### Weekly Maths Tasks (Aim to do 1 per day)
1. Ask your child to Play TTRockstars.
2. Play multiplication check [https://www.timestables.co.uk/multiplication-tables-check/](https://www.timestables.co.uk/multiplication-tables-check/)
4. Draw a square, rectangle, triangle and a pentagon. Draw their lines of symmetry.
5. Write a short summary that explains how you find if a shape has a line of symmetry.

### Weekly Reading Tasks (Aim to do 1 per day)
**Focus Summarise main ideas from more than one paragraph**
1. Ask your parents to listen to you read a book from the following website: [https://readon.myon.co.uk/](https://readon.myon.co.uk/) or one of your own books.
2. List the main events in the story.
3. Draw a story mountain or story map to show the events in the book.
4. Write a blurb for this book.
5. Draw a cartoon strip of the main events in the story.

### 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 and our school website.
3. Write sentences containing words from the Year 3 and 4 statutory spelling
4. Add the prefix 'ir' to the following root words: relevant, responsible, resistible and regular.
5. Use the above words containing the prefix and root word within sentences.

### Weekly Writing Tasks (Aim to do 1 per day)
**Focus: To use headings, subheadings and other organisational devices when writing non-fiction.**
1. Write down the different features you would find in a non-chronological report.
2. Plan a non-chronological report about a subject of your own choice e.g. football/school. Write down at least 5 subheadings.
3. Draft a short introduction and a concluding paragraph linked to your choice of subject.
4. Write a draft of your non-chronological report. Remember to engage the reader.
5. Edit and rewrite your report. Add illustrations for effect.

### Wider Learning project – to be done throughout the week
The topic theme in geography this Summer term is ‘keys and symbols.’
Following on from the introduction to OS map symbols
- Complete and correctly name OS map symbols (attached).
- Explain which OS map symbol do you think is best and why?
- Which OS map symbol would you improve and why?
In Science we are continuing with our topic of ‘Sound.’ View [https://www.bbc.co.uk/bitesize/topics/zgffr82/resources/1](https://www.bbc.co.uk/bitesize/topics/zgffr82/resources/1)

How distance from a sound source affects how loud it will seem

- Write a short, detailed summary about how distance from a sound source affects the volume
  - Ensure you use appropriate scientific vocabulary within your summary. [https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk](https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk)
  - Write a list of loud sounds and quiet sounds you hear in your home.

### 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.

### Geography and Maths resources.

### Map reading skills

To be able to understand maps, it is important to have map-reading skills.

Maps are usually too small to contain lots of writing so instead there are symbols which show important landmarks, places and areas.

There is usually a key at the side of the map which explains what these symbols mean.

### Symbols and contours

**Symbols** are generally the same on most types of map. For example, buildings or tourist attractions are shown with blue symbols.

- Different types of roads are shown in different colours - blue for a motorway, red for a main road and yellow or orange for narrower roads.
- Dotted green lines are usually used to show footpaths.
- Some maps, especially ones that people use to find their way around the countryside, contain brown contour lines.
- These are lines that show high and low areas of land.
- The contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep.
- When they are far apart it means that the land is gently sloping or undulating.
- This is useful to know when planning a route, to see whether it is going to be a hike up a steep mountainside or a walk on flat ground.
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<thead>
<tr>
<th>Symbol</th>
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<tr>
<td><img src="image" alt="i" /></td>
<td>Site of Ancient Feature</td>
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<td><img src="image" alt=" Railroad" /></td>
<td>Railway</td>
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<td><img src="image" alt=" Bridge" /></td>
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<td><img src="image" alt="CG" /></td>
<td>Court guard</td>
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<td><img src="image" alt="PC" /></td>
<td>Public Convenience</td>
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<td>Site of Ancient Feature</td>
</tr>
</tbody>
</table>

What is symmetrical about the symbols?
Something is **symmetrical** when it is the **same on both sides**. A shape has symmetry if a central dividing line (a **mirror line**) can be drawn on it, to show that both sides of the shape are exactly the same.

**Lines of symmetry**
In **Year 4**, children are asked to identify lines of symmetry in 2D shapes presented in different orientations. They will need to become aware that **shapes have more than one line of symmetry**.