



## Home Learning Project – Week 13– Saying Hello!

### Age Range Y3, 4 and 5

#### Weekly Maths Tasks – aim to do one per day

Help your child to practise reading scales by measuring the mass and capacity of ingredients in a home baking recipe! Encourage them to use maths to calculate measurement totals or convert between units of measure.

Write out [these measurements](#) on pieces of paper or card, mix them up and ask your child to convert the units of measure to match them into pairs.

Using dough or plasticine, give your child 30 seconds to roll it into the longest worm they can. Repeat several times and order the worms from shortest to longest. Estimate the size of each worm in cm and mm e.g 54 mm, 5.4cm. Measure, then work out the difference between the estimate and the actual measurement.

Play [Hit the Button](#) - focus on number bonds, halves, doubles and times tables.

Ask your child to survey the transport which goes past your home. Tally the different vehicles/vehicle colours and then create a bar chart or pictogram. Write statements about the data e.g. Silver was the most popular colour car.

#### Weekly Reading Tasks – aim to do one per day

Before you listen to the story of “The Dot”, look at the front cover, discuss what you think the story is about and predict what you think is going to happen.

Listen to the story of “The Dot” [here](#). Discuss what you think the moral of this story might be. Does this story apply to you in any way? Are there things in school that you find difficult?

Challenge your child to complete an author study of one of their favourite authors. Can they create a list of their famous books and tick the ones they have read? Can they learn enough about the author to write a biography of their life?

Your child can listen to a free audiobook during their daily walk [here](#). Talk to your child about how it made them feel listening to a book in nature.

Talk about the new books and stories that you have read since we began our lockdown in March. Are there any new favourites? Which did they enjoy? Were there stories they haven't enjoyed? Are there any themes which link those that they have or haven't liked?

#### Weekly Spelling Tasks – aim to do one per day

Ask your child to mind map all of the verbs (action words) they associate with school eg write, draw, play, talk. Which suitable verbs can they include in their writing tasks?

Play some of the spelling games on [Active Learn](#) – choose some of the spelling patterns which you find tricky.

Dotty spellings – choose some of the words you have found difficult from the [common exception word](#) lists. Write them out in dots!

Learn about word families [here](#). Your child can show their learning by designing a word family

#### Weekly Writing Tasks – aim to do one per day

Today, you will have received a letter from your new class teacher (or teachers!). Write a letter back to them, telling them all about you, what you like and dislike, and anything you want them to know about you. If you have two teachers, you can just write one letter to both of them.

Imagine you have a crystal ball and you can see ahead to this time next year. What will you have achieved? What will you be like? Write down what kind of person you would like to be in 12 months' time.

In class, there will be lots of class jobs that need doing – fill out an [application form](#) to say why you

reminder poster.

think you'd be great at the jobs. Remember, you need to mention all of your amazing qualities.

After reading "[The Dot](#)", write a diary entry for Vashti on one of the days in the story.

Write the sequel to the story, following the boy who drew the line.

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

**The project this week aims to provide your child with opportunities to look forward to the next academic year. They will find out a little bit about their new class teacher, and also gives lots of ways that their teacher can find out more about them**

#### **Your Class Tree**

You will know by now what class you are going to be in next year. See if you can find a picture of your class tree – can you find your tree in the local area? Maybe you can take a picture of you with your class tree!

#### **4 Facts**

Write down 4 facts about yourself... but only three of them can be true! Your new class teacher will have to get to know you to work out which one of the facts is not true! Here's a [template](#) if you want to use one.

#### **Animal Me**

If you were an animal, what would you be? Would you be a tortoise, because you take life slowly? Or a bee, because you are always busy? Perhaps you would be a combination of a couple of animals – part meerkat, because you like to see what's going on around you, part butterfly (because you don't ever stay still for long!). Draw yourself as your animal (maybe you could draw the animal's body, with your face!) and explain the reasons why you chose it.



#### **Self portrait**

Take a photo of yourself, which just shows your face. Cut it in half and stick one half on to a piece of paper. Using only a writing pencil, can you draw the other half of your face?

#### **All About Me**

Each year, we work with the children to find out a little more about them before they join a new class. It would be really helpful if you could complete [this profile](#) together, so that we know all about how they feel. You can email it to your current class teacher, and they will pass it on to the new class teacher.

**Additional learning resources parents may wish to engage with**

**Please check out the "Additional Resources for Home Learning link on [the school website](#) – new resources are added regularly.**

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