



## Learning Project 8 - Space

Age Range: Y3/4

| Weekly Reading Tasks   | Weekly Spelling Tasks   |
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| <b>Monday-</b> Encourage your child to recreate space and read a story e.g. under dark bed sheets with a torch or even in the garden under the stars (with supervision).   | <b>Monday-</b> Task your child with creating their very own space themed word bank e.g orbit, solar, comet. They can refer to this for some of their writing tasks.   |
| <b>Tuesday-</b> Visit <a href="#">Worldbookonline</a> and login using Username: wbsupport and Password: distancelearn. Select eBooks and search for the title 'A Place in Space'. Ask your child to read the book and complete the activities at the back.                                       | <b>Tuesday-</b> Practise spelling these words: <b>division, invasion, confusion, decision, collision, television</b> . Ask your child to list synonyms for each word (words with the same meaning).   |
| <b>Wednesday-</b> Read chapter 1 of <a href="#">Survival in Space: The Apollo 13 Mission</a> together. Ask your child to note down unfamiliar words and explore these together.  | <b>Wednesday-</b> Learn to spell the names of all the planets in our solar system. Put them in alphabetical order and then order of size.   |
| <b>Thursday-</b> Encourage your child to explore the surface of Mars on the Curiosity Rover <a href="#">here</a> . What did they notice? What was most surprising?   | <b>Thursday- Flash writing.</b> Choose 5 <a href="#">Common Exception</a> words and go into a darkened room with a torch and write them in the air with the torch light.  |
| <b>Friday-</b> Task your child with creating their own Book Bingo. See <a href="#">here</a> for inspiration.Can they complete the game over the next week?   | <b>Friday-</b> Using the word bank from Wednesday, ask your child to create their very own space-themed word search. A family member could complete it.   |
| Weekly Writing Tasks   | Weekly Maths Tasks- Area and Perimeter  |
| <b>Monday-</b> Visit the Literacy Shed for this wonderful resource on <a href="#">Broken: Rock, Paer, Scissors</a> . Or your child can write a response to this: <i>If I met an alien, I would...</i> Your child could record their responses in a list to form a list poem and then perform it. | <b>Monday-</b> Give your child an A4 piece of paper and mark out a rectangle 12cm by 24cm. They are designing a vegetable patch and need to include the following areas: A carrot zone with a perimeter of 32cm, a pea zone with an area of 12cm squared, a strawberry zone with an area of 20cm squared and a perimeter of 18cm. |
| <b>Tuesday-</b> Ask your child to write a diary entry about what it would be like on a <a href="#">Space Station</a> .What do they miss about life on Earth? More inspiration <a href="#">here</a> .   | <b>Tuesday-</b> Following on from yesterday, your child can design 3 more zones of their choice but there must be a difference of at least 2cm between each of the areas.   |
| <b>Wednesday-</b> Encourage your child to create a travel brochure for a planet of their choice or to promote space tourism in general. Make sure they include   | <b>Wednesday-</b> 'Conquer the Area'. You will need: square paper or draw a square grid, 2 different colour pencils and 2 dice. Roll the dice and multiply the two  |



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| <p>information about travel times, accomodation, food and things to do and see. If you have access to a PC, this could be done on Word or Google Docs.</p>  | <p>numbers together. Whoever rolled the dice draws this area on the square grid with their pencil. Fill up the whole page - whoever has taken up the most space wins.</p> |
| <p><b>Thursday-</b> Ask your child to write a story about a character who went into space for the day. Ask them to think about which time openers (e.g. Later that day,) they could use and how they could build suspense to engage the reader.</p> | <p><b>Thursday (other)-</b> Practise counting in <b>multiples of 50 and 100</b> forwards and backwards. Record these sequences on paper.</p>                              |
| <p><b>Friday-</b> Create an information poster about <a href="#">Neill Armstrong</a>. Remind your child to use labels and captions. What diagrams could they include?</p>   | <p><b>Friday (other) -</b> Visit <a href="#">this website</a> for more space-themed activities or play this <a href="#">Space Rocks game</a>.</p>                         |

### Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about space. Learning may focus on our Solar System, the Sun and the Moon. It could look at life in outer space from the view of an astronaut and travelling through space.

- **Our Solar System-** Encourage your child to think about what they already know about space and create a mind map. Can they name the planets in our solar system? Can they remember them in order or create their own mnemonic to help them? Ask your child to research the characteristics of the planets e.g What is it made of? What size is it? How close to the Sun is it? Temperature? Can they create a fact file, PowerPoint or Google Slide presentation on a planet of their choice? [These facts](#) about Mars or these [facts about space](#) may be a good starting point.
- **Blast off!-** Ask your child to design a new spacesuit suitable for an astronaut. They will need to consider which materials would be most suitable, comfort for the astronauts and the temperature in space. Encourage them to design a logo for the spacesuit too. Perhaps they could make this using materials from around the home? Share your designs at [#TheLearningProjects](#).
- **Astronaut Aerobics-** Astronauts have to be fit and agile for their missions to space. Ask your child to design an obstacle course in your garden or home space and put your agility to the test! Can you find your pulse and count your heart rate before and after exercising? **Recommendation at least 2 hours of exercise a week.**
- **Out of this World-** Ask your child if space travel was made more accessible and they could go on holiday to space, would they like to be the first space tourist? Can they think of arguments for and against being the first space tourist? Is it unethical for millionaires to spend their money on space tourism or should they spend all their money on reducing poverty? Ask them to prepare a speech about this discussion point.
- **One Giant Leap for Mankind -** Ask your child to find out about [Neil Armstrong](#). Who was he and what challenges did he have to overcome during his life? Can



they write a biography or create a piece of drama about Neil Armstrong's life and achievements?

### STEM Learning Opportunities #sciencefromhome

#### **Mission X – Jump Training**

- Stronger bones help astronauts stay safer while performing all of their assigned tasks – whether in a space vehicle, on the moon, Mars, or once back on Earth.
- Your bones become stronger when you do exercises that support your weight, such as running or jumping. Train like an astronaut by skipping on the spot for 60 seconds without stopping. Rest for 30 seconds. Repeat three times. Vary and extend by adding jumping jacks, travelling forward and by increasing length of time. You can find out more [here](#).
- Sign up and access all of the Mission X resources [here](#).



## Learning Project 9 - Around the World

Age Range: Y3/4

| Weekly Reading Tasks   | Weekly Spelling Tasks   |
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| <b>Monday-</b> Share a story together, perhaps a story from another culture? Ask your child to identify any countries, cultures or food that are referenced in the story.  | <b>Monday-</b> Your child can learn to spell the continents of the world. Practise writing them using pencils, pens, chalk, sticks, typing, etc.  |
| <b>Tuesday-</b> Visit <a href="#">Ducksters</a> and let your child choose a region to learn about. Ask them to identify major cities, rivers and information on its landscape.   | <b>Tuesday-</b> Practise spelling these words: <b>sadly, completely, usually, finally, comically</b> . Can your child identify the spelling rule for adding the 'ly' suffix?  |
| <b>Wednesday-</b> Can your child design a book cover for a well-known myth e.g. Romulus and Remus? Or can they write an alternative ending instead?  | <b>Wednesday-</b> Can your child create their very own 'Around the World' crossword puzzle? Help them write clues and a family member can complete it.  |
| <b>Thursday-</b> Visit <a href="#">Story Nory</a> and let your child choose a story from around the world to listen to. Can they summarise the main events by drawing a comic strip?   | <b>Thursday- Trace it.</b> Choose 5 <a href="#">Common Exception</a> words and trace around each word. What does your child notice about the shape of each word?  |
| <b>Friday-</b> Look at this <a href="#">world flag poster</a> together. How many flags does your child recognise? Ask your child to choose one of the countries and read online about their culture, cuisine, popular sport and significant/famous people from this country. | <b>Friday-</b> Ask your child to list adjectives and place names that begin with the same letter e.g. fascinating France, sweltering Sri Lanka, exquisite England. Can they put these into a list poem?   |
| Weekly Writing Tasks   | Weekly Maths Tasks- Multiplication and Division   |
| <b>Monday-</b> Visit the Literacy Shed for this wonderful resource on <a href="#">The Blackhat</a> . Or your child could design a new island for people to visit by creating a detailed map from a bird's eye view.  | <b>Monday-</b> Your child can try to find real life arrays -this could be eggs in a tray, candles in a row, etc. Once found, get your child to write the calculation for that array.Can they find the fact family? (E.g. $3 \times 4 = 12$ , $4 \times 3 = 12$ , $12 \div 3 = 4$ & $12 \div 4 = 3$ ). |
| <b>Tuesday-</b> Ask your child to write a set of instructions explaining how to make an African mask. Remind them to include: equipment, headings, imperative verbs (bossy words), adverbs (e.g. carefully, slowly ) and a handy hint.                                       | <b>Tuesday-</b> Choosing a times table of choice, ask your child to write a rap/song to help them remember the multiplication facts linked to this time table. Can they include the corresponding division facts in their rap/song too?   |
| <b>Wednesday-</b> Discuss a holiday that your child has been on or a place they've visited. Get them to design a postcard and write about what they did there.   | <b>Wednesday-</b> Get your child to make a multiplication flower for a times table of their choice like the one <a href="#">here</a> .  |



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| <p><b>Thursday-</b> Get your child to listen to some <a href="#">Anasi stories</a>. Ask them to write their own story featuring Anasi. What is she going to teach them? Encourage them to create their own book with a front and back cover and illustrations.</p> | <p><b>Thursday (theme)-</b> Ask your child to think about the products that they use at home and how far these have travelled. Food, clothing, toys and electrical items often carry 'Made in...' labels. Calculate distances travelled and order from those made closest to home to those made furthest away.</p> |
| <p><b>Friday-</b> After the reading task, your child can create an information report on their chosen country and organise their paragraphs using these headings: culture, cuisine, popular sport and significant/famous people.</p>                               | <p><b>Friday (theme)-</b> Encourage your child to explore different currencies of money used around the world. How do these compare to pounds? E.g £1= \$1.25.</p>   |

### Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about countries and cities around the world. Learning may focus on different cultures and traditions, famous landmarks, food and clothing.

- **Virtual Explorer** - What are the continents of the world? Where are they located? What languages are spoken in these continents? Ask your child to use Google Maps to explore a continent of their choice. Can they create a continent fact file or choose a particular country they are interested in and create an information guide including the weather, tourist locations, landmarks, weather, traditional music, food, flags. Remember to tweet a photo of their fact file or information guide [#TheLearningProjects](#).
- **Mask Making** - Ask your child to use paper or cardboard and a range of materials around the home to design and create their own African mask. Can they find out their importance to African culture by watching this [clip](#)?
- **Dance Around the World** - Use [SafeYoutube](#) to dance along to some different cultural dances from around the world, such as the Brazilian Samba, the traditional Diwali stick dance or the Spanish Flamenco. Your child can design a cultural costume for their favourite dance and label it with suitable materials. Why not record a video to share with your school's Twitter? Encourage your child to watch the recording back and evaluate their dance. **Recommendation at least 2 hours of exercise a week.**
- **Speak the Language** - Encourage your child to discuss with their family the links they and their family have to the wider world. Find out places family members have visited on holiday, work/business links or simply countries they would like to visit in the future. Have a go at learning some simple phrases in different languages from around the world and write the phrases using the colours of the flag for that country. You could visit the Mrs Mandarin website [here](#).
- **Tribal Traditions** - Ask your child to find out about the cultural differences, customs and traditions of an indigenous group/tribe from around the world such as the Maori people, Native Americans, the Yanomami tribe or the African Maasai tribe. Ask your child, why it is important indigenous people are remembered?





Can your child create some artwork inspired by one of the tribes?

### STEM Learning Opportunities #sciencefromhome

#### Engineering Around the World – World's Tallest Tower

- In 2020 the new world's largest tower will be the Jeddah Tower, in Saudi Arabia. It will have 200 floors and will reach 1008 meters high.
- Use scrap paper and junk box materials to build a tower. You might like to search for photos of the 'Jeddah Tower' to help you with your design.
- What is the tallest tower you can build?



## Learning Project 10 - Music

Age Range: Y3/4

| Weekly Reading Tasks  | Weekly Spelling Tasks   |
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| <b>Monday-</b> Look with your child at <a href="#">this</a> poster pack of musical styles. Read through the information for each musical style and find a song to listen to. Ask your child to identify their favourite music styles giving reasons for their choice.                       | <b>Monday-</b> Ask your child to learn to spell the names of an instrument from each of the instrument families (strings, woodwind, brass, keyboards, and percussion).  |
| <b>Tuesday-</b> Ask your child to find the lyrics to their favourite song and highlight some creative words used, finding out the meaning of new words.   | <b>Tuesday-</b> Practise spelling these words: <b>measure, treasure, pleasure, enclosure.</b> Can your child write a definition for each of these words?  |
| <b>Wednesday-</b> Do you have any CDs or records in the house? If so, ask your child to organise them in alphabetical order or by genre. If not, provide them with a list of musicians where they can do the same thing.  | <b>Wednesday-</b> Ask your child to unscramble these musical words: <b>empot, demloy, epslu, narhmoy &amp; rrecsttuu.</b>   |
| <b>Thursday-</b> Visit <a href="#">Audible</a> and let your child choose a book to listen to. Ask them to write a review when they have finished (free audio books available).  | <b>Thursday- Memory.</b> Write as many of your spellings down from memory as you can. How many did you recall? Practise any you have missed.  |
| <b>Friday-</b> Your child can listen to BBC School Radio music episodes <a href="#">here</a> . These episodes are based on Treasure Island and your child will learn new songs.   | <b>Friday-</b> Practise the Y3/4 spellings in <a href="#">this fun, interactive way</a> . Encourage your child to note down any words they are unfamiliar with and clarify them.  |
| Weekly Writing Tasks  | Weekly Maths Tasks- Shape   |
| <b>Monday-</b> Visit the Literacy Shed for this wonderful resource on <a href="#">Once in a Lifetime</a> or take part in a writing <a href="#">masterclass</a> .  | <b>Monday-</b> Encourage your child to watch <a href="#">this video</a> about angles and learn the names of different angles such as right angles, obtuse and acute angles.   |
| <b>Tuesday-</b> Listen to the piece of music called <a href="#">Peter and the Wolf</a> , written by Prokofiev. Whilst listening, encourage your child to list any words that come to mind e.g elation, cheerfulness. They could also draw a picture of what they think the song represents. | <b>Tuesday-</b> Ask your child to become a shape scavenger! How many examples of different 2D and 3D shapes can they find around the home/garden? Can they create a tally and sort the shapes they find based on their properties? e.g. number of sides/edges, number of pairs of parallel lines. |
| <b>Wednesday-</b> <a href="#">Now read the story</a> . Ask your child to write their own story that would be great told through music or draw a story map to represent this tale. Can   | <b>Wednesday-</b> Ask your child to write their name in capital letters and see how many angles they can see in each letter. How many right angles? How many acute  |



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| they include speech too?  | and obtuse angles? Repeat for other family names.   |
| <b>Thursday</b> - Your child can make a mini-book about the instrument families. Include: names of instruments within that family, famous musicians who use them, country of origin and labelled illustrations. | <b>Thursday</b> - Last week your child wrote a times table song. Ask your child to rehearse their song but this time incorporate a beat using a musical instrument (see below). |
| <b>Friday</b> - <b>Invent a new instrument. Ask your child to write a fact file about their instrument or design an advert for when the instrument goes on sale.</b>  | <b>Friday</b> - Practise multiplying multiples of 10 using known facts and place value, e.g. $70 \times 3 = 210$ , I also know that $3 \times 70 = 210$ .                       |

### Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

- **Lean On Me** - Encourage your child to listen to [Lean On Me](#), a Soul/Gospel song by Bill Withers. Do they like it? What instruments can they hear? Can they clap a rhythm? Learn to sing the lyrics and have a go at performing the song. Perhaps your child would like to research this famous artist in more detail and listen to more of his songs, creating an artist profile complete with portrait sketch. Perhaps they could perform the song to a family member via Facetime (with adult supervision)? Share your performance at [#TheLearningProject](#).
- **Musical Makes** - Ask your child to try creating their own music instrument. They could make their own pan flute using straws, a cereal box guitar, or some tin can drums. Encourage them to plan their design first, source materials from around the house, write the steps to make the product and then evaluate it afterwards. Or they could research Kandinsky and create their own instrument art inspired by his work whilst listening to different genres of music.
- **Feel the Beat** - Why not ask your child to have a go at moving their body to different genres of music. As you change between Rock, Jazz, Hip Hop, Heavy Metal and Classical music, how does the way they move their body change? Have a dance together to the beat of the music! **Recommendation at least 2 hours of exercise a week.**
- **Listen Together** - Encourage your child to ask each family member what their favourite song is. Play the song aloud and listen together. Spend some time as a family discussing what genre of music the songs belong to and how each piece of music makes you feel. Which genres of music were the most popular? Can your child represent their results in a bar chart. They could ask family members to rank their favourite genres of music first.
- **Musical Movie Time** - Allow your child to choose an age-appropriate musical to watch. Andrew Lloyd Webber is now posting filmed versions of his shows on his Youtube channel [The Shows Must Go On!](#) each week! Discuss the story behind the musical and ask your child to step into the shoes of different characters and imagine how they are feeling. Which is your child's favourite song from the film/show and why? Can they create a billboard poster advertising the show?





Or perhaps design a ticket?

### STEM Learning Opportunities #sciencefromhome

#### **Making Instruments**

- You will need a jar/bottle, some water and a pencil. Try tapping the side of an empty container with a pencil. What type of sound does it make? Partially fill the container with water, tap the container again. Has the sound changed? Try filling the container with different amounts of water. Can you play a tune? Look [here](#).
- Now try making a straw oboe. All you need is a drinking straw and some scissors. Cut the end of the straw into an arrow shape and blow gently. Once you get a duck type sound try altering the length of the straw. What do you notice?
- For more ideas take a look at the full resources [here](#).



## Learning Project 11 - Transport

Age Range: Y3/4

| Weekly Reading Tasks  | Weekly Spelling Tasks  |
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| <p><b>Monday-</b> Your child can listen to a free audiobook during their daily walk <a href="#">here</a>. Talk to your child about how it made them feel listening to a book in nature.</p>   | <p><b>Monday-</b> Your child can create an A-Z list of transport related words. How quickly can they complete this?</p>  |
| <p><b>Tuesday-</b> Read <a href="#">‘Downhill Racers’</a> using Oxford Owl. Encourage your child to answer the questions at the back of the book in full sentences.</p>   | <p><b>Tuesday- Dotty Words.</b> Choose 5 <a href="#">Common Exception</a> words and write them in a series of dots. Apply them into sentences about travelling.</p>  |
| <p><b>Wednesday-</b> Encourage your child to find a car advert in a magazine/newspaper and find the meaning of any new vocabulary, especially technical words!</p>  | <p><b>Wednesday-</b> Learn about word families <a href="#">here</a>. Your child can show their learning by designing a word family reminder poster.</p>  |
| <p><b>Thursday-</b> Ask your child to read the poem <a href="#">Look at the Train!</a> They can write their own poem about a mode of transport using onomatopoeia (when a word describes a sound and mimics the sound of the object/action) to evoke sounds and rhythm.</p>               | <p><b>Thursday-</b> Practise spelling these words: <b>invention, injection, action, hesitation, completion.</b> Can your child think of other suffixes to add to the root words to alter the meanings e.g. <b>invent+ing=</b> inventing, <b>invent+ed=</b> invented.</p> |
| <p><b>Friday-</b> Challenge your child to complete an author study of one of their favourite authors. Can they create a list of their famous books and tick the ones they have read? Can they learn enough about the author to write a biography of their life?</p>                       | <p><b>Friday-</b> Ask your child to mind map all of the verbs (action words) they associate with transport and travelling e.g. steers, paddles, control. Which suitable verbs can they include in their writing tasks?</p>   |
| Weekly Writing Tasks  | Weekly Maths Tasks- Mass, Capacity and Temperature   |
| <p><b>Monday-</b> Visit the Literacy Shed for this wonderful resource on <a href="#">Ruckus</a>. Or ask your child to design a <a href="#">ticket</a> for their chosen mode of transport. This should include space for the destination, date, cost of ticket, expiry date and class.</p> | <p><b>Monday-</b> Help your child to practise reading scales by measuring the mass and capacity of ingredients in a home baking recipe! Encourage them to use maths to calculate measurement totals or convert between units of measure.</p>                             |
| <p><b>Tuesday-</b> Ask your child to write an advert advertising a job to work as a pilot, train driver or bus driver. Include persuasive language to encourage applicants.</p>   | <p><b>Tuesday-</b> Write out <a href="#">these measurements</a> on pieces of paper or card, mix them up and ask your child to convert the units of measure to match them into pairs.</p>   |
| <p><b>Wednesday-</b> Your child can plan and write a journey story. Where is the main character going and why? What happens on his/her journey? How does the main</p>   | <p><b>Wednesday-</b> Using dough or plasticine, give your child 30 seconds to roll it into the longest worm they can. Repeat several times and order the worms from shortest to longest. Estimate the size of each worm in cm and mm e.g 54 mm, 5.4cm. Measure, then</p> |



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| character overcome this? If you have access to a PC, your child can type up the final version of their story after they have proofread it.  | work out the difference between the estimate and the actual measurement.  |
| <b>Thursday</b> - Watch <a href="#">this video</a> about The Orient Express. Your child can imagine that they have travelled on this beautiful train and write a recount about their journey.   | <b>Thursday (other)</b> - Play <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and times tables.  |
| <b>Friday</b> - Families should only be allowed to use their car 3 times per week. Can your child write a for/against argument about this, with adult support? They should consider the impact it would have on the family/environment. | <b>Friday (theme)</b> - Ask your child to survey the transport which goes past your home. Tally the different vehicles/vehicle colours and then create a bar chart or pictogram. Write statements about the data e.g. Silver was the most popular colour car. |

### Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

- **Transport Inventors** - Ask your child to find out about famous transport inventors such as [Henry Ford](#) and [The Wright Brothers](#). Create fact files about these inventors. Can your child draw sketches of different modes of transport **then** and **now**. Can they place different modes of transport on a timeline using their invention date?
- **Colourful Collage** - Ask your child to create their own transport collage. Encourage them to draw, colour or paint a variety of vehicles or make a large collage of one vehicle. Ask them to use bold colours to really make their vehicles stand out! The collage could be made using cut up squares from magazines and leaflets. Share the collages at [#TheLearningProjects](#).
- **Obstacle Course** - Ask your child to find any toy transport (cars, trains, etc) they may have at home, then they can design an obstacle course for their vehicle to travel around. This could be on a track or floor involving ramps inside or in the garden. Another idea - get each family member to make a paper aeroplane and throw each one in turn and see whose travels the furthest. Ask your child to measure the lengths of the distance travelled and record these on a bar chart. **Recommendation at least 2 hours of exercise a week.**
- **Let's Talk Transport** -Talk as a family about transport in your life. Talk about how you get to school and work. Do you get your food delivered? Does anyone in the family operate a mode of transport? Is it their job? Discuss the first family car owned. Ask your child to mind map all of the ways your family relies on transport and then to imagine a life without it.
- **Transport Around the World** - Ask your child to look at how people travel around in India. Buses, cycle-rickshaws, autorickshaws, e-rickshaws, tempos (big,



brutal-looking autorickshaws), taxis, boats, tongas (horse-drawn carts), metros and urban trains provide transport around India's cities. Encourage them to compare this to Venice and how the people there travel around (gondola and sandolo tours all around the city). Can your child design a new vehicle suitable for each of these places thinking carefully about suitable and local materials?

### STEM Learning Opportunities #sciencefromhome

#### **Brilliant Boats**

- Using just 1 sheet of paper and some paperclips design a raft that will hold as many coins or marbles as possible. You can download the activity card [here](#) to help you.



Don't forget that as well as these 'Learning Projects', you can also access the following recommended resources...

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects. Brilliant.
- [Oak National Academy](#) – Daily timetabled lessons. Brilliant.
- [Times Table Rockstars](#), [Education City](#), [Discovery Education Espresso](#) and [Coding](#) Your child can access all of these with their school logins.
- [CEOP/Think You Know](#) – IT/safety activities
- [Stay Safe Partnership](#) – lots of information and activities from LCC Stay Safe Partnership
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.
- [Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

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