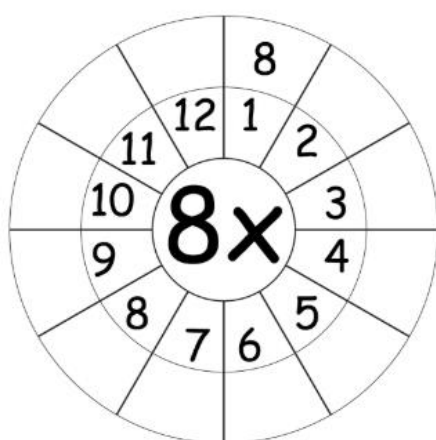


## Learning Project WEEK 2 - The area you live in- offline version

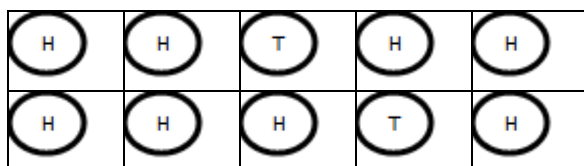
Age Range: Y3/4

### Weekly Maths Tasks (Aim to do 1 per day)

- Continue to Practise writing out the x tables which you find tricky. Then practise writing out the numbers in each table forwards and backwards. Create your own multiplication wheel like this for each of the tricky tables.



- Practise your **subtraction** mental maths skills by playing Splat. Pick up 10 coins – throw them at the same time.
- Organise them onto a grid like this noting how many land on heads or tails.
- Each coin can represent 10, 25, 50 or 100 or any number you like.



- Then write down as many subtraction number sentences as you can for example where each coin = 50
- 500 – 400 ( Heads) = 100 (Tails)
- 500 – 100 ( Tails) = 400 ( Heads)
- Remember to always start with the total amount on the grid**
- Subtraction Poster
- Design a poster showing what you know about addition and subtraction.
- Mental Subtraction Challenge

### Weekly Reading Tasks (Aim to do 1 per day)

- You could share a story together. This could be a chapter book where you read and discuss a chapter a day.
- Listen to your child read and let them discuss what they have read. – **use books provided or own books**
- Encourage them to read with expression and intonation.
- Watch [Newsround](#) and discuss what is happening in the wider world.

Watch [Newsround](#) **Weekdays** 9.15am, 12.10pm and 4.00pm **Weekends** 8.55am, 11.55am and 1.55pm- On CBBC channel (Freeview, Sky or Iplayer)--- **Or the news on BBC/ ITV**

- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- 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

- Use your digit cards – create your own 3 or 4 digit numbers. Then pick up another card and **subtract one digit from your starting number**.
- Write down your calculations and try and solve them mentally. i.e.  $657 - 3 = 654$ .

- Practise telling the time. Read to the nearest 5 minutes progressing to 1 minute (analogue clock).
- Then create your own chart showing what you do at different times of the day. Try and record up to 8 activities.

Time (drawn on analogue clock)	Time written in digital	Time On 24 hour clock (Y4 only digital)	Activity Drawn or Written

#### Weekly Spelling Tasks (Aim to do 1 per day)

- Practise ten words you would like to improve. Use look / cover/ write and check. Get someone in your family to test you when you think you have them.
- **(see spelling lists in Pack)**
- 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?
- Choose 5 Common Exception words and practise spelling them using forwards backwards. Write the word forwards then write the words backwards, e.g. **forwards sdrawrof**

**See Common exception words for Your year group in resources pack.**

#### Weekly Writing Tasks (Aim to do 1 per day)

- Write a diary entry summarising the events from the day/week.
- Write an information report about their local area. Remember to include headings and subheadings.
- Choose an interesting building they have found out about and write a list of questions they would like to ask.
- Write a story about a visitor coming to their local area. What happens? Is it a good thing? Or does something terrible happen?
- Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why?

**See pack of resources for writing frames to support lay out of writing.**

#### Learning Project - to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about the area in which they live. Learning may focus on your local area, famous people, key landmarks and links to your city. (This could be Cornwall as a whole or the area in which you live)**

- **Let's Wonder:**

Think about their street. What type of houses are on their street? What type of house do they live in? What other buildings are close by? Find out about their local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? [Use a map to locate different places.](#) (search your local area for map)/ satellite image Draw their own map of their local area.



- **Let's Create:**

Choose a building they most admire in their local area. Make a model of that building using materials of their choice. (Playdough, [junk modelling](#), Lego etc.....) How well did they do? What would they do differently next time? What have they learnt?

- **Be Active:**

Get out into the garden, pull up some weeds or mow the lawn? Does their garden need a tidy up? Maybe they could plant some seeds.

***Recommendation at least 2 hours of exercise a week.***



- **Time to Talk:**

Were their family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.



- **Understanding Others and Appreciating Differences:**

Research different places of worship that can be found in their local area. **Can they Visit/ find their nearest Church?? (be aware of restrictions of being out)**

What can they find out about them? Draw pictures and label them with any information they find out.

Mosque, Synagogue?- **(see printed activities and Powerpoint)**

Test your child on the information.



- **Reflect:**

Think about what would improve their local area? What is their local area lacking? What spoils their local area? What could be done?



**School to print off classroom Secrets packs** as needed for relevant Year group

**#TheLearningProjects**