Weekly Maths Tasks (Aim to do 1 per day)
1. Ask your child to Play TT Rockstars.
2. Play multiplication check https://www.timestables.co.uk/multiplication-tables-check/. Can they improve upon their previous test scores?
3. Statistics revision: View the link below https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn
4. Draw a table and bar chart from the following data collection information: Black cars=9, Red cars=10, Silver cars=7, Blue cars=14, White cars=20. What questions can you ask from the above information?
5. Draw a line graph showing the temperature over the past 14 days. This information can be found from your parent’s phone through a weather app. Give your graph a heading, label the x and y axis correctly and ensure you use equal number of squares/space between each number.

Weekly Reading Tasks (Aim to do 1 per day) Focus for activities
To give / explain the meaning of words in context and to retrieve and record information / identify key details.

Read the attached text ‘The Invader’
1. Underline all of the mathematical words you can find.
2. Choose 10 of the words and write the definition of them. Write them as if you were writing a definition for a dictionary.
3. Write synonyms for the words you used yesterday.
4. Read a book of choice from either your own collection or from Oxford Owl or one from the website: https://readon.myon.co.uk/
5. Write down as many mathematical words and phrases you can find.

Weekly Phonics/Spelling Tasks (Aim to do 1 per day)
1. Practise your spelling on Spelling Shed (20 minutes).
2. Practise spelling Year 3 and 4 statutory spellings. These can be found on Spelling Shed.
3. Write a sentence using the following Year 3 and 4 statutory spellings: different, knowledge, position, eighth, complete, actually.
4. The short u sound spelt ou. Sometimes the letter ou in a word make the short vowel sound u. For example: I love double scoop ice creams. Write the following words in a sentence: touch, country, trouble, younger, youngest and enough.
5. Dot and dash the graphemes in the words: automobile, autograph, autocue, autopilot, autobiography and automatic.

Weekly Writing Tasks (Aim to do 1 per day)
1. Explain in your own words what is meant by a dilemma.
2. In the story ‘The Invader’ did anyone face a dilemma? Explain who and what the dilemma was. Did they do the right thing? What would you have done?
3. Write about a time when you or someone you know have been faced with a dilemma. What did you/they do? Why? How did you/they feel?
4. Edit your work. Check punctuation and use of vocabulary choices. Add spellings from your weekly spelling tasks.
5. Write your work again using cursive script and improvements from yesterday’s editing.

Wider Learning project – to be done throughout the week

The topic theme in geography this Summer term is ‘understanding the importance of contour lines on maps’.

1. Following on from the previous weeks home learning, make your own contour island (resource attached)
2. Create a contour model (resource attached). Showcase your completed contour model on Twitter.
**In Science this half term our topic is ‘Electricity.’**

**View**

https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p

1. Watch the short clip about conductors and insulators. (see notes to support learning)
2. Create a poster to explain the differences between conductors and insulators. Look around your home for examples that you can use in your poster.

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**Additional learning Resources You May Wish to Engage with**

- Top marks/hit the button
- Once Upon a Picture
- Plan Bee free activities for parents
- Twinkl free for parents (please search)
- I player teaching sessions
- BBC bitesize

Google search for free resources for teaching at home. There are a variety being generated every day in light of the current situation.

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**Resources to support Learning.**

**Conductors**

Some materials let electricity pass through them easily. These materials are known as **electrical conductors**.

Many **metals**, such as **copper, iron and steel**, are good **electrical conductors**. That is why the parts of electrical objects that need to let electricity pass through are always made of metal.

Metal is used in plugs to allow electricity to transfer from the wall socket, through the plug, and into a device such as a radio or TV.

In a light bulb, the metal filament conducts electricity and causes the light bulb to light up.

**Insulators**

Some materials do not allow electricity to pass through them. These materials are known as **electrical insulators**.

**Plastic, wood, glass** and **rubber** are good **electrical insulators**. That is why they are used to cover materials that carry electricity.

The plastic covering that surrounds wires is an electrical insulator. It stops you from getting an electrical shock.
What is a dilemma?

A dilemma is a situation in which a difficult choice has to be made between two or more alternatives. For example, should you eat the chocolate bar or not?

**The Invader**

It was the 5th November and the Robinson family were sharing equally their hotdogs and cones of chips as part of the local village Bonfire Night celebrations at the end of a busy week. The piping hot steam floated into the air from the hot food vendors and children giggled as they waved sparklers wildly around in front of anxious parents. Although it was minus 3 degrees when the firework display came to a crescendo, the small crowd still cheered and whooped.

There was one final, enormous bang as a bright green explosion stunned the crowd. It was so bright, everyone had to close their eyes, except little Timmy who watched closely and saw, in the distance, what looked like a figure in a parachute and strange cylinder-shaped object in the sky crashing towards the ground like a broken kite. He looked around but families had already turned and begun their short walk over the fields and back to their warm and cosy homes.

“Mum! Can I go and play on the swings and slides for a bit please?” Timmy begged.

“Darling, it’s getting pretty dark. Can’t you wait until tomorrow?” she replied, rather confused at such a request at this hour of the day.

“Pleeeeeease!” Timmy continued. His mum nodded and he dashed away with his sister, Ella. “Come with me,” he whispered and he beckoned his sister out of the park and into the fields beyond.

Ella was normally the mischievous one, so she giggled and followed her brother without hesitation.

Suddenly, they stopped only a fraction of their way into the field. There was a giant hole in the ground. It must have been the size of a football pitch! It smouldered in the freezing air and they both looked at each other in shock. They stood at the vertex of the huge hole and took a step backwards to avoid falling in and heard a scrambling noise. It sounded like someone was climbing up. Perhaps they had fallen in. Perhaps it was the figure in the parachute. Perhaps this was getting a bit too dangerous after all.

“Help! Help me up!” yelped a high-pitched, squeaky voice from below. Just then, a hand appeared looking for something to grab onto, then another. Ella and Timmy took a hand each and wrenched the unfortunate victim from the hole and fell backwards.
When they looked up, they couldn’t believe what they saw there, in front of them, stood a rather funny-looking creature. It had blue skin, purple hair and rather sorrowful-looking eyes blinking in confusion at the children who sat open-mouthed in front of it. Its space helmet was covered in strange polygons and symbols.

“Thanks for saving me, kind earthlings! My name is Bertram from the planet Bertronus. I was flying through space when I saw this wonderful blue planet and wanted to take a closer look. I was entranced by some amazing, colourful explosions and therefore lost control of my ship. I’ve got to get back to my spherical planet fast or I’ll be in real trouble!”

“Uh … h … hi,” stuttered Timmy. “Can we help at all?” Bertram nodded and explained, “The ship is powered by laughter and smiles. I stopped smiling when I saw all those explosions and now I’m far too depressed to re- fuel.” Timmy and Ella thought for a minute. They told Bertram their best jokes but nothing happened. They regaled her with stories of Ella’s mischievous deeds, of when Timmy was a naughty little baby and the times when they both got fits of giggles in their classroom at school but still nothing. This went on for what felt like infinity but Bertram was just too miserable.

As the three of them made their way around to the other side of the hole, they felt a giant rumbling from underneath them and the cracking of earth around them. The ship was moving! They couldn’t believe it. Then, they heard laughter of the likes they had never heard before. It was a rip-roaring belly laugh. They turned around and saw Bertram rolling around on the floor in hysterics as the symmetrical ship made its way from the giant crater with its surface area covered in dirt and grass. They had never seen a such ship with such unusual dimensions.

“What’s so funny?” they asked simultaneously. "HAHAHA!" Bertram cackled with glee. “I get it now! I get it! The joke you said earlier now makes sense! What kind of songs do planets sing? Neptunes! Hahaha! Neptunes. That’s brilliant.” Ella and Timmy looked at each other, shrugged and began to laugh themselves. Before long they had said their goodbyes and the ship vanished into the darkness.

“Where have you been?” asked their concerned mother looking at her analogue watch when they finally arrived back. “I’ve been worried sick!”

They chuckled to themselves and Ella replied, “Just chatting and feeling a bit ‘spaced out’ after all those hotdogs and chips mum,” and they turned to make their way home.
Maths resources.

Look at the bar chart then answer the questions.

1. How many boys have brown eyes? 12
2. How many girls have blue eyes? 3
3. How many children have blue eyes? 5
4. How many children have brown eyes? 23
5. How many more girls have brown eyes than have blue eyes? 8
6. How many more boys have brown eyes than have blue eyes? 10
7. How many children are there in Class 4? 28
Look at the line graph then answer the questions.

Temperature in Birmingham over 12 Hours

1. What was the temperature at 11 a.m.? 10°C
2. What was the highest temperature? 13°C
3. What was the temperature at 9:30 a.m.? 7°C
4. What was the temperature at 2 p.m.? 10°C
5. What was the lowest temperature? 2°C
6. What was the difference between the temperature at 10 a.m. and 1 p.m.? 4°C
Geography resources

Today we are...
- Learning about contour lines.
- Finding out what contour lines look like.

What is a Contour Line?
- A contour line shows different heights on an OS map.
- If the lines are close together then the land is very steep.
- If the lines are far apart the land is relatively flat.
- If there are no contour lines the land is completely flat.

What does this show us?
Contour Lines Model

What you will need:

- Contour lines
- Scissors
- 2 sheets of card
- Glue

Your Task:

1. Cut around each contour outline
   **Be carefully not to cut out the heights**
2. Cut strips of card/paper
3. Fold the card/paper
4. Glue your contour base to another sheet of card.
5. Place the card separators in-between each new contour line.
6. Repeat until you have a 3D contour line mode