





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


Class/Year Group: Year 3/4

Week commencing: 8th June 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 	Go to https://www.pobble365.com/locked/ and answer the following questions: Who does the hand in the picture belong to? What is he trying to do? What/who is it that is locked away? Read the story starter (under the picture). How is the animal feeling? How do you know he feels this way? What will happen if he manages to unlock the door? What will happen if he doesn't? Why might the next few moments define the rest of his life?	https://www.pobble365.com/locked/ The following sentences are not very good. Use all of your skills to improve them: <ul style="list-style-type: none"> • He held the padlock in his hand. • He was sad. • He started to cry. • He wanted to open the door very badly. Can you make a list of emotions to describe how the animal is feeling? Can you start sentences with those feelings? E.g. Distraught, he tugged with all his strength at the padlock.	https://www.pobble365.com/locked/ Continue the story that has been started below: Despite pulling with all his strength, the lock wouldn't loosen. His heart felt heavy with sorrow, and a forlorn look spread across his face. His future lay in the balance. What happened in the next few moments could define the rest of his life, define his very existence...	Create your own VIPER questions and answers for the most recent chapter you have read in your book. V = vocabulary; I = inference; P = predict; E = explain; R = retrieve; S = summarise. Come up with one question and answer for each letter! You could read the chapter with your parent and then ask them to answer your questions.	Practise all your spellings and write a number of sentences using each word. Year 3 – you will have to be careful and ensure that you check the meaning of your homophones to make sure you use it in the right way. Please ensure you use your neatest handwriting when completing your sentences.
Maths 	Choose a Family Scenario card (below) and design a meal for the family on your card. You should consider: <ol style="list-style-type: none"> What does the family like to eat? What dietary requirements do the family members have? What equipment will the family need for cooking? Now there's a change of plan! The family are now looking to save money on their weekly shopping, so they've set a budget of £5 for their meal. Can you create the family meal for £5 or less? Think about how you	Come up with a 'family activity' that involves everyone in your household (maybe even your pets) and costs only £20 or less. Here are some examples to inspire you: A home cinema night - rent a film, and buy popcorn and treats, then put cushions on the floor and close the curtains to make your own cinema. Pizza restaurant - make your own dough bases and take orders for toppings, then cook the pizzas and	Lolla bought a balloon at the circus. She gave the clown six coins to pay for it. What could Lolla have paid for the balloon? Which of your answers seems a reasonable amount to pay for a balloon? Hints: What is the largest amount of money we could make?	Rosie went into the sweet shop with 10p to spend. There were chews for 2p, mini eggs for 3p, Chocko bars for 5p and lollypops for 7p. <ul style="list-style-type: none"> • What could she buy if she wanted to spend all her money? • Alice, James, Katie and Henry went into the shop too. They each had 20p to spend and they all spent all of their money. 	George and Jim want to buy a chocolate bar. George needs 2p more and Jim needs 50p more to buy it. When they put their money together, it is still not enough to pay for the chocolate bar. How much is the chocolate bar? Hints: Try with a few different amounts of money for the two

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

	<p>might lower your costs and save the family money - can you change some of the ingredients, buy the ingredients from a different shop or use less of certain ingredients? You can search for prices online to help you.</p>	<p>serve them like they would at a restaurant. You could even design your own menus! Make sure you include a breakdown of costs in your plan!</p>	<p>What is the smallest amount we could make? How will we know when we have all the possibilities? You could try all the combinations with just 1ps and 2ps first. What would happen if you have 5ps as well?</p>	<ul style="list-style-type: none"> • Alice bought at least one of each kind of sweet. Which one did she have two of? • James spent his money on just one kind of sweet, but he does not like chews. Which sweets did he buy? • Katie bought the same number of sweets as James but she had 3 different kinds. Which sweets did she buy? • Henry chose 8 sweets. What could he have bought? 	<p>children. Does this help you to solve the problem?</p> <p>What is the least the chocolate bar could be?</p> <p>How much does this mean each child would have?</p> <p>Are there any more answers and how do you know?</p>
<p>Foundation subjects</p> 	<p>Put these important events from the Ancient Greek civilisation in the correct order on a timeline. Then choose one event to find out about in more detail.</p> <ul style="list-style-type: none"> • 508BC Male citizens of Athens are allowed to vote. • 388BC King Phillip II takes control of Greece. • 650BC The tyrant Kypselos takes over Corinth. • 776BC First Olympic games are held. • 460 BC Hippocrates 'Father of Medicine' is born in Kos. • 500BC The 'Classical Period' starts. • 336BC Alexander the Great takes control of Greece. • 432BC The Parthenon is finished in Athens. • 472BC Greek theatre becomes popular in Athens. 	<p>What do you understand by the word 'spirituality'? Spirituality can be shown through worship, prayer, meditation and creative arts. 'Arts' includes visual arts, dance, drama, poetry, music, and these can be used to express religious beliefs as well as deeply held values.</p> <p>Look at the different symbols below. What could they represent? Choose one of the symbols to mind map what it represents.</p> <p>Choose three things that are important to you. These might include people, places, objects, ideas. Then design a visual 2D or 3D symbolisation of these ideas.</p>	<p>There are about 9 million different living things on Earth! Sorting this large number of species into groups based on similarities helps people to know which living thing is being talked about. The two largest groups are Plants and Animals. These are then split into sub-groups. For example, animals are split into vertebrates and invertebrates. Find out what these words mean.</p> <p>Vertebrates are split up again into fish, amphibians, reptiles, birds and mammals. Plants can be grouped into flowering and non-flowering plants.</p>	<p>Use Google translate to find these words in French:</p> <p>classroom door window table chair computer books lights</p> <p>Draw a picture/plan of your classroom (or invent one if you like!) and add the French labels.</p>	<p>In Ancient Greece they used pottery to store food and drinks as well as depict famous events. Designs were typically in black or red. Your task is to pick a famous event in Ancient Greek history (use the timeline activity to help) and design your own Greek vase. Label it and say why you chose that particular event.</p> <p>See below for some example vases.</p>


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

<ul style="list-style-type: none"> • 146BC Greece falls under the Roman Empire. • 700BC Homer writes the <i>Odysseys</i> and <i>Iliad</i> poems. 		<p>Find 2 examples for each of these different categories of living things. Can you find any characteristics of each group?</p>	
<p>This week's spellings are: Year 3 - accept, except, affect, effect, ball, bawl, berry, bury, break, brake Year 4 - science, scene, discipline, fascinate, crescent, immature, immortal, impossible, impatient, imperfect</p> <p>This week's mental maths challenge is: Practise finding change from £5 for different items on a shopping receipt.</p>			

FAMILY 1

Nafyri family

(Vegetarian)



Kalafe - Dad


Nenet - Mum

Nubia - Child

Jafari - Child

FAMILY 2

Ansley family



Imani - Mum

Numa - Grandma (won't eat lamb)

TJ - Child (nut allergy)

Shanya - Teenager (having a go at being vegan)

A dog called Archer

FAMILY 3

Rahman family



Eesa - Dad (pescatarian – doesn't eat meat, only eats fish)

Sunum - Mum (vegetarian)

Rawie - Toddler (just trying new tastes and textures)

Zahra - Child

A cat called Oreo

FAMILY 4

Wysocki family

(dairy free diet, as dairy makes the family very sick)



Tomeck - Dad

Jan - Dad

Michal - Teenager

Zofia - Teenager

A tropical fish tank full of beautiful fish, 2 snails and a frog

FAMILY 5

Griffiths family

(they can't eat bread or pasta because it can make their mum very ill)



Roger - Dad

Sian - Mum

Ryan - Baby


Shell - Teenager

2 Hamsters called Peanut and Butter

A tortoise called Bob

FAMILY 6

Campbell family



Jane - Mum (can't eat rice)

Angie - Mum

Poppy - Child

Theo - Child (won't eat green vegetables)

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

Symbols:



Greek Vases:

