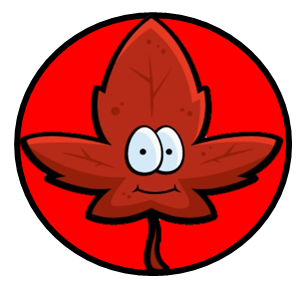


Lostwithiel Primary

School

Maple Class



**Home Learning Booklet**

Year 4

Autumn 1

2020/2021

Home Learning Expectations

In year 4, you are expected to read at least 4 times per week at home. This does not have to be a reading book, any and all reading counts so pick something you enjoy!

You will be given weekly spellings to learn and encouraged to practise your times tables. You will have a weekly spelling test on a Monday.

Then, you will need to pick one ‘task’ from the list below to do each week. There are more activities than weeks in the term and therefore you are able to pick the ones you enjoy most to do, allowing you to have some independence and choice over your home learning. You will receive the number of dojos in the column heading. The more you do, the more dojos you will receive!

You can use your purple homework book to practise in and to write up your ‘tasks’. However, if you need other resources then please talk to me and I will endeavour to help. You do not have to use your purple book each week for your tasks, some tasks are more practical or you may wish to present them in a different way (photographs, PowerPoint, drama, art etc). The pieces of homework will be shared with the class and some pieces will be displayed in the classroom.

Please hand in your homework books/tasks by Monday each week. Miss Allen will hand back your books the following Tuesday.

Have fun with your home learning, I look forward to seeing everything you do!

Miss Allen 😊

**Parents: there are a number of resources in here to help you support your child’s home learning. However, if there is anything else you need, or anything you would like clarification on, please do not hesitate to contact me. If you have any other ideas for tasks linked to our topics, then please feel comfortable to deviate from the tasks provided. It is important that your child engages in the activities, that you feel able to interpret them in your own way and most of all that you have fun doing them!**

**Thank you for your support.**

|  |  |  |
| --- | --- | --- |
| 1 Dojo | 2 Dojos | 3 Dojos |
| Visit the library and find some non-fiction books about sound. Write five facts you find out that you didn’t know before! |  |  |
| Create a login for ‘Diagnostic Questions’ via this link:  https://diagnosticquestions.com/Account/Register  Use this code to access our class and try the quiz assigned: SC-Q59IY5TCYZRZ |  |  |
| Have a look at the Greek alphabet. Try to write a sentence using it for me to translate. | Research Greek myths. Find one you like and draw a storyboard to tell the key aspects of the story. | Film a documentary about an aspect of sound that interests you. Email me a copy so we can all watch it in class! |
| Create your own Greek Gods and Goddesses themed top trump cards. | Create an Ancient Greece themed board game. Teach friends or family how to play. | Design a shield or helmet that may have been used in Ancient Greece. Research decoration to make it historically accurate. |

NB: Dojos will be given weekly when homework is seen ☺

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| **Unit 1** – Adding the prefix mis-  (Revising un-,in-, dis-) | | **Unit 2** – Words ending in zhuh spelt - sure | | **Unit 3** – Adding the prefix auto- | |
| disagree  inhuman  unfair  inactive  unnecessary  dissatisfied  uncommon  disorder  unauthorised  unnatural | misspell  mislead  mistreat  misbehave  mistrust  misprint  misuse  misplace  misheard  busy | treasure  measure  pleasure  leisure  picture  treasured  measurement  leisurely  picturing  appear | future  enclosure  pressure  composure  disclosure  exposure  capture  feature  assure  calendar | automatically  automating  autographed  autobiographical  autonomously  autofocussed  though  various  grammar  centre | autograph  autobiography  automatic  autofocus  autocorrect  autopilot  autorotate  automobile  autonomy  autocue |

NB: Words underlined are from the year 3/4 statutory word list. Each week children will also be tested on a ‘mystery’ word that follows the same spelling rule as the rest of the list to ensure they are learning to apply taught rules independently. Spelling tests will happen weekly on a Friday and will begin on Friday 18th September

Spelling Homework

It is important to bear in mind that apart from the ‘common exception words’ children are learning the letter string, sound or spelling rule, not the specific word. For example, when learning words with the -ay letter string (and they are given day, play, say, way, stay) we might also test to see if can they also spell may and bay!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

* **Flash Cards**
* **‘Pairs’**[**Memory**](https://teachmama.com/2009/12/sight-word-memory.html) **Game:** Create a double set of word cards and play a game of ‘Pairs’ by spreading out the cards face down and then taking turns flipping two cards at a time to find a pair!
* **Flip 4 Steps**: Flip over a word card, look at the word, say it out loud, say the letters, then flip it back over, and write the word on paper.
* [**Trace, Copy, Recall**](https://teachmama.com/2010/11/trace-copy-recall-learn-those-spelling-words.html): Fold three columns on a piece of paper, and label one column ‘trace’, the next ‘copy’ and the last ‘recall’. Ask an adult to the word in the first column. Then trace over it; copy the word in the second column and finally, fold (and hide) the first two columns and write the spelling in the recall column. Then check!
* **Spelling Word Race:** Create two teams, with a player from each team taking the ‘pen’ at a time. An adult calls out a word from the list, and players race to write the word.
* **Spelling Puzzle**: Make a home-made puzzle by writing each word in large letters on an index card and then cut each card apart. The fun is in putting the puzzle back together!
* **Stairsteps:**Write the words as if they are stairs, adding one letter at a time.

S

Sp

Spe

* **Flip and Rainbow Write:** Write each letter of the word in a different colour. Try writing the syllables of the word in different colours too.
* [**Water Paint**](https://teachmama.com/2009/04/water-painting.html)**:**Use water and a paintbrush to water paint the spelling words on a wall or floor.
* **Type it Out:** Open up a Word document and type the spelling words on the screen as an adult calls them out.
* **Spelling Word Hunt**: Look for those spelling list words in the newspaper or in another book, magazine, or text! Circle them or use a highlighter to highlight them.
* [**Crazy Words:**](https://teachmama.com/2009/07/sticky-finger-writing.html) Ask a grown up to put something ‘crazy’ (like jelly, shaving cream, sand, or rice) on a baking tray, then use your finger to ‘write’ spelling words on the tray.
* [**Stamp It**](https://teachmama.com/2011/02/word-building-letter-writing-stamping)**:**Use alphabet letter stamps to ‘stamp’ the spelling words, first by looking at the words and then on your own!
* **Word Scramble:** Scramble up the letters of each word and then put them in the correct order. (Don’t forget to look out patterns and families with an adult)
* **Cxamine the Word**: Really *look*at the words, talking about the tough parts and analyzing patterns. Make up silly ways of remembering the ‘tough’ parts: ‘president’ has an ‘I’ in the middle because one day I’ll be president, OR ‘setting’ has two t’s in the middle just like two tall trees in a fairyland

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. The ‘feel’ of a word can help when learning to spell.

Getting ready to write

Seating and posture:

• A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing

• Chair and table should be at a comfortable height

• Sit up straight and not slouch

• Left hand should be used to steady the paper for right handers

• Tables free of clutter

• Room well lit

• The paper should be placed to the right, slightly tilted to the left

Left handers:

• Paper should be tilted to the right

• Right hand should be used to steady the paper

Lower case

a b c d e f g h I j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

Upper Case

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

0 1 2 3 4 5 6 7 8 9

Times Tables

It is crucial that you know multiplication and division facts to 12 x 12 by the end of Year 4 moving into year 5.

They help not only with multiplication and division calculations but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum.

You must have rapid recall of multiplication and division facts for all times tables up to 12 x 12.

Practise your timetables as much as possible to help you progress through the 99 club in school!

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

* Practise every day
* Find a regular time to do it – perhaps walking to and from school or during the drive
* Keep a steady rhythm – it makes learning and recall easier
* When starting to learn times tables, it’s often the starting number that is difficult - use your fingers as you recite to keep track of where you are
* Help yourself and your friends by quizzing each other
* Multiplication can be done in any order – so if you know 2x5 you also know 5x2 (see the grid on the next page and shade in the ones you can recall)
* There are lots of ICT games to help you learn them and test yourself

**Remember that everything gets easier the more you practise**

**Persevere and don’t give up. If you are finding it very challenging, let your teacher know**

**Set yourself a goal and go for it!**