

Class 3's home learning

Week beginning 11th May 2020

Spellings: Choose challenge A, B or C from your year group.

Test day: Friday 15th May 2020

Year 3

Objective: To investigate, spell and read words with silent letters.			
	A	B	C
1	know	dumb	debt
2	knows	numb	doubt
3	known	crumb	calming
4	unknown	plumb	salmon
5	wrap	thumb	chalk
6	when	when	rhyme
7	where	where	rhyming
8	what	whale	chemist
9	why	wheat	hours
10	who	rhino	honest

Year 4

Objective: To investigate compound words and recognise that they can aid spelling even where pronunciation obscures it.			
	A	B	C
1	anyone	everyone	handkerchief
2	football	playground	earthquake
3	bedroom	tablecloth	fingerprint
4	classroom	cupboard	grandparents
5	inside	goodnight	hairdresser
6	outside	daydream	hideaway
7	weekend	downstairs	lighthearted
8	handbag	earring	neighbourhood
9	popcorn	feedback	masterpiece
10	airport	goalkeeper	thunderstorm

Class 3's home learning

Spellings (ongoing): Why not also have an adult or sibling quiz you on the spellings and meanings of these words? Some of you may recognise these as your 'Wonderful Words'!

Word list – years 3 and 4

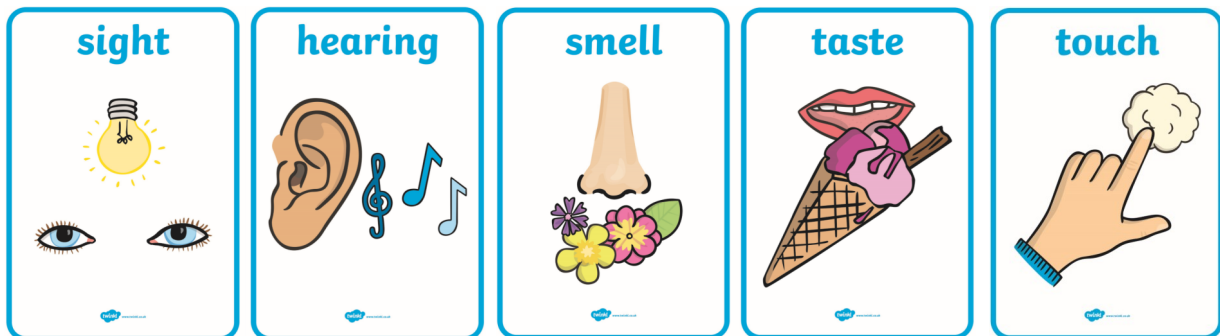
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Can I discuss and record my ideas? Can I plan and draft my writing?

Using some or all my 5 senses in my writing

As you know, using our 5 senses in our writing can improve it by encouraging us to use more adventurous vocabulary and by making our writing more interesting to read.

Our 5 senses are:



For your writing this week, you will have a choice of activities, again all based around your 5 senses.

Your choices are:

- Go on a texture walk.
- Go on a walk blindfolded (being lead by someone you trust!).
- Go on a night walk (if your adult(s) is/are happy for you to stay up later than normal and to take you out when it's dark!).

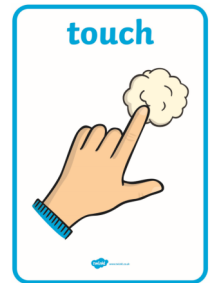
You can either write about your experience in paragraphs (like Mrs Cameron's example from last week), or to write a poem (thank you to a year 4 for inspiring me to suggest this!).

If you choose to write a poem, you may find a free verse poem the easiest type as there are not as many rules.

Please look on the next few pages for more details.

Choice 1: texture walk

(from the Outdoor Classroom Day website)



Step 1

In your literacy book, write down as many adjectives as possible to describe how things feel to touch: smooth, bumpy, prickly, hot, cold, etc.

Why not use a Thesaurus to help you find some really exciting adjectives?

Step 2

Once your list has been created, head outdoors! Go for a texture walk in any outside environment.

Your challenge

On your walk, find something that matches each of your amazing adjectives. Did you find anything that made you think of another adjective you hadn't already thought of?

If possible, take a picture of the objects you find. Are you able to bring home any of the items? (Maybe you could sketch them in your art book?)

Once you're home...

- Like last week, you may want to create a mind map. Write down what textures you found, what objects you found, etc. This is a good first step to organise your ideas.
- Then, write your experience in paragraphs, or in a free verse poem.
- Here is a BBC Bitesize video to help you find out more about free verse poetry:
<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn>

What are free verse poems?

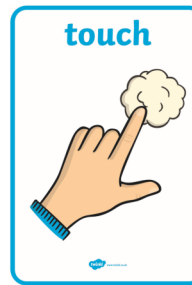
Part of English | Poems

+ Add to My Bitesize



Choice 2: Blindfold Explorers

(from the Learning Through Landscapes website)



What you'll need:

- A blindfold (a scarf is ideal)
- An open space, with interesting objects to feel

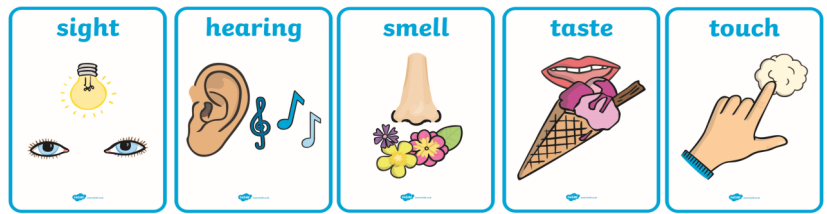
Activity

- Pop on the blindfold and ask your adult to take your hand.
- Taking it nice and slow, your adult should guide you to one or more objects, large or small.
- Remember to ask your adult to tell you if you must step over something or duck under something!
- When you have reached each object, your adult will guide you to put your hands on it and have a good feel; up high, down low, how does it feel?
- Ask your adult to then take you back to the starting point and take the blindfold off. Can you find the object(s) you were touching?

Once you're home...

- Like last week, you may want to create a mind map. Write down the different parts of your experience. This is a good first step to organise your ideas.
- What did you feel? What did you hear? What did you smell?
- What was it like not being able to see? How did you feel about this?
- Then, write your experience in paragraphs, or in a free verse poem.
- Here is a BBC Bitesize video to help you find out more about free verse poetry: <https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn> (BBC Bitesize What are free verse poems?)

Choice 3: Night walk



What you'll need:

- A willing adult to take you out as the sun is setting
- A torch
- Dress appropriately for the weather
- Wear hi-vis clothing and/or lighter coloured clothing

Activity

- Go for a walk in your neighbourhood as the sun is setting.
- What do you see? What do you hear? What do you smell? What do you feel?
- What is the same, what is different to a walk during the day?
- What do you notice?
- If necessary, turn on your torch to help guide you. Then, choose a safe place to stop and turn your torch off.
- Stand quietly and think again about your 5 senses.

Once you're home...

- Like last week, you may want to create a mind map. Write down the different parts of your experience. This is a good first step to organise your ideas.
- What did you see? What did you feel? What did you hear? What did you smell?
- Then, write your experience in paragraphs, or in a free verse poem.
- Here is a BBC Bitesize video to help you find out more about free verse poetry: <https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn> (BBC Bitesize What are free verse poems?)

Look on the next page for things to think about to help you make your writing the best it can be!

Things to remember and to help me improve my writing

Punctuation

- Full stops, capital letters
- Commas, exclamation marks, question marks, apostrophes

Here are some helpful videos from BBC Bitesize if you are unsure, or need a reminder of how to use certain types of punctuation:

- <https://www.bbc.co.uk/bitesize/topics/zvwwxnb>

Year 3

- Use words like when, because, if, after, while, also and as well to make my sentences longer
- Use interesting verbs, adjectives and adverbs
- Use words like afterwards, before, also, after a while and eventually to help connect my ideas and events

More BBC Bitesize videos to help:

Verbs: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zpxhdxs>

Adverbs: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

Adjectives: <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>

Year 4

All of the above, plus

- Use words like although, however, nevertheless, despite, contrary to and as well as

*An online Thesaurus (if you do not have a paper based version at home) may help to improve 'ok' words like ran, walked, said, etc.

*Why not try to include alliteration or similes in your writing?

*If you choose to write a poem, why not challenge yourself to include personification or onomatopoeia?