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

1. Ask your child to Play Times Table Rockstars.
2. Play Hit the Button. This week’s focus is ‘division facts’.
3. Play multiplication check [https://www.timestables.co.uk/multiplication-tables-check/](https://www.timestables.co.uk/multiplication-tables-check/). Can they improve upon their previous test scores?
4. Reading and interpreting timetables. View the link below to understand how to correctly read and interpret timetables. [https://www.bbc.co.uk/bitesize/guides/z3hrwxs/revision/2](https://www.bbc.co.uk/bitesize/guides/z3hrwxs/revision/2)
5. Read and interpret the timetables attached.

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

1. Read the attached text ‘The Beanstalk Giant’

2. **Answer the following questions.**
   - Where were the two giants sat?
   - What had the giant been doing before he tended his runner beans?
   - Why didn’t the giants lock the cloud gates?
   - What does “Fe Fi Fo Fum” mean?

3. **Answer the following questions**
   - Find the definition of “amiss”.
   - Explain what “There was certainly no happily-ever-after” means.
   - How did the giant feel when he couldn’t work out where the smell came from?
   - Which word supports the fact that the giant was in a “terrible rage”

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/](https://readon.myon.co.uk/)


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

1. Practise your spelling on Spelling Shed.
2. Revise 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: island, famous, guide, breathe, calendar, consider. Check you have spelt them correctly and are writing them in context.

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

See attached picture.

1. Where are the girl and the dragon? What can they see from this place? What are they looking at?
2. Plan a story about the girl and the dragon. What adventures could they have together?
3. Write your story. Use paragraphs to show the different parts of the
4. Say and use the following words in a sentence: frantically, dramatically, cheekily, sleepily, angrily.

5. Dot and dash the graphemes in the words: frantically, dramatically, cheekily, sleepily, angrily.

story. (opening, build up, climax, resolution, ending)

4. Edit your writing. Make sure you have included fronted adverbials of time, manner place and frequency (previous learning packs).

5. Edit your work and re write making sure you have improved vocabulary choices including modifying the nouns. Illustrate your work.

Wider Learning project – to be done throughout the week

The topic in Geography this Summer term is to use a compass, identify and understand its points in order to find directions.

Write an explanation text which describes the process of how to read a compass.

1. Visit the below link which explains how to write an explanation text.
   https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-an-explanation/zh2kjhv

2. Visit the below link. Make notes for your explanation text.
   https://www.bbc.co.uk/bitesize/guides/z4rhkmn/revision/2

3. Ensure your writing is written in the present tense, arrange details into numbered points, include time connectives and diagrams (compass) with labels.

In Science this term we have covered the topics of ‘Sound’ and ‘Electricity.’

• Choose either or both of the topics.
• Recap your learning by reading over the work you have already done.
• Create an information leaflet/poster to share everything you have learnt during you home learning time.
• Make them eye catching and informative.

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)
• Iplayer 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.
Resources to support Learning.

The Beanstalk Giant.

Somewhere far away, on top of a large cloud, a pair of giants sat on a bench in the middle of a park. There was a duck pond in front of them. One of the giants was throwing small chunks of bread towards them, though they largely ignored it. The other giant looked thoroughly miserable.

“Tell me again, what happened?” said the giant with the bread, calmly.

The other giant, the miserable one, cleared his throat and started to tell his story. It wasn’t a nice one. There was certainly no happily-ever-after.

It had all started the day before, around about the time the cockerel was crowing. The sad giant had been tending to his runner beans in the garden after cleaning out his gutters. He’d had a wonderful night’s sleep and had woken before dawn to get a head start on the day. A giant diet requires giant runner beans and lots of them. He’d been a little angry when he’d dropped one, but he was in such a good mood that he hadn’t bothered to chase it down the garden path. He wasn’t to know that it had fallen through the cloud and landed in a field far below, just at the same time as a young thief was planting what he, mistakenly, thought were magic beans.

For a long time, the giants had known that people from the down-below world might be able to clamber through the clouds. It had never bothered them. They didn’t think to lock the cloud-gates; after all, everyone knew each other. Somebody had other ideas, though. The bean had sprouted and grown to an enormous size right beneath the giant’s garden. For the rest of the morning, he had gone about his business. Soon, it was time for him to head inside for lunch. He had a wonderful beetroot salad. His mood improved even further, and he decided to bake some bread using the corn from his field.

It wasn’t until he headed back out just as the sun was shining that he realised something was amiss. Something in the air smelled funny. It smelled like nothing he’d ever smelt before. “Fe Fi Fo Fum?” he muttered to himself (Giantese for “What’s this then?”) as he scratched his chin. He couldn’t find the source of the smell. Each time he thought he had it, it would move.

Throughout the early evening, he searched high and low. He even had his wife bring candles out to light the garden. Just as he was beginning to give up, he heard a rustling in the pantry. Bursting through the door, he caught the young boy with a sack full of food. Shoved in the top was the freshly baked bread. This was too much for the giant who launched into a terrible rage. Angrily, he chased the boy back towards the beanstalk. Before he could follow him down, the boy had reached the bottom and cut down the stalk.

“The thing is,” the sad giant muttered to his friend on the bench, “I’d have shared with him if only he’d asked. There wasn’t any need for him to go stealing it like that. Now I’ll have to grow a whole new field of corn to make myself another loaf.”

His friend patted him on the back and said, “You’re right. It’s always the same; nobody thinks of us giant-folk.”
Maths

**Reading and interpreting tables**

Train timetables show you what time trains arrive at and depart from each station. You can use train timetables to work out how long your journey will take and when you will arrive at your destination.

When planning a journey with stops and changes you may need to work forwards from your departure time or backwards from your arrival time.

Here is a section from a train timetable.

1. What is the earliest bus I can catch from Widney Manor Station?
2. If I catch the 08:02 bus at Robin Hood, what time will I arrive in Solihull?
3. I am meeting friends at 9:45 in Solihull, what is the latest bus that I should catch from Sparkbrook?
4. I catch the 06:55 bus in Birmingham and arrive in Monkspath at 07:41, how long was my journey?
5. What is the earliest bus I can catch from Birmingham?
6. If I catch the Sparkbrook 08:17 bus, what time will I arrive in Robin Hood?
7. How long did the journey take me?

Maths

**Complete the below questions:**

<table>
<thead>
<tr>
<th>Opening Times for the London Eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday to Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>

1. How many hours is the London Eye open on Sundays?
2. If I arrived at the London Eye at 6.00 on a Thursday, how long have I got before it closes?
3. Which day of the week is the London Eye open the longest?
4. Which day of the week is the London Eye open the shortest?
5. I get the train to London on Sunday. My train arrives at the station at 9.15. How long have I got to wait before the London Eye opens?
6. Which day has the latest closing time?

<table>
<thead>
<tr>
<th>Here is part of a train timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canterbury West</td>
</tr>
<tr>
<td>Ashford Int</td>
</tr>
<tr>
<td>St Pancras Int</td>
</tr>
<tr>
<td>Waterloo</td>
</tr>
</tbody>
</table>

7. How long does the 10.30 train from Canterbury West take to travel to Waterloo?
8. Which train is the fastest to get from Canterbury West to Waterloo?
9. How many minutes later does the second train from Canterbury West leave than the first?
10. If I catch the 11.45 train from Canterbury West, how many stops are there until I reach Waterloo?
11. How many trains leave Ashford International between 11.00 and 12.00?
12. If I get the 12.45 train at St Pancras International, how long does it take to get to Waterloo?

**Geography**

**Compass Directions**
8 points of the compass.

Compasses and directions - Using a compass. A compass is an important tool for map readers. It tells us which way is north and where to find east, south, and west. Together, these are known as the four cardinal points of the compass. Ordnance Survey maps are always printed with north facing the top. Helpful phrases

To help you remember where the points of the compass are, you could try learning a phrase like:

- Nobody Ever Swallows Whales or
- Naughty Elephants Squirt Water.

The eight-point compass

You can make your compass more accurate by adding more points to it. By drawing a line in between each of the cardinal points, you can create an eight-point compass that shows the directions for north-east (NE), south-east (SE), south-west (SW) and north-west (NW).

The 16-point compass

For even more accurate readings, some compasses add eight more points to make a total of 16. Each of these points also has a direction. West-south-west (WSW) points to a direction west of south-west. Similarly, north-north-east (NNE) points north of north-east. N S W E N S W E NE SE NW SW N S W E NE SE NNE ENE SSE ESE NNW SSW NW S