

Class 3's home learning  
Week beginning 4th May 2020

Please remember to read with an adult a minimum of 3 times each week.

This can be anything - books, magazines, recipes, newspapers, CBBC Newsround website, etc.

Continue adding 'wow' words and phrases to your 'My Wonderful Words and Phrases' list in your literacy book. If you're not sure what this is, please have a look at last week's literacy.



Class 3's home learning

Week beginning 4th May 2020

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

Test day: Friday 8th May 2020 (or Thursday as Friday is a bank holiday!)

### Year 3

<b>Objective:</b> To investigate, spell and read words with silent letters.			
	<b>A</b>	<b>B</b>	<b>C</b>
1	know	known	knickers
2	knob	unknown	unknown
3	knot	knight	knights
4	knit	knife	knuckle
5	knee	knock	wrapper
6	knees	knees	wrestle
7	kneel	wrote	wrinkle
8	write	write	writing
9	wrist	wrong	sword
10	wrap	wreck	answer

### Year 4

<b>Objective:</b> Words ending in – ion or – ian.			
	<b>A</b>	<b>B</b>	<b>C</b>
1	action	information	musician
2	section	condition	electrician
3	station	production	magician
4	relation	operation	politician
5	education	collection	mathematician
6	position	association	technician
7	election	competition	optician
8	direction	population	physician
9	question	organisation	clinician
10	mention	communication	statistician

## 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**

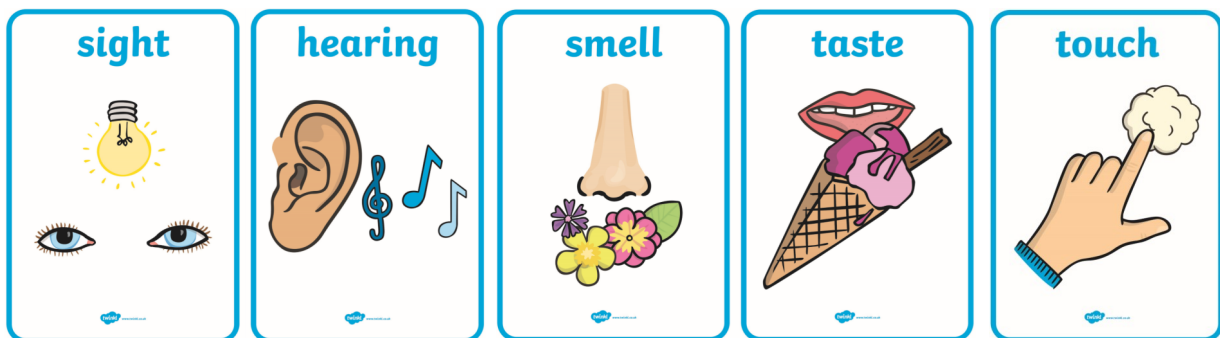
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
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 my 5 senses in my writing

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:



Your writing task this week:

- Spend time in your garden (maybe you could do some sketching in your art book?) or go for a walk, run or bike ride. Or think of another time you have already done one of these.
- During your activity, think of your 5 senses: what did you see? What did you hear? What sorts of things did you smell? Did you have a snack and drink — what did they taste like? Did you feel anything?
- Create a mind map of your ideas (see Mrs Cameron's example).
- Take your ideas and write them into paragraphs. Remember — you will need a new paragraph for each new idea!
- Once you have written an idea, you can put a 'tick' beside it on your mind map.

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

\*I have highlighted some of the above vocabulary in my work. However, you do not need to highlight it in yours (unless you want to!).

\*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.

Look on the following pages for Mrs Cameron's mind map and her writing.



## Mrs Cameron's mind map

4.5.20 Can I use my 5 senses in my writing?

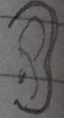
### What I saw



- ✓ • green, leafy trees
- ✓ • muddy paths
- ✓ • muddy puddles
- pond glistening in the sun
- ✓ • a frog with a broken leg
- tall tree with web-like roots
- ✓ • centipede under a tree branch

Walk in Mousehold Heath

### What I heard



- birds singing
- ✓ • feet squelching through the mud
- ✓ • my girls laughing and giggling
- ✓ • leaves being shuffled around by feet.

### What I smelled

- freshness - fresh grass, fresh leaves, etc
- recent rainfall made the whole wooded area smell fresh

### What I tasted

- cold, refreshing water
- fruit I brought as a snack

### What I touched

(What I could feel)

- soft ground under my feet
- ✓ • squelchy mud under my feet
- rough bark of the tree as I helped my girls climb it
- warm sunshine on my face
- my legs being stretched as I walked up a very steep hill



## Mrs Cameron's writing

5.5.20 Last week, ~~I~~<sup>my girls and I</sup> went for a walk in Mousehold Heath. ~~with my girls~~. This was one of the best parts of my week because I was able to spend lots of time outside after a bit of a rainy week.

When we arrived, I was relieved to see there was plenty of parking available in the Zak's car park. The girls and I got out of the car and carefully ~~walked~~<sup>strolled over</sup> to the beginning of the trail we were going to follow. There were green leafy trees all around us as well as very muddy paths and puddles! I could feel and hear the mud squelching under my feet as we entered the woods. Although my girls loved this and they were giggling with delight, I did ask them to be ~~so~~ extra careful because I didn't bring any spare clothes!

After this fun, we eventually made our way further down the ~~path~~<sup>trail</sup>. Despite wanting to go on a bug hunt and to find as many as possible, the girls only found one <sup>centipede under a branch</sup> and quickly lost interest; ~~they~~ there were too many other things to do! We enjoyed scurrying up the banks, shuffling leaves around with our feet and looking for mini-beasts in a small pond. We didn't find any mini-beasts, however, we did find a poorly frog with, what we think ~~was~~<sup>was</sup> a broken ~~&~~ leg.

6.5.20