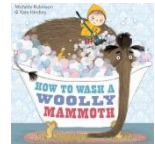




Learning Project Week beginning 12.10.20

Year 3/4

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Go to https://www.timestables.co.uk/multiplicationtables-check/ and choose the difficulty level. Have a go at the Multiplication tables check. This could be your mental starter for each day. Can you improve your score over the week? Play the place value chart game. Y3 – Look at the hundreds, tens and one. Y4 - Look at thousands, hundreds, tens and ones. https://www.topmarks.co.uk/place-value/place-value-charts Play place value basketball. You need to recognise the Dienes base ten blocks and match to numbers up to three digits on the basketballs. https://www.topmarks.co.uk/learning-to-count/place-value-basketball Answer the place value problems below. Remember to select the right year group. Can you order these numbers on this maths times table game? Y3 – 3 digit numbers Y4 – 4 digit numbers http://ictgames.com/rangeArranger/ Answer the ordering numbers math problems below. Remember to choose your correct year group. 	<ul style="list-style-type: none"> Listen to 'How to Wash a Woolly Mammoth,' https://www.youtube.com/watch?v=pnO7W3tAlIk <ul style="list-style-type: none"> What was the last step to the mammoth's bath time routine? What was your favourite part of the story? Why? Can you summarise the story in a few sentences?  Look at the set of instructions below and answer these questions. <ul style="list-style-type: none"> How much milk chocolate do you need? How long should you leave the apples in the fridge for? Why do you think the ingredients are placed before the method? Which organisational feature is used to structure the text? What does 'devour' mean? Can you use it in your own sentence? Listen to your child read and encourage them to read with expression and intonation. With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could find out the meanings using a dictionary or the internet. Pick a descriptive word from the text you are reading, write it down and using a thesaurus find five synonyms and antonyms for that word.
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)

<ul style="list-style-type: none"> ● Practise reading and writing the Year 3/4 for Common Exception words. (http://www.canonburrows.co.uk/serve_file/2_94727) ● Recap of Year 1/2 Spelling Rule. Adding the suffixes '-ed' and '-ing' to these verbs which end in an 'e' and have a consonant before them: hike, hope, like, ride, shine, take, make, bake. <i>Do they all follow the same rule?</i> ● Find out about words like chef and machine, where the 'sh' sound is spelt with the letters 'ch'. Watch the video and play the activity below https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z8f3qhv 	<ul style="list-style-type: none"> ● Learn about imperative verbs by watching this video and trying the activities below. https://www.bbc.co.uk/bitesize/articles/zv98j hv ● Learn about fronted adverbials by watching the video and trying the activities below. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3 ● Learn about prepositions by watching this video and trying the activities below. https://www.bbc.co.uk/bitesize/articles/zh8nscw ● Read the set of instructions below and list all the features it has. For example, a title. ● Write your own set of instructions for your favourite game or recipe. Use the example instructions to help you. Try to include examples of imperative verbs, fronted adverbials and prepositions from the earlier tasks.
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ALL SAINTS NATIONAL ACADEMY
Part of St Chad's Academies Trust

*"With faith in our hearts,
we achieve and succeed"*

Learning Project - to be done throughout the week

Read the information on the following slides and sort the animals below.

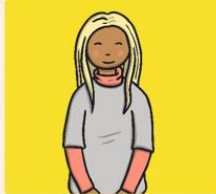
Types of Skeletons



A further classification of skeletons comes from if an animal has a skeleton and where it is.

All vertebrates have an endoskeleton. However invertebrates can be divided again between those with an exoskeleton and those with a hydrostatic skeleton.

vertebrate
↓
endoskeleton



invertebrate
↓
exoskeleton



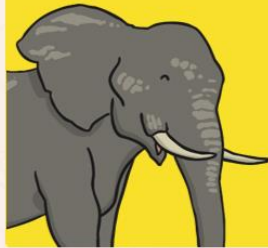
invertebrate
↓
hydrostatic skeleton



What do you think the words endoskeleton, exoskeleton and hydrostatic skeleton mean?

Endoskeletons

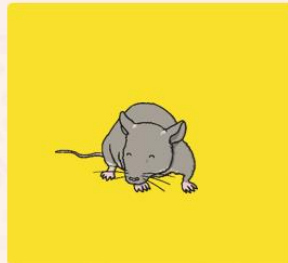
Animals with endoskeletons have skeletons on the inside of their bodies.



Endoskeletons are lighter than exoskeletons.



As the animal grows so does their skeleton.



Exoskeletons

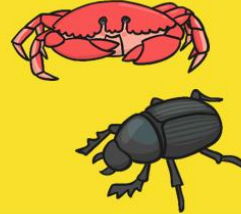
Animals with exoskeletons have their skeletons on the outside!



Watch the following clip to see how they shed their skeletons (clip the crab below).



Exoskeletons do not grow with the animal. Therefore the animal has to shed its skeleton and produce a new one!



Hydrostatic Skeletons

Animals with hydrostatic skeletons don't actually have any bones!


















All animals with hydrostatic skeletons are invertebrates.



Instead these animals have a fluid-filled compartment in their body called a coelom.



Endoskeleton	Exoskeleton	Hydrostatic Skeleton

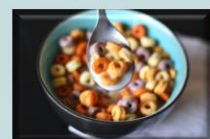
				
elephant	tortoise	slug	butterfly	human
				
jellyfish	mouse	worm	goldfish	lobster
				
ant	prawn	beetle	killer whale	fox

History – Read the slides and what can you deduce from these artefacts

Then watch the video on stone age tools.

What did you do?

1. Tell your partner exactly what you did between getting up and arriving at school this morning.



2. Now tell them what evidence there is to prove that your story is true.







Where is your evidence?

Did your partner find it hard to prove that some parts of their story were true?

Most likely nobody chose to film, photograph or write down all the details. But you probably found some physical evidence (e.g. their teeth are clean, they are wearing school uniform), from which we can **make deductions** about whether the story is true.



Similarly, we have no films, photographs or written accounts from the time of the Stone Age. **What kind of evidence do you think an archaeologist might use to find out about this period of history?**

Artefact	What I can tell for certain	What I can deduce	What else I want to know
 Arrow head	Stone Age people used sharp tools	Stone Age people probably hunted fish or animals	Which animals did people hunt?
 Cooking pot boiling stones			
 Cave drawing of a woolly mammoth			
 Antler Sickle (farming tool)			



<https://podcasts.ox.ac.uk/stone-tools>

RE - listen to the creation story. Can you retell this to a member of your household? Draw a picture of what you think is wonderful in God's world.

<https://www.youtube.com/watch?v=WA7wQT4AdKs>

Mind-blowing, chocolate-covered apples

Do you love Halloween? Do you love playing games such as apple bobbing? Arguably one of the best parts of Halloween is getting the chance to devour chocolate-covered apples. Follow this recipe to make the delicious, tangy tasty treats.

You will need:

- 6 juicy, golden delicious apples
- 200g smooth, milk chocolate
- 25g mind-blowing popping candy
- A kettle
- One medium-sized pan
- A glass bowl
- A wooden spoon
- 6 wooden lollipop sticks

Method

1. Firstly, wash your hands.
2. Next, gather all of your ingredients and equipment and lay them out onto a clean surface.
3. Using boiling water from the kettle, pour it into the pan and turn the heat on low.
4. Break the chocolate up into pieces and put them in the glass bowl.
5. Carefully, place the glass bowl into the pan. After a few seconds, the chocolate will begin to melt (keep stirring using the wooden spoon).
6. Whilst the chocolate is melting, stick the lollipop sticks into the top of the apples (one stick per apple).
7. Once the chocolate has thoroughly melted, dunk the apple into the chocolate (hold it by the stick) so that there is a smooth, even layer all over.
8. Immediately after that, dip roughly 1/4 of your chocolate-covered apple into the popping candy.
9. Without dripping it everywhere, put the apple onto a clean plate and repeat steps 6-8 until all apples are done.
10. Once they are all covered, place the plate in the fridge for 30 minutes - to set the chocolate.
11. After it has set, you can take them out of the fridge and enjoy!

Place Value Problems

Year 3

2a. Zach and Niamh are discussing 3-digit numbers.



If you add 200 to this number, the answer will be 443.

If you add 200 to this number, it will show 434.



Who do you agree with? Explain why.

3a. Fill in the empty digit cards to make 2 three-digit numbers. Each 3-digit number must have more ones than hundreds. You can only use the digits 1-4 once.

	7	
		5

Year 4

1a. Find the smallest and largest 4-digit number you can make using these digits. The 8 must be in the ones column.

2	9	8	4
---	---	---	---

2a. Pippa and Hans are discussing place value.



The number shown is 4,297.

No, the number shown is 4,197.





Who is correct? Explain your answer.

Ordering Problems

Year 3

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

	240	250	
	220	230	260
	210	290	240



How many routes can he take?

PS

5a. Nuha and Pete are placing numbers in descending order.



Nuha

300	200	100	350	250	150
-----	-----	-----	-----	-----	-----



Pete

650	600	550	500	450	400
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.

Year 4

1a. Ahmed says,



I have put these numbers in ascending order.

3,549 3,897 4,675 4,938 4,812

Is he correct? Explain why.

6a. Travel through the maze, moving to a smaller number each time.

Start



8,546	8,905	8,915
8,504	8,549	8,648
8,459	8,557	7,975
8,310	8,469	7,983
8,167	7,899	7,706



Finish



P.