

## Year 3 and 4 Expectations

Year 3	Year 4	
<b>Daily Reading</b> To read daily for 20 minutes and quiz on Accelerated Reader if no access to books access e-books on links provided in the pack	<b>Daily Reading</b> To read daily for 20 minutes and quiz on Accelerated Reader, if no access to books access e-books on links provided in the pack	
<b>Shared Reading</b> 2Do Tasks set for children on Purple Mash with hand-in dates There are also PDF activities for each chapter which you can access by typing in the name of the text into the search bar.		
Elm	Sycamore	Fir
Text – <u>The Sleeping Volcano</u> Summer Term 2 Week 3 -Read chapter 1 -complete online multiple choice questions -complete – All about Volcanoes Date Set: 15.6.20 Hand in Date: 19.6.20  Summer Term 2 Week 4 -Read chapter 2 -complete online multiple choice questions -complete – The ladder Date Set: 22.6.20 Hand in Date: 26.6.20	Text- <u>Top Hat Academy</u> Summer Term 2 Week 3 -Read chapter 4 -complete online multiple choice questions -complete – The Story Continues Date Set: 15.6.20 Hand in Date: 19.6.20  Summer Term 2 Week 4 -Read chapter 5 -complete online multiple choice questions -complete – Mr Wallace Date Set: 22.6.20 Hand in Date: 26.6.20	Text- <u>Top Hat Academy</u> Summer Term 2 Week 3 -Read chapter 4 -complete online multiple choice questions -complete – The Story Continues Date Set: 15.6.20 Hand in Date: 19.6.20  Summer Term 2 Week 4 -Read chapter 5 -complete online multiple choice questions -complete – Mr Wallace Date Set: 22.6.20 Hand in Date: 26.6.20
<b>Spelling</b> Expectation is for children to learn 8 new spellings per week from the yr3/4 word list (list sent in original home learning folders).	<b>Spelling</b> Expectation is for children to learn 8 new spellings per week from the yr3/4 word list (list sent in original home learning folders).	
<b>Grammar, Punctuation and Spelling</b> <a href="https://www.bbc.co.uk/bitesize/topics/zhrdd2p">https://www.bbc.co.uk/bitesize/topics/zhrdd2p</a>		
Year 3 Week 4 Lesson 1: <a href="#">What is a verb?</a> Lesson 2: <a href="#">What is a pronoun?</a> Lesson 3: <a href="#">What is an adverb?</a> Lesson 4: <a href="#">How to use apostrophes in contractions</a> Lesson 5: <a href="#">How to use possessive apostrophes</a> Date Set: 15.6.20 Hand in Date: 19.6.20  Week 5 Lesson 1: <a href="#">What are modal verbs?</a> Lesson 2: <a href="#">What is a subordinating conjunction?</a> Lesson 3: <a href="#">What is a fronted adverbial?</a> Lesson 4: <a href="#">What are paragraphs?</a> Lesson 5: <a href="#">How to use inverted commas</a>  Date Set: 22.6.20	Year 4 Week 4 <b>Grammar</b> Lesson 1: What is a verb? What is an adverb? Lesson 2: What is a pronoun? Lesson 3: What is a passive verb? Lesson 4: What are modal verbs? Lesson 5: What is a preposition? Date Set: 15.6.20 Hand in Date: 19.6.20  Week 5 <b>Grammar</b> Lesson 1: What is a relative clause? Lesson 2: What are subordinating conjunctions? Lesson 3: What are coordinating conjunctions? Lesson 4: What is an expanded noun phrase? Lesson 5: What is a fronted adverbial?  Date Set: 22.6.20	

Hand in Date: 26.6.20

Hand in Date: 26.6.20

Writing Activity –

Option 1 - **Science and Physics** (task below)

or

Option 2- The National Academy English [News Report - 5 sessions](#)



Date Set: 15.6.20

Hand in Date: 26.6.20



**Outcome:** Write a non-chronological report about 'How We Hear'.

Your report can be completed paper with a photograph of your non-chronological report emailed in to the school email address.

**Purpose:**

To describe something factual, the way things are, tells you what something is or was.

**Structure/Features:**

- Think of a simple, clear **title**, which immediately informs the reader what your report is about.
- A clear, factual introduction to **hook** the reader.
- Tempt the reader using **questions**. Make them think!
- **Headings** and **sub-headings**
- Write using **short sentences**, it makes it **clear** and gives more **emphasis on the point**.
- Did you know facts?
- Clear **explanations** of **why**. Always **support your sentences** with evidence, (**because**....)
- Use **diagrams and captions** to help explain leading lines or interesting facts.
- Write a **clear, concise conclusion** that summarises your report.
- Use **scientific vocabulary**.
- Include a **glossary** to explain the **definition** of **subject related vocabulary** you have included.

**Sub-heading ideas:**

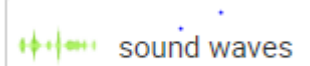
- Sources of sound
- Vibrations
- The ear
- Insulation
- Pitch and volume

**Research support:**

- Video of how sound moves <https://www.youtube.com/watch?v=26qvYE-w8Eo>
- How we hear sounds because the vibrations travel through the air. Watch video: <http://www.bbc.co.uk/learningzone/clips/how-does-sound-move-through-the-air/1607.html>
- Air vibrations: <http://www.bbc.co.uk/learningzone/clips/how-does-sound-travel-through-the-air/1608.html>
- Hearing test. **IF YOU ARE SENSITIVE TO SOUND, DO NOT PLAY THIS CLIP.**  
<https://www.youtube.com/watch?v=VxcbbpCX6Rk>

**Information to find out before you start writing:**

- How does sound travel?
- Sources of sounds
- Instruments that make sound by: moving strings/moving air/being hit/how do instruments make sound?
- How does sound get to the ear?
- Can we measure sounds?
- What do we measure them in?
- What are air particles?
- Why do we need to measure sound?
- What is a decibel?
- How does the ear work?
- How does sound get to the ear?
- Why might we want to stop sound getting to the ear?
- How might we stop this in real life?
- Find a decibel scale of sound
- How loud is too loud?
- Find a diagram of the ear.
- What is the outer/middle and inner ear?
- Which materials are effective at preventing vibrations from sources reaching the ear?
- What is pitch? What does it mean?
- How can the pitch be changed?

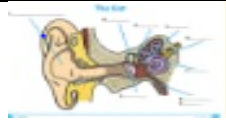


**Vocabulary to support you with your writing:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Pitch</li><li>• Sound</li><li>• Vibrate/vibration</li><li>• Ear</li><li>• Insulation</li><li>• Travel</li><li>• Medium</li><li>• Object</li><li>• Volume</li><li>• Strength</li><li>• Soundproof</li><li>• Fainter</li><li>• Absorb</li></ul> | <ul style="list-style-type: none"><li>• Noise</li><li>• Sensitive</li><li>• Distance</li><li>• Source</li><li>• Increases/decreases</li><li>• Instruments</li><li>• Decibel</li><li>• Waves</li><li>• Scale</li><li>• Outer/ inner/ middle ear</li><li>• Varies</li><li>• Quiet</li><li>• Loud</li></ul> |
|---|--|

Don't forget to :

- Include all of the features listed above.
- Think of a sentence
- Say the sentence
- Write the sentence
- Read the sentence
- Does your work make sense?
- Have you included punctuation accurately?
- Have you applied capital letters correctly?
- Have you checked your spellings?
- Have you written in your neatest handwriting?
- Read your work aloud to a grown-up.
- Have you included labelled diagrams?



This should keep you extremely busy!

We can't wait to read all of the exciting information that you have learnt.

Good luck!

Maths – Times Tables 15 minutes of TT Rockstars daily	Maths – Times Tables 15 minutes of TT Rockstars daily
Maths – <a href="http://www.themathsfactor.com">www.themathsfactor.com</a>  Adventurer (KS2) Topics 7-20	Maths – <a href="http://www.themathsfactor.com">www.themathsfactor.com</a>  Adventurer (KS2) Topics 7-20

- Once all the above has been completed and you want to keep busy, there are opportunities to do additional learning on, <https://www.thenational.academy/> however this is **optional**.
- If you want to send us a photo of you learning at home, please send it to [sallyh28@bishopalexanderacademy.co.uk](mailto:sallyh28@bishopalexanderacademy.co.uk)
- Don't forget your physical well-being, maybe go for walk, have a game of football in the garden or play on your trampoline. Joe Wicks is broadcasting at 9am live and free on YouTube-The Body Coach- for 20-30minutes daily PE activities (these are saved on his YouTube channel so can be accessed at ANY time)