



## Learning Project WEEK 1 - My Family

**Age Range: Y4.**

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>• Working on <a href="#">Purple Mash</a> - your child will have individual login to access this. <b>Place Value</b> work has been set in 2Do's (aim to work for 30 mins)</li> <li>• Working on Seesaw – 'Explain your Reasoning' using mathematical vocabulary.</li> <li>• Working on <a href="#">Purple Mash</a> – Friday Multiplication Test set as a 2Do</li> <li>• Play on <a href="#">Hit the Button</a> - focus on number bonds, halves, doubles and division facts.</li> <li>• Get a piece of paper and ask your child to show everything they know about <b>Place Value</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 a times table that they struggle with.</li> </ul>	<ul style="list-style-type: none"> <li>• Working on <a href="#">Purple Mash</a> read the first chapter of 'Around the World in 80 minutes' and complete the Chapter 1 : Quiz.</li> <li>• Using information from the text draw a picture of one of Phil's inventions drawing the exact materials that Phil used.</li> <li>• Explore new vocabulary you find when reading and create a 'Magpie List' of words.</li> <li>• Working on <a href="#">Read Theory</a> – your child will have an individual login to access this. <b>Read and complete the comprehension questions.</b></li> <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>• 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 Shed</a></li> <li>• Using your 'Magpie List' find the definitions of some of the words. What does the word mean? Could you use the word in a sentence or noun phrase?</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</li> </ul>	<ul style="list-style-type: none"> <li>• Working on <a href="#">Purple Mash</a> create an <b>Information Leaflet about Inventions</b>. You might have to do some research or you could write why you think certain inventions are important using your own views and opinions. (This task if done well is 2/3 days work)</li> <li>• Working on <a href="#">Purple Mash</a> 'Story Gaps' has been set as a 2Do.</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> </ul>

forwards then write the words backwards, e.g. **forwards** **sdrawrof**

- Write an acrostic poem about your family. Use the word 'Family' or your surname.

### 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:**

[Go Noodle](#) with the family or have a family workout. Fancy a dance? There are lots of dance videos they could try. [Dance.](#) Maybe try some [Yoga.](#) **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

[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.