



Learning Project WEEK 1 - My Family

Age Range: Y3/4

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Working on <a href="#">Times Table Rockstars</a> - your child will have an individual login to access this (20 mins on <b>SOUND CHECK</b>).</li> <li>Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables.</li> <li>Adding totals of the weekly shopping list or some work around money. This <a href="#">game</a> could support work on adding money.</li> <li>Practise telling the time. This could be done through this <a href="#">game</a> (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.</li> <li>Get a piece of paper and ask your child to show everything they know about <b>Addition</b>. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> <li>Practise counting forwards and backwards from any given number in <b>1s</b>.</li> </ul>	<ul style="list-style-type: none"> <li>You could share a story together. This could be a chapter book where you read and discuss a chapter a day.</li> <li>Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.</li> <li>Watch <a href="#">Newsround</a> and discuss what is happening in the wider world.</li> <li>Get your child to read a book on <a href="#">Oxford Owl</a>, discuss what your child enjoyed about the book.</li> <li>Get your child to read a book on <a href="#">Active learn</a> and complete the activities. These focus on comprehension skills.</li> <li>Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?</li> <li>With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Practise the Year 3/4 for <a href="#">Common Exception</a> words.</li> <li>Practise your spelling on <a href="#">Spelling Frame</a></li> <li>Choose 5 Common Exception words. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?</li> <li>Choose 5 Common Exception words and practise spelling them using forwards backwards. Write the word forwards then write the words backwards, e.g. <b>forwards sdrawrof</b></li> </ul>	<ul style="list-style-type: none"> <li>Write a recount of your day. This could be used in history one day to show what happened during this period.</li> <li>Write a character description of a member of their family. What do they look like? How do they behave? etc...</li> <li>Write a story involving members of their family. Do they have to defeat a monster? or find something they have lost?</li> <li>Write a set of family rules, could they begin with 'We always.....' rather than 'We do not .....</li> <li>Write a letter/email/ text message to a member of their family that they have not seen this week.</li> <li>Take part in a writing <a href="#">master class</a>.</li> </ul>



## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of their own family. Learning may focus on what different makeup of families, what traditions your family has, stories linked to your family etc.

- **Let's Wonder:**

Who is in your child's immediate family? What other relatives do they have? How does their family link together? How many people do they have in their family? Why not spend time looking through old photos and talking about the people in their families. What family stories can they tell? How is life different to their parents? grandparents?



- **Let's Create:**

Create a piece of artwork entitled 'Family'. This could be a drawing, a self portrait, a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not? [Family portraits.](#)



- **Be Active:**

Fancy a dance? There are lots of dance videos they could try. [Dance](#). Maybe try some [Yoga](#). Don't forget 5-a-day or Jumpstart Jonny! **Recommendation at least 2 hours of exercise a week.**



- **Time to Talk:**

Perhaps they could play a board game, facetime a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner.



- **Understanding Others and Appreciating Differences:**

Discuss how their family is different to other people's families. Discuss whether all families are the same? Does it matter? Do all families have the same faith? Do all families worship in the same way?



- **Reflect:**

Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they identify the instruments they can hear and describe how the music makes them feel? Why not get them to listen to some of the [classics](#)?



## Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

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## Learning Project WEEK 2 - The area you live in

Age Range: Y3/4

### Weekly Maths Tasks (Aim to do 1 per day)

- Working on [Times Table Rockstars](#) - your child will have an individual login to access this (**20 mins on SOUND CHECK**).
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables.
- Adding totals of the weekly shopping list or some work around money. This [game](#) could support work on adding money.
- Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.
- Get a piece of paper and ask your child to show everything they know about **Subtraction**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given number in **10s**.

### Weekly Reading Tasks (Aim to do 1 per day)

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Get your child to read a book on [Oxford Owl](#), discuss what your child enjoyed about the book.
- Get your child to read a book on [Active learn](#) and complete the activities. These focus on comprehension skills.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers

### Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 3/4 for [Common Exception](#) words.
- Practise your spelling on [Spelling Frame](#)
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using green vowels. Write the word and every vowel complete in green, e.g. spelling.

### Weekly Writing Tasks (Aim to do 1 per day)

- Write a diary entry summarising the events from the day/week.
- Write an information report about their local area. Remember to include headings and subheadings.
- Choose an interesting building they have found out about and write a list of questions they would like to ask.
- Write a story about a stranger coming to their local area. What happens? Is it a good thing? Or does something terrible happen?
- Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why?
- Take part in a writing [master class](#).



## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city.

- **Let's Wonder:**

Think about their street. What type of houses are on their street? What type of house do they live in? What other buildings are close by? Find out about their local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places. Look on [Google Earth](#). Draw their own map of their local area.



- **Let's Create:**

Choose a building they most admire in their local area. Make a model of that building using materials of their choice. (Playdough, [junk modelling](#), lego etc.....) How well did they do? What would they do differently next time? What have they learnt?



- **Be Active:**

Get out into the garden, pull up some weeds or mow the lawn? Does their garden need a tidy up? Maybe they could plant some seeds.

***Recommendation at least 2 hours of exercise a week.***



- **Time to Talk:**

Were their family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.



- **Understanding Others and Appreciating Differences:**

Research different places of worship that can be found in their local area. Can they find their nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can they find out about them? Draw pictures and label them with any information they find out.



- **Reflect:**

Think about what would improve their local area? What is their local area lacking? What spoils their local area? What could be done?





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Learning Project WEEK 3 - Viewpoints	
Age Range: Y3/4	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Working on <a href="#">Times Table Rockstars</a> - your child will have an individual login to access this (20 mins on SOUND CHECK).</li> <li>Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables.</li> <li>Adding totals of the weekly shopping list or some work around money. This <a href="#">game</a> could support work on adding money.</li> <li>Practise telling the time. This could be done through this <a href="#">game</a> (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.</li> <li>Get a piece of paper and ask your child to show everything they know about <b>Multiplication</b>. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.</li> <li>Practise counting forwards and backwards from any given numbers in <b>100s</b>.</li> </ul>	<ul style="list-style-type: none"> <li>You could share a story together. This could be a chapter book where you read and discuss a chapter a day.</li> <li>Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.</li> <li>Watch <a href="#">Newsround</a> and discuss what is happening in the wider world.</li> <li>Get your child to read a book on <a href="#">Oxford Owl</a>, discuss what your child enjoyed about the book.</li> <li>Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?</li> <li>With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Practise the Year 3/4 for <a href="#">Common Exception</a> words.</li> <li>Practise your spelling on <a href="#">Spelling Frame</a></li> <li>Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?</li> <li>Choose 5 Common Exception words and practise spelling them using pyramid words. Write the word in a pyramid, e.g.                      s                      sp                      spe                      spel                      spell                      spelli                      spellin                      spelling</li> </ul>	<ul style="list-style-type: none"> <li>Write a letter to a family member telling them all about how their day has been.</li> <li>Write a list poem about all the things they like. Which adjectives and adverbs could they include too? E.g I like eating juicy, sweet strawberries.</li> <li>If they were to become a superhero what would their superpower be? Write a character description of them as a superhero. Explain how they save the day.</li> <li>Retell a traditional tale from another character's point of view. E.g Tell the three little pigs from the wolf's perspective.</li> <li>Design an information leaflet that highlights how children can keep safe.</li> <li>Take part in a writing <a href="#">master class</a>.</li> </ul>



## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **Let's Wonder:**

Draw a picture of themselves and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their qualities. How are they different to other children in different parts of the world? What makes them similar to other children around the world?



- **Let's Create:**

Complete an observational drawing of what they see outside a window in their house. Then get out into the garden and find natural forms such as stones, leaves, flowers and animals. Complete sketches, showing an awareness of different viewpoints of the same object. Remember to concentrate on tone and shading.



- **Be Active:**

Move around their home and garden taking photographs from different viewpoints. Which photos do they like? Do the people they live with like the same photos as them? Why? Why not?

***Recommendation at least 2 hours of exercise a week.***



- **Time to Talk:**

Talk about keeping safe, discuss different ways to keep safe. Basic hygiene rules, road safety, internet safety, water safety, being safe around the home, stranger danger. How do different people view this?



- **Understanding Others and Appreciating Differences:**

Listen to different pieces of music from around the world, which styles of music do they prefer and why? [Music](#) Maybe they could learn a song by heart and perform it.



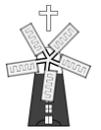
- **Reflect:**

Design their own ideal world. Would their world contain the same things as other people? Which things are most important to them? What are they going to include?



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## Learning Project WEEK 4 - Animals

Age Range: Y3/4

### Weekly Maths Tasks (Aim to do 1 per day)

- Working on [Times Table Rockstars](#) - your child will have an individual login to access this (20 mins on SOUND CHECK).
- Play on [Hit the Button](#) - focus on number bonds, halves, doubles and times tables.
- Adding totals of the weekly shopping list or some work around money. This [game](#) could support work on adding money.
- Practise telling the time. This could be done through this [game](#) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.
- Get a piece of paper and ask your child to show everything they know about **Division**. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be.
- Practise counting forwards and backwards from any given number in **2s**.

### Weekly Reading Tasks (Aim to do 1 per day)

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.
- Get your child to read a book on [Oxford Owl](#), discuss what your child enjoyed about the book.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers

### Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 3/4 for [Common Exception](#) words.
- Practise your spelling on [Spelling Frame](#)
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using telephone words. Use a mobile phone keypad to find which number each letter is on, e.g spelling = 77355464.



### Weekly Writing Tasks (Aim to do 1 per day)

- Write an email to a family member telling them all about how their week has been.
- Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.
- Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.
- Write a set of instructions for how to look after a pet. Remember to include what you need and what you do.
- Write a haiku poem about a bird of prey using information gathered.  
*(Think carefully about a haiku's structure, remembering the number of syllables required in each line)*
- Take part in a writing [master class](#).



## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Let's Wonder:**



Create fact files about deadly predators. Draw pictures of the predators and label them with information they find out. Where does the predator live? Why does it live there? What does it eat? How does it capture its prey? What special qualities do these predators have? Make a [food chain](#) to demonstrate why a predator is at the top of the chain. They could make a set of [top trump cards](#) using the information they found out.

- **Let's Create:**



Explore the artist [Franz Marc](#). Find out who he was and what type of artist he was. What did he like to create pictures? Look at some of his paintings online. Then choose an animal to draw and add colour to, in a similar style to his. What do they think of his paintings? Did they like their finished piece of artwork? Why?/Why not?

- **Be Active:**

Get out into the garden and make a [bug hotel](#). Go on a mini beast hunt and record what they find. If they find any minibeasts they haven't seen before they could always look it up online. What can they find out about these amazing creatures?



***Recommendation at least 2 hours of exercise a week.***

- **Time to Talk:**

Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?



- **Understanding Others and Appreciating Differences:**

Which animals are considered to be sacred around the world and why? [Sacred Animals](#)  
Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?



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