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| **St A BadgeLearning Project Summer 2 Week 7**   * **Around the World** | |
| **Age Range: Y3/4** | |
| **Weekly Maths Tasks** Aim to do 1 per day as well as your weekly learning on [Maths Shed](https://www.mathshed.com/)  <https://www.mathshed.com/> | **Weekly Reading Tasks (Aim to do 1 per day)**  Log in to [Read Theory](https://readtheory.org/auth/login) Your child has an individual login for this. <https://readtheory.org/auth/login> |
| * Year 3: We are going to continue with measurement with a focus on Time Lessons 1-5   <https://classroom.thenational.academy/lessons/ordering-mass>   * Further activities on Time are available on classroom secrets.   https://classroomsecrets.co.uk/months-years-year-3-time-free-resource-pack/  Year 4: Year 4: Summer Term week 9 w/c June 22nd All 4 lessons (worksheets attached) Money Focus.  If possible, please try an end of year 4 times table check using the timed simulator and let your class teacher know what you scored: <https://www.timestables.co.uk/multiplication-tables-check/> there is an option to do this on Maths Shed if you prefer.   * Your child can try tofind real life arrays -this could be eggs in a tray, candles in a row, etc. Once found, get your child to write the calculation for that array. Can they find the fact family? (E.g. 3x4 = 12, 4x3=12, 12÷3 = 4 & 12 ÷ 4=3). * Choosing a times table of choice, ask your child to write a rap/song to help them remember the multiplication facts linked to this time table. Can they include the corresponding division facts in their rap/song too? * Get your child to make a multiplication flower for a times table of their choice like the one [here](https://www.google.com/search?q=multiplication+flower+ks2&rlz=1C1GCEU_en-GBGB830GB830&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjDtsqLhO3oAhWkTxUIHdAAAVsQ_AUoAXoECAwQAw&biw=1366&bih=624#imgrc=m3w_ShqNTcjycM). * Ask your child to think about the products that they use at home and how far these have travelled. Food, clothing, toys and electrical items often carry ‘Made in…’ labels. Calculate distances travelled and order from those made closest to home to those made furthest away.   **Extra Challenge:** Challenge yourself to explore different currencies of money used around the world. How do these compare to pounds? E.g. £1= $1.25. | * Share a story together, perhaps a story from another culture? Ask your child to identify any countries, cultures or foods that are referenced in the story. * Research myths and legends and see if you can design your own book cover for one of them. You may wish to look at: Medusa, Theseus, the Minotaur, Romulus & Remus. * Look at this [world flag poster](https://www.twinkl.co.uk/resource/t-t-27295-flags-and-capitals-display-poster) together. How many flags do you recognise? Choose one of the countries and read online about their culture, cuisine, popular sport and significant/famous people from this country. * Create a reading nook or corner which is influenced by another culture. You might choose a French theme or Japanese!      * Read a story to the family or with a sibling. You may wish to discuss the book or watch Newsround and discuss the daily events.   **Extra Challenge:** Visit [Story Nory](https://www.storynory.com/archives/myths-world-stories/) and let your child choose a story from around the world to listen to. Can they summarise the main events by drawing a Story ‘S’? Or summarise in sentences, using 50 words or less. Try 20 words or less! |
| **Weekly Spelling Tasks (Aim to do 1 per day)** | **Weekly Writing Tasks (Aim to do 1 per day)** |
| * Practise the Year 3/4 [**Common Exception**](http://www.crosslee.manchester.sch.uk/serve_file/253974)  Can you create your own word-search based on some of the words? * Practise your spelling on[**Spelling Shed**](https://www.spellingshed.com/en-gb).   <https://www.spellingshed.com/en-gb>  YEAR 3:  Group 1- Week 36 Words with ’ph’ or ‘wh’ spellings.  Group 2-Week 22 The /or/ sound spelled ’a’ before ll and l.  Group 3-Week 36 Revision – spelling rules we have learned in Stage 3.  YEAR 4:  Group 1 – Revision  Group 2 – Possessive apostrophes   * Can you create your very own ‘Around the World’ crossword puzzle? Write helpful clues and ask a family member to complete it. * Use the Egyptian Hieroglyphs resource to write your spellings out in this Egyptian code! * List adjectives and place names that begin with the same letter e.g. fascinating France, sweltering Sri Lanka, and exquisite England. Can you put these into a list poem? * Use your spellings from Spelling Shed and choose 2 (or more) activities from the spelling menu below.     **Extra Challenge:** Proofread any written work you have done this week. Check your spellings and in a different coloured pen, up-level your vocabulary. | You have an amazing opportunity this week to become a real published author whose book will be sold! St Andrew’s are publishing their own book and every child will include a piece of writing! This week you need to complete and send in your chosen piece of work. You might decide to write up, edit and improve a story or poem that you have already written during lockdown, or to write a new one.  **The deadline is Tuesday 21st July. Before then you need to:**  Task 1: Write or re-write a story or poem.  Task 2: Edit and improve it – make it the best it can be.  Task 3: Type it up and email it to your class teacher:  Andersen Class: [a.mitchell@standrews-primary.surrey.sch.uk](mailto:a.mitchell@standrews-primary.surrey.sch.uk)  Glennie Class: [w.strudwick@standrews-primary.surrey.sch.uk](mailto:w.strudwick@standrews-primary.surrey.sch.uk)  Goodall Class: [a.mackie-gandy@standrews-primary.surrey.sch.uk](mailto:a.mackie-gandy@standrews-primary.surrey.sch.uk)  Evelyn Class: [l.greig@standrews-primary.surrey.sch.uk](mailto:l.greig@standrews-primary.surrey.sch.uk)  **Extra Challenge:** Listen to some [Anasi stories](https://safeyoutube.net/w/X9y6). Can you write your own story featuring Anasi. What is she going to teach you? You may want to create your own book with a front and back cover and illustrations! Try and think about a beginning, middle and end. Use expanded noun phrases, powerful verbs and speech! |
| **Oak National Academy**  *Optional work*  You may find these videos and activities useful so please use them if you would like.  <https://classroom.thenational.academy/subjects-by-year>  Select your child’s year group. There are maths, English and Topic videos/lessons for you to enjoy. | |
| **Learning Project - to be done throughout the week**  Remember to complete your [**Purple Mash**](https://www.purplemash.com/login/) activities as well. <https://www.purplemash.com/sch/standrewskt11> | |
| **This project this week aims to provide opportunities for your child to learn more about ‘Around the World.’**  **Let’s Wonder:**  What are the continents of the world? Where are they located? What languages are spoken in these continents? Ask your child to use Google Maps to explore a continent of their choice. Can they create a continent fact file or choose a particular country they are interested in and create an information guide including the weather, tourist locations, landmarks, weather, traditional music, food, flags.   * **Let’s Create:**   Ask your child to use paper or cardboard and a range of materials around the home to design and create their own African mask. Can they find out their importance to African culture by watching this [clip](https://www.bbc.co.uk/programmes/p0114c6w)?     * **Be Active:**     Use [SafeYoutube](https://safeyoutube.net/) to dance along to some different cultural dances from around the world, such as the Brazilian Samba, the traditional Diwali stick dance or the Spanish Flamenco. Your child can design a cultural costume for their favourite dance and label it with suitable materials. Why not record a video to share with your school’s Twitter? Encourage your child to watch the recording back and evaluate their dance.     * **Time to Talk:**   Encourage your child to discuss with their family the links they and their family have to the wider world. Find out places family members have visited on holiday, work/business links or simply countries they would like to visit in the future. Have a go at learning some simple phrases in different languages from around the world and write the phrases using the colours of the flag for that country. You could visit the Mrs Mandarin website [here](https://www.mrsmandarin.co.uk/).     * **Understanding Others and Appreciating differences:**   Ask your child to find out about the cultural differences, customs and traditions of an indiginous group/tribe from around the world such as the Maori people, Native Americans, the Yanomami tribe or the African Maasai tribe. Ask your child, why it is important indigious people are remembered? Can your child create some artwork inspired by one of the tribes? | |
| **Additional learning resources parents may wish to engage with** | |
| [**Vocabulary Ninja**](https://www.vocabularyninja.co.uk/word-of-the-day.html) - This gives you a word of the day with synonyms and antonyms as well. Why not try to add a new word to your vocabulary each day! <https://www.vocabularyninja.co.uk/word-of-the-day.html>  [**Classroom Secrets Learning Packs**](https://classroomsecrets.co.uk/free-home-learning-packs/) **-** These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home. <https://classroomsecrets.co.uk/free-home-learning-packs/>  [**Headteacherchat**](https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools) - This is a blog that has links to various learning platforms. Lots of these are free to access. <https://www.headteacherchat.com/post/corona-virus-free-resources-for-teachers-and-schools>  Practise your times tables using [BBC supermovers.](https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4)  It is a good way to keep active too!  Year 3: focus on 3, 4 and 8 times tables. Year 4: Focus on all times tables but especially 6, 7 and 9 times tables. <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4> | |
| ***St Andrew's Primary Learning Projects*** | |





