




## Year 4 – Tamarisk and Jacaranda Term 3 Home Learning



There are a variety of different creative tasks to appeal to different learning styles, strengths and interests. Your child may choose to focus on one over the whole term, or they may choose to complete more than one task over the term. The grid shows some ideas however please feel free to create your own activity linked to our learning in class. All creative homework pieces need to be in school or uploaded to Seesaw by **Monday 5<sup>th</sup> February**. This can then be shared while we are learning about these topics.

EVERY WEEK			Creative Tasks	
Times tables	Reading	Spelling	Geography	Geography
<p>By the end of Year 4, the aim is your child will be confident with all their times tables. They will be expected to complete a multiplication tables check for all the tables, set by the government, in the Summer Term.</p> <p>The key to knowing and recalling at speed is repetition. This could be through songs, rhymes, chanting, speed tests, bingo or pairs games. The children also have access to Times Tables Rockstars, which they have their own logins for (in their reading record). The sound check game is similar to the test they will need to sit. Garage is the regular/ repetitive practise of tables they have not demonstrated to know or have not recalled at speed.</p> <p><b>10 minutes a day can make a big difference on their recall.</b></p>	<p>We recommend that you listen to your child read and discuss the content for at least 20 minutes; at least 3 times a week. This ensures that they have understood what they have read and that they begin to decode unfamiliar words, which will also support them within their own writing.</p> <p>Please refer to your child's reading record for suggested questions. Once read please record in their reading record when you have heard them read and add any useful comments for the class teacher. Once your child has finished the book they need to complete the AR quiz (comprehension quiz) on the book in school before changing for a new one.</p> <p><b>Reading books and Records should be in school every day. They will be checked once a week to count how many reads they have achieved and the children who have not read at least 3 times within a week at home, will be invited to stay in at break time and read with the teacher.</b></p>	<p>This term children are practising spelling rules for adding the Prefix: un-, sub-, inter-, super-, dis-, mis-, in-, re-, anti-, in, im, il and ir to root words. As well as, identifying differences in spelling homophones and near homophones.</p> <p>Please can you encourage children to practice the spelling rules being practiced and apply to different words. Also see the separate spelling sheet with further information.</p> <p>Practice handwriting by logging onto letter-join <a href="http://www.letterjoin.co.uk">www.letterjoin.co.uk</a></p> <p>Computer</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">           User name: <b>dw66547</b>            Password: <b>home</b> </div> <p>Tablets</p> <div style="border: 1px solid black; padding: 5px;">           User name: <b>dw66547</b>            Swipe code (starting at top left):  </div>	<p><b>Geography</b> Make top trump cards for volcanoes or earthquakes around the world. Have at least 10 cards in the set.</p>	<p><b>Geography</b> Design a volcano or earthquake survival kit. Draw and label your kit and explain what is in the kit and why.</p>
			<p><b>Design and Technology</b> Make some centre of the earth biscuits to show the different layers that make up the Earth. Add photos to Seesaw to show you making them and the final biscuits. Get someone to rate how good they are.</p>	<p><b>Physical Education</b> Design a warm up game using volcanoes and earthquakes as an idea. Write the instructions and or if possible get photos video of people playing your game to show how it works and add to Seesaw.</p>
			<p><b>Art and Design / Geography</b> Make a model of a volcano – can you make it erupt? Take photos of your model. If you can add a video of it erupting and add this to Seesaw.</p>	<p><b>RE</b> Make a banner or leaflet that could be used in a church to share the story of Matthew 4:18–19 – Jesus and his first disciples (Fishers of People).</p>
			<p><b>Music</b> Using ideas from lessons about composing music, compose and perform a piece of music linked to the changes in state of water from solid to liquid to gas. Record the performance and upload to Seesaw.</p>	<p><b>Science</b> Create a water cycle experiment. Fill a large bowl with water. Put an empty pot in the middle. Cover the bowl with cling film and place on a sunny windowsill for a few days. You should soon see the water will start to evaporate, it will cool and condense on the cling film and then fall into the empty pot as "rain". Add pictures to Seesaw to show what you did.</p>

We are sure you understand the importance you play in your child's learning journey and we thank you for all your support.

**Mrs Bennett and Miss Emms**