**ANSON PRIMARY SCHOOL**

**Class 3 – Week 1   
 Weekly Learning Tasks**

**Why have Weekly Learning Tasks been created?**   
Weekly learning tasks have been created as a result of the ongoing risk of schools shutting due to the Coronavirus outbreak across the UK. Based on this very real and increasing threat. Class teachers have therefore written a set of weekly learning tasks which can be completed by your child whilst schools are closed for a set duration. In creating the weekly learning tasks we fully acknowledge that they cannot replace the quality of learning your child receives at school however, our complete focus has been on creating a set of tasks that all children can access to maximise their learning whilst at home.

**What are the aims of the Weekly Learning Tasks?**

* To create age specific learning opportunities for primary school children.
* To create a resource for parents that is easy to access and use - the focus is on parents being able to help deliver the content or children accessing it independently.
* Key learning is linked to the National Curriculum.
* To enable children to continue with their learning at home during an enforced shutdown.
* To provide structure and focus to each day when an enforced shutdown occurs.
* To centralise online learning resources and links into an easy to manage format for families.

**How do I use the Learning Tasks?**

As a parent your first step read the ideas outlined in this document. There is no set time that you should spend on each time but a suggested timetable has been created to help. However it is very much your parental choice how you structure your day and you may wish for your child to spend less or more time on activities.

A mailbox has been set up to receive emails only for any work set outside of the educational programs we use. Please feel free to send work, photographs to your class teacher using the following email address is: **anson.class3@tssmat.staffs.sch.uk**  
**We are unable to reply to any emails sent to this address.**

If you wish to **contact the class teacher** please do so as usual by emailing the office email address. [anson.office@tssmat.staffs.sch.uk](mailto:anson.office@tssmat.staffs.sch.uk)**.** The class teacher will make every effort to respond within 2 working days.

**A Suggested Timetable (Just a guide to how a typical day may run).**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **30 Minutes** | PE | PE | PE | PE | PE |
| **1 Hour** | Maths | Maths | Maths | Maths | Maths |
| **1 Hour** | English | English & Spelling Test | English | English | English |
| **30 Minutes** | Reading | Reading | Reading | Reading | Reading |
| **1 Hour** | RE | Computing | Topic | Science | Art |
| **20 Minutes** | Spelling | French | Spelling | Music | Spelling |

**What happens if my child finds the learning too difficult?** Our first piece of advice to parents is that ALL children find elements of learning challenging at times so try not to worry if your child becomes stuck and you cannot explain it to them. If this happens then make a note of what they found hard and move onto another learning activity - the school will try their best to cover any misconceptions when we return.

**My child is on the SEN register, how can I help?**  It could also be that learning time at home is used to work on the targets which your child is currently on. These targets were shared with you on their Anson Education Plan at the last termly meeting. In preparation for a potential closure, the school SENCo/Support Team gave some children additional work they can access, if some of the weekly work is too difficult.

|  |  |  |
| --- | --- | --- |
| **Weekly Learning Tasks** | | |
| **Class 3 – Year 3 & 4** | | |
| **Online Programs  (Logins for these programs found in the front of your child’s homework diaries)** | | |
| **Bug Club**  Image result for bug club | <https://www.activelearnprimary.co.uk/login?c=0>  Differentiated Reading Books, which asks your child questions about the texts. | |
| **Education City** Image result for education city | <https://www.educationcity.com/>  Age appropriate Literacy and Numeracy Games  Games the teacher has set will be found on your child’s MyCity Page. We encourage a score of 80% or more, to ‘Pass’ the game. | |
| **Purple Mash**Image result for purple mash | <https://www.purplemash.com/login/>  Purple Mash hosts an exciting mash-up of curriculum focused activities. Work the teacher has set can be found on your child’s 2do Page. | |
| **Doodlemaths/ Doodletables** Image result for doodlemaths doodletables | <https://www.doodlemaths.com/> Also available on the APP Store.  Maths and Times tables Programs.  Work the teacher has set can be found on the ‘extras’ part of the Doodlemaths program. | |
| **SpellingShed** Image result for spelling shed | <https://www.spellingshed.com/en-gb> / Also available on the APP Store Weekly spelling lists are uploaded on this program with activities to try to practise spelling these words. | |
| **Weekly Maths Tasks** | | |
| * Adding totals of the weekly shopping list or some work around money. Try and encourage use of column addition and column subtraction.  Education City – My City – Games to practise money problems. (A piece of paper for working out may be needed)   ONLY some of the games are Ipad/Iphone friendly. More games will show on a computer.   * Practise telling the time. Practise reading the clock to the quarter hour and the nearest 5 minutes.  Too easy? Challenge your child telling with some difficult questions - What will the time be in 12 minutes? What time was it 18 minutes ago? Education City – My City – Games to practise telling the time. (A piece of paper for working out may be needed) ONLY some of the games are Ipad/Iphone friendly. More games will show on a computer. * Practise writing and reading 4 digit numbers. Can you recognise the place value of each digit?  E.g. 4234 (4000 + 200 + 30 + 4)   5035 (5000 + 30 + 5) Too Easy? Round these number to the nearest 10, 100 or 1000. * Working on Purple Mash- Multiplication Check - your child will have an individual login to access this. The check can be found on the 2do section. * Play on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) -  focus on number bonds, halves, doubles and times tables * Practise Multiplication Olympics – Sheets can be printed directly from the About Class 3 Page on our website. | | |
| **Weekly English Tasks** | | |
| resource image  An enlarged version of the picture can be found on the last page of this document . Use this picture to help with the following activities.  **Activity 1: Perfect Picture! (Engaging them in writing).** Think about an amazing magic trick you have seen or heard about. Maybe you could learn one, or perform one in front of your family! Could you then draw a picture of the trick? You could even write some instructions telling someone how to do it!  **Activity 2: Question Time – Write a response to these question (Making them think about their writing)**  Why do you think the man practices his magic using chairs? What other magic do you think the man possesses? Why do you think he is in a field? What do you think his home is like? If you could perform magic, what power/ability would you most like to have?  **Activity 3: Sentence challenge! (Challenging their writing)**  Which ending would make this word an adverb? smart e.g. smarter smartie smartest smartly smartier (Adverbs describe verbs – they usually end in ly).  Can you make a list of your own adverbs?  Perhaps you could use adverbs to show the possibility of something happening e.g. perhaps, surely, possibly, maybe.  Perhaps the chair would fall out of the sky. Write some simple sentences of your own using the adverbs you have come up with.  **Activity 4: Sick sentences! (Improving their writing)**  These sentences are ‘sick’ and need help to get better. Can you help? Could you add an adverb?  The chair floated in the air. The magician used his powers. He wore a hat and a waistcoat.  Ask your child to write some more up-levelled and exciting sentences of their own using the adverbs they came up with in activity 2.  Challenge: Can they start their sentences with an adverb?  **Activity 5: Story Time! (Using everything they’ve learnt to write creatively)**  Miss Humphries Story Starter: He held them with his mind. He controlled them. The chairs swirled around him, dancing as if held by invisible strings. He practised on chairs, however his powers allowed him to manipulate things far more complex than that…  Can your child write/continue the story about the man who can perform magic? **Email me their finished stories so I can enjoy reading them! Can I spot those amazing adverbs?** | | |
| **Weekly Reading Tasks** | | **Weekly Spelling Tasks** |
| * Get your child to read a book on [Active learn](https://www.activelearnprimary.co.uk/login?c=0) and complete the activities. They will practise their comprehension skills. Encourage them to refer back to the text. * You could share a story together. This could be a chapter book where you read and discuss a chapter a day. * Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. * Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? * With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers. Explain and discuss these words. | | * Test your child’s weekly spellings **every Tuesday.** (Their latest spelling list can be found on the class page) * Practise your spellings on[**Spelling Shed**](https://www.spellingshed.com/en-gb) * Choose 5 words from your spelling list. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. * Practise your spelling words, writing them forwards and backwards. Write the word forwards then write the words backwards, e.g. **forwards      sdrawrof** |
| **RE** | | **Computing** |
| * Can you retell or storyboard the Easter Story. Use our Easter production script to help. * Write a thoughtful prayer. | | * 2DO – Purple Mash – Use 2Logo, like we have done in class to draw a variety of shapes. Can you create a simple picture using 2Logo? |
| **Topic – Ancient Egypt** | | **Design and Technology - Shaduf** |
| **LO - To understand the importance of artefacts in helping us find out about the past.**  What would you leave for the people of the future so they could find out about you and your way of life?  Ask children to discuss what is important in their lives and what they would want the people of the future to know about them.  Ask your child to choose 5 items that describe who they are and what they are like. These could be favourite books, pictures of foods they eat, details of where they live, their families, a favourite teddy etc.  EXTEND – encourage children to think about items that are specific to this point in time e.g. DVDs, video games, newspapers etc. How will these help the people of the future to deduce meaning about our lives?  Gather items in a small box and, if possible, find a place the box can be buried. As you bury the box, talk to the children about who they think will find their item. What will they be like? When will they be living? Do you think the Egyptians left their clues on purpose? | | Find some pictures of a Egyptian Shaduf and remind yourself of what they are used for.  Just like we did in school, think of ways you could make an Egyptian shaduf, using things from around the house and outside (e.g. sticks, lollypop sticks).  Plan your ideas on a piece of paper. Remember to label your plan with the materials and tools you will need.  Ask parents to help you gather the tools and materials from your favourite plan, to create your shaduf next week. |
| **Science – Light & Dark** | | **French** |
| **LO - To investigate what shadows are and why they are formed.**   * Tell children that today they will be exploring shadows be creating a shadow puppet theatre. Show children a video of a shadow puppet theatre (e.g. <https://www.youtube.com/watch?v=yNrYgeQvyoE> ask them to describe how the shapes are formed. * Explain that today children will be creating their own shadow puppet theatres. Their shadow plays could be a re-enactment of a story the children have written themselves or a story they are already familiar. With (Link to RE/Music – Easter Story). * Show children how to create a shadow puppet theatre and the shadow puppets using the Help   Sheet in this document to help.   * As children are preparing their shadow puppet shows, ask them to think carefully about the shapes they are creating as they will only be able to see the shadows not the features (e.g. if they want their puppets to have eyes, they will have to cut them out). * Encourage children to experiment with what happens when they move the puppet nearer or further away from the light source. * When children have created, prepared and practised their shadow plays, perform them to the family. | | Can you find the French word for these colours?    Many children are drawing rainbows and putting them in a window in their house to help spread joy. <https://www.bbc.co.uk/newsround/51953553>  Create your own rainbow picture, to put in a window in your house for someone to spot, but write the French colours on it too. |
| **Music** | | **PE** |
| Practise one of the songs from our Easter Production. Songs are available on the ‘About Class 3’ page on our school website.  Can you make/use a musical instrument at home to accompany the song. How will you write your composition down on paper?  When you’ve planned and practised your music to accompany the song. Perform to somebody at home. | | * Try one of [Joe Wicks](https://www.youtube.com/user/thebodycoach1) Live PE Lessons each morning at **9 am.** * [Go Noodle](https://www.gonoodle.com/) with the family or have a family workout. * Fancy a dance? There are lots of dance videos they could try. [Dance](https://www.youtube.com/watch?v=8-9Sm6_yE98). * Maybe try some [Yoga](https://www.youtube.com/user/CosmicKidsYoga). |
| **Additional Activities** | | |
| * Practise the Year 3/4 for [Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words * Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what is happening in the wider world. * Use some of the educational programs outlined at the top of this documents for further learning . * **Time to Talk:** Perhaps play a board game, facetime a member of their family they have not seen this week, enjoy a family indoor picnic or have a family dinner. | | |



