

**English – Reading**

Please see the Year 3 / 4 English PowerPoint. Lesson One is a Comprehension Activity for reading this week.

**English - Writing**

Please see the Year 3 / 4 English PowerPoint. Buidling on your plan for your Jungle Log.



**English - Spelling**

**Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’**

happily  
greedily  
gently  
dramatically  
simply  
angrily  
frantically  
clumsily  
easily  
basically

**English – Grammar**

Grammar this week is part of the English you have received.

**This week’s focus** Conjunctions

(Lesson 2 on the English PowerPoint)



**Science**

This week we’d like you to have a go at making a musical instrument out of things you have at home. You can recycle boxes, plastic bottles and use straws and elastic bands.

There are lots of ideas on the internet if you need some help. We have added a sheet to give you some ideas but you can design your own poster if you would rather.


Don’t forget to label your designs. How does it make the sound? Can you change the pitch of the sound? Can you change the volume?



[postbox@bramhopeprimaryschool.co.uk](mailto:postbox@bramhopeprimaryschool.co.uk)

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| <p><b>Maths – Fluency</b></p> <p>Times Tables Rockstars.</p> <p>Assigned Mathletics:</p> <ul style="list-style-type: none"> <li>• Who’s got it?</li> <li>• Four Operations with Pounds</li> <li>• Money - Adding</li> </ul> <p><b>White Rose</b><br/> Week 9<br/> <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a><br/> <b>Lesson 1</b> - Pounds and Pence<br/> <b>Lesson 2</b> - Ordering Money<br/> <b>Lesson 3</b> - Estimating Money<br/> <b>Lesson 4</b> - Four Operations<br/> <b>Lesson 5</b> Challenges</p> | <p><b>Maths - Problem Solving and Reasoning</b></p> <p>Assigned Mathletics:</p> <ul style="list-style-type: none"> <li>• How Much Money?</li> </ul> | <p><b>History/Geography</b></p> <p>In geography this week, you will be learning about the lives of people living in city of Rio de Janeiro. You will then compare the lives of people living in Rocinha and in Barra di Tijuca.</p> | <p><b><u>RE</u></b></p> <p>Thinking about The Parable of the Good Samaritan, can you think about your life during lockdown.</p> <p>Have you been more helpful at home? Have you looked out for, cared for or helped other members of your family or you community?</p> <p><b><u>Option 1</u></b></p> <p>Can you create a storyboard or cartoon strip showing a modern day version of the Good Samaritan? You could base it on your life during lockdown.</p> <p><b><u>Option 2</u></b></p> <p>Maybe, someone has been a good Samaritan to you during these lockdown times. Has someone delivered your shopping, or posted a rainbow through your letter box or has someone been helping you with your learning? Could you put these experiences into a diary</p> | <p><b>PHSE</b></p> <p><b>Careers, financial capability and economic wellbeing</b></p> <p><b>Saving, spending and budgeting</b></p> <p>Can you put the following jobs under these 4 headings.</p> <ul style="list-style-type: none"> <li>• Full Time</li> <li>• Part Time</li> <li>• Shift Work</li> <li>• Unpaid (Voluntary)</li> </ul> <p><i>Nurse, Teacher, Shop assistant, Gardener, Child Minder, Ambulance Driver, Cleaner, Engineer, Mechanic, Dentist, Bus Driver, Vet, Lollypop lady/man, Post Man, Scout Leader, School Governor.</i></p> <p>Do all these jobs fit in one of the 4 categories? Do any of them fit in more than one category?</p> <p>Why might somebody decide to do a job which is shift work job rather than full time?</p> <p>Why might somebody decide to work part time rather than full time?</p> |
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|  |   |   | <p>entry or thank you letter to the Good Samaritan?</p> <p>* You can choose to do either or both option 1 and 2.</p>  | <p>Why might somebody choose to do volunteer work when they are not getting paid for it?</p> <p>Talk to your parents about the job they do. Normally, which category would their job fit in to? Why did they decide to do the job they do? What skills do they need to do the job that they do? Can you create a how to guide for somebody that might want to do the same job as one of your parents?</p> <p>You could also research the job that you think you might like to do when you grow up and create a how to guide for that instead.</p> |
| <p><b>Computing</b></p> <p><b>Follow this link to watch Kara and the Smart Crew episode 2 "What is reliable?"</b></p> <p>This episode looks at search engines. It examines how we search for information and how reliable that information is.</p> | <p><b>Spanish</b></p> <p>You are going to draw and label a map of a village and include all the places we have been learning in our vocabulary list. You can also include 3-5 things that you would like to have in your dream village. It might be a cinema, a football stadium, a gaming studio, a library. I've put some of the Spanish vocabulary on the ppt or you</p> | <p><b>Music</b><br/><b>BBC Ten Pieces</b></p> <p><u><b>Ludwig Van Beethoven</b></u></p> <p>L.C Can you complete a graphic score?</p> <p>Read the musical terms.</p> <p>Watch the orchestral performance.</p> <p><a href="https://www.bbc.co.uk/programmes/p02b59ld">https://www.bbc.co.uk/programmes/p02b59ld</a></p> | <p><b><u>ART/DT</u></b></p> <p><b><u>David Hockney Digital Drawing</u></b></p> <p>David Hockney is a famous British painter from Bradford. He is 83 years old. Hockney has painted for most of his life but began drawing on touch screens when he got his first iPhone in 2009, aged 72. For many years, the artist began each day by doodling flowers and emailing his digitized bouquets to his closest friends.</p> | <p><b>PE</b><br/><b>Cricket</b></p> <p>Building on your fielding skills, this week you should work on your bowling. Watch the short video below and try the tasks. You can also continue to practise the skills from last week.</p> <p><a href="https://youtu.be/ceg-9Y_0dfk">https://youtu.be/ceg-9Y_0dfk</a></p>  |

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| <p><a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter2</a></p> <p><b>Artist Activity</b><br/>Using block programming, follow the instructions to create different works of art.<br/><a href="https://studio.code.org/s/artist/stage/1/puzzle/1">https://studio.code.org/s/artist/stage/1/puzzle/1</a><br/>For UKS2, make sure you are confident using the loops when programming so that you use as few blocks of code as possible.</p> | <p>can look words up on Word Reference.<br/><a href="https://www.wordreference.com/es/translation.asp">https://www.wordreference.com/es/translation.asp</a><br/>Colour in your map.</p> | <p>Did you like the film?</p> <ul style="list-style-type: none"> <li>•Did you like the music?</li> <li>•How do you think<br/>Beethoven would have felt not being able to hear his own music?</li> </ul> <p><b>Can you draw what you are hearing?</b></p> <p>Graphic scores are a way in which we can write music without having to write musical notes. You can use shapes and symbols in your graphic score to represent an instrument. Here is an example below using a drum, triangle and hands.</p> <div data-bbox="824 1018 1189 1093">  </div> | <p>Have a look at the PowerPoint provided for ideas on how to do your own.</p> |  |
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### **Whole School Writing Project**

Please see the school website for information on **Awesome Animals** (also see information in attached pdf). This is a 3 week, **whole school writing project** (finishing on 3rd July). During the project, pupils will learn to write a page for an information book about animals. We will then be creating a gigantic book of animal facts for everyone to enjoy. Finally, pupils will help create a quiz which they and all their friends can take part in. Don't worry if you haven't started yet. There is still plenty of time to join in.

