a mind map. Keep it simple! Don't write your fable yet!	Practise all your spellings and write a number of sentences using each word. Year 3 – check the position of the apostrophe for the correct meaning – is it referring to one or more? Please ensure you use your neatest handwriting when completing your sentences.
Maths 	Complete the pictogram questions below.	Go to https://mathsframe.co.uk/en/resources/resource/51/bar-charts and choose level 1 or 2. More questions at https://kids.classroomsecrets.co.uk/resource/year-4-interpret-charts-game/	Solve these line graph problems on Classroom Secrets: https://kids.classroomsecrets.co.uk/resource/year-4-introducing-line-graphs-game/ https://kids.classroomsecrets.co.uk/resource/year-4-line-graphs-game/	Look at the table of the top ten nations in the table of medal winners for the 2012 Olympic Games below and answer the questions.	Collect your own set of data – it can be about anything you choose! Create a tally chart/frequency table and then present the information in an appropriate chart e.g. pictogram/bar chart. Think carefully about your scale.
Foundation subjects	The ancient Greeks believed in many gods and goddesses and believed they held lots of	Some faiths use music as an expression of beliefs. There are lyrics to two different songs below. You could search for	Living things depend upon their habitats to give them everything they need, including food, water, air and a space to	Translate these areas around school into English: la salle de classe la cour de récréation	Invent your own Greek god/goddess. <ul style="list-style-type: none"> What are the powers of your Greek god/ goddess?

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	<p>power. Research more about them using these links: www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3 www.historyforkids.net/ancient-greek-gods.html https://greece.mrdonn.org/greekgods/</p> <p>You could make fact files about them or top trumps cards. There are some statements below. Can you find out which god or goddess they are about? (Aphrodite, Hermes, Zeus, Poseidon, Hades or Ares).</p>	<p>them and listen to them being sung. Think about the meaning of the words and how music helps to convey this. How does it make you feel? Can you write a song expressing some of your own ideas and beliefs?</p>	<p>live and grow. Some species are very good at adapting to changes in their habitats. These species are able to live alongside humans successfully in towns and cities. Some animals can only survive in a particular habitat, such as rainforest or marshland. When the habitat changes, these species find it very difficult to survive.</p> <p>Habitats can change for many different reasons. Some of these changes are natural. E.g. earthquakes, storms, floods, hurricanes, wildfires and droughts. Most of the changes to the habitats of living things are caused by humans. E.g. deforestation, pollution, urbanisation and invasive species.</p> <p>Find out more about these environmental changes using these headings: Change in the environment Impact on habitats Effect on living things</p>	<p>la bibliothèque la grande salle le bureau de la directrice le bureau le couloir la salle des professeurs</p> <p>Draw a plan of our school and label with the French names.</p>	<p>For example, Athena is the goddess of wisdom; Aphrodite is the goddess of love and Zeus, King of the gods and god of the sky.</p> <ul style="list-style-type: none"> • What does your Greek god/ goddess look like? The appearance should match the god's personality. If you have a god of fire, you can give him spiky orange hair, (even flaming!). • What is the personality of your Greek god/ goddess? Let's say for example we have Apekses, and he is the god of storms. You can give him the power to be mean, trouble-causing and shoot lightning bolts.
<p>This week's spellings are: Year 3 – whose, who's, girl's, girls', boy's, boys', men's, babies', children's, mice's Year 4 – division, television, collision, decision, confusion, invasion, expression, confession, discussion, irregular</p> <p>This week's mental maths challenge is: Convert units of time – seconds, minutes, hours</p>					

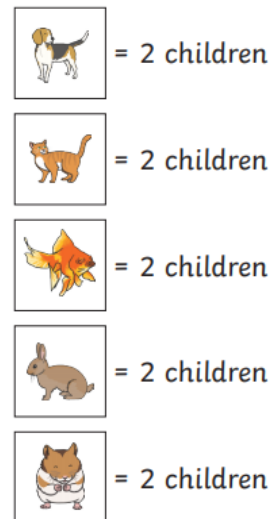
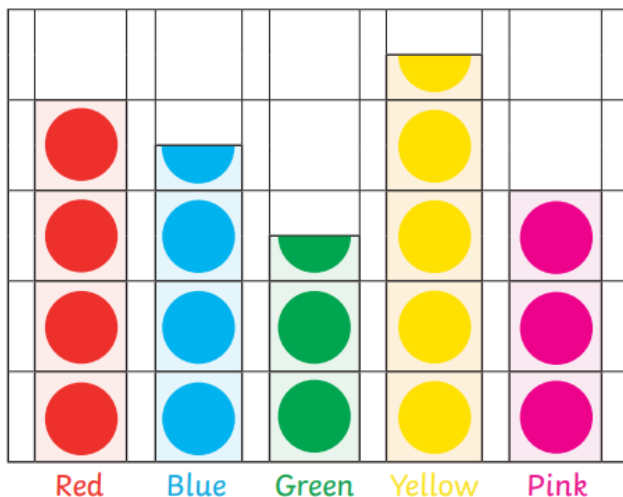
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Features	Examples	..from which fable?
<ul style="list-style-type: none"> Fables are short and basic, without too much detail about how the characters/setting look like. 		
<ul style="list-style-type: none"> Fables have a moral lesson and teach us what we should and should not do. 		
<ul style="list-style-type: none"> Usually there is a good character who does the right thing and follows the lesson 		
<ul style="list-style-type: none"> And a foolish/ bad character who does not listen and does the wrong thing. 		
<ul style="list-style-type: none"> Characters are usually animals and forces of nature e.g. sun, wind; but they can also be people. 		
<ul style="list-style-type: none"> Fables are usually set outside, in the countryside. 		
<ul style="list-style-type: none"> There should still be a story to them so that they are fun to read. 		

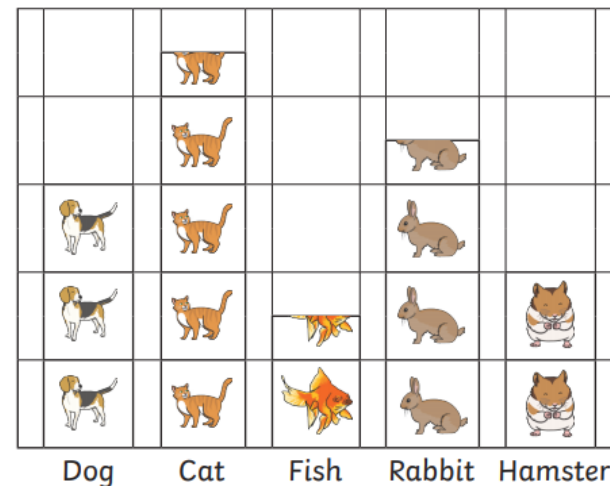
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Favourite Colour



Class Pets



What is the least favourite colour? _____

How many children chose yellow as their favourite colour? _____

How many fewer children chose green than blue as their favourite colour? _____

How many children chose pink and red as their favourite colour? _____

Write your own questions for a friend.

Which is the most common pet? _____

How many pets are there in class? _____

How many more rabbits than hamsters are there? _____

How many fewer dogs than cats are there? _____

Write your own questions for a friend.

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He was the most powerful of all the gods. He was the god of the sky and the King of Olympus.	Many Ancient Greeks believed that he was responsible for the invention of the alphabet, boxing and gymnastics.	He was god of the sea.
He was Zeus's youngest son. He was very fast on his feet and very clever, so Zeus decided to make him a messenger.	His throne was upholstered in human skin.	He carried a trident with three prongs as a weapon and rode on a chariot pulled by sea horses.
He lived in a beautiful palace under the sea and caused earthquakes when he was angry.	He was the brother of Zeus and the god of the dead.	She was the goddess of love and beauty, and the protector of sailors.
He was the god of war. He was cruel and a coward. His symbols include the vulture and the dog and he often carried a bloody spear.	His temper affected the weather, and he threw thunderbolts when he was unhappy.	She may have been the daughter of Zeus or she may have risen on a shell from the sea.
He always knew everything that was going on in the mythical world.	Her skin was whiter than ivory, her hair as golden as the setting sun and her eyes as blue as the summer sky.	He ruled the Underworld, which is where people went when they died.
He was the son of Zeus and Hera, but they did not like him.	The other gods trusted him. He was very clever and loyal and was a very good negotiator.	He was the most powerful god, except for his brother, Zeus.
He was also the god of wealth because of the precious metals mined from the earth.	He was married to Hera but had many other lovers.	He killed a giant Ekhidnades, a firece monster and an enemy of the gods.
She changed a statue into a human so one of her loyal followers could have the statue as his wife.	He had the power to transform his shape. He was ruler of all the other gods and was seen as powerful, unpredictable and strong.	Ancient Greeks were quite afraid of him and they sacrificed to him when they wanted something bad to happen.

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Match up the beginning of each proverb with the ending.

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1. Don't cross your bridges		like the present
2. You scratch my back		as a mile
3. There's no time		new tricks
4. Many hands		and spoil the child
5. What the eye doesn't see		nowhere
6. A miss is as good		before you come to them
7. You can't teach an old dog		and eat it
8. Spare the rod		its spots
9. Flattery will get you		make light work
10. You can't have your cake		of invention
11. A leopard can't change		the heart doesn't grieve over
12. Necessity is the mother		and I'll scratch yours

Now match the proverbs with the meanings:

- a) It's best to get on with things at once.
- b) People never change their basic character.
- c) If you help me, I'll help you.
- d) You will have to choose between two good things – you can't have them both.
- e) If something is really needed, someone will invent it.
- f) You won't get anywhere by paying people empty compliments.
- g) If you don't discipline a child, it will end up spoilt.
- h) Don't start worrying about obstacles that you haven't come across yet.
- i) It is easier to complete a task when everyone helps.
- j) What you don't know about, won't worry or upset you.
- k) When you fail by a small margin, it has the same effect as failing by a larger margin.
- l) When someone is set in their ways, it is hard for them to learn new ways of doing things.

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I'd Like To Teach The World To Sing (In Perfect Harmony)

I'd like to build the world a home
And furnish it with love
Grow apple trees and honey bees
And snow white turtle doves

I'd like to teach the world to sing
In perfect harmony
I'd like to hold it in my arms
And keep it company

I'd like to see the world for once
All standing hand in hand
And hear them echo through the hills
For peace through out the land
(That's the song I hear)

I'd like to teach the world to sing
In perfect harmony

World in Union

There's a dream, I feel
So rare, so real
All the world in union
The world as one

Gathering together
One mind, one heart
Every creed, every colour
Once joined, never apart

Searching for the best in me
I will fight what I can beat
If I win, lose or draw
There's a winner in us all

It's the world in union
The world as one
As we climb to reach our destiny
A new age has begun

We face high mountains
Must cross rough seas
We must take our place in history
And live with dignity

Just to be the best I can
Sets the goal for every man
If I win, lose or draw
It's a victory for all

It's the world in union
The world as one
As we climb to reach our destiny
A new age has begun

It's the world in union
The world as one
As we climb to reach our destiny
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Position	Flag	Nation	Gold	Silver	Bronze	Total
1		United States	46	29	29	104
2		China	38	27	23	88
3		Great Britian	29	17	19	65
4		Russian Fed.	24	26	32	85
5		South Korea	13	8	7	28
6		Germany	11	19	14	44
7		France	11	11	12	34
8		Italy	8	9	11	28
9		Hungary	8	4	5	17
10		Australia	7	16	12	35

How do you think the positions have been decided?

Could the results be presented differently to give another nation the top place?

How would this affect other results in the table? You may need to redraw the table.

Can you create any graphs/charts to show this information?