**English** – Learning Overview – Week 1

Please read daily and practise your Year 3 and 4 statutory spellings (see attached sheet for spellings)

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome | To describe an object to highlight its beauty | To create a riddle poem | To describe the setting of a story | To edit and enhance my setting description. | To portray and describe a character |
| Online tutorial / web video link | Clip for every lesson : <https://vimeo.com/80030516> | | | | |
| Parental Guidance | Watch Treasure clip (weblink above). Discuss who do you think this woman is? Where does she live? What objects does she collect? Why does she collect them? How does she decide what to keep? Ensure children understand that the idea of treasure might vary depending on who you are. | Watch treasure clip. Explain that a riddle is a statement of questions with a hidden meaning that is a puzzle to be solved in the form of a poem. E.g  A skin I have,  And more eyes than one.  I cannot see  But I’m nice when I’m done.  What am I?  (a potato) | Ask your child if they can name the five senses (what you see, hear, smell, taste, feel) | Look together at the setting description challenges on ‘Resource sheet 4b)’ Discuss each challenge and how a dictionary and thesaurus may help to enhance their writing. | Watch treasure clip and focus on Esther, how she moves, facial expressions and what she may be like as a character.  Discuss together the following questions:  Who do you think she is? Where might she have come from? Why do you think she is living in the junkyard? Can you describe her clothes? What do you think her personality is like? How would you describe how she moves? Is she happy? |

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| Specific Tasks | Choose an item at home that is a ‘treasure’ to you that might seem as ‘normal’ to someone else. Write a description to highlight the hidden beauty of the object and describe it as a piece of treasure. Use a thesaurus and dictionary to find antonyms and exaggerate the positive qualities of your item.  e.g It is peppered with a pattern of holes that let the sun’s rays shine through | Select an item from the junkyard (in treasure clip). Create a riddle poem that gives clues about the object but remember to be creative and describe the object in unusual ways.  Consider similes (compare an object to something else using ‘like’ or ‘as’) and metaphors (describing an object as being something else).  Can someone you live with guess which object you are describing? | Whilst watching treasure clip, make notes about the setting, considering your senses and what it would be like to be there.  Use the notes to write a setting description for the junkyard where Esther lives. | Read your piece of writing from yesterday and complete the self-assessment sheet ‘Resource sheet 4c’ (top section)  Look back through your setting description from yesterday and see if you can add any of the descriptive techniques (in the setting description challenges – resource sheet 4b) to improve your writing.  Then complete the self-assessment sheet ‘Resource sheet 4c’ (bottom section) | Draw an outline picture of Esther.  Write descriptions about Esther’s personality and write them on the inside of the picture. Consider how to portray these different traits physically through the way Esther stands, talks, moves and uses facial expressions and write these on the outside of the picture. For example:  *Old* (inside picture)  *Walks hunched over* (outside of picture)  Can you act like Esther? What do you think she sounds like when she talks? |
| Resources | Your own personal ‘treasure’ | Consider different ways to start sentences:  You can…  Sometimes I am…  When I am…  Although I…  Despite my… | Consider ISPACED to start your sentences.  Ing word  Simile  Preposition  Adverb  Conjunction  Ed word | Resource sheet 4b  Resource sheet 4c |  |
| Outcomes | Children produce either sentences or paragraphs that show descriptions of ‘normal’ objects as ‘treasures’. | Children produce a riddle poem about an object from the junkyard. | Children produce a written description of the junkyard setting. | Children produce a self-evaluated, edited and improved version of their setting description | Children produce a character description around an outline of Esther. |

**English** – Learning Overview – Week 2

Please read daily and practise your Year 3 and 4 statutory spellings (see attached sheet for spellings)

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome | To plan a diary entry. | To write a diary entry. | To write a flashback within a diary entry. | To plan a persuasive letter | To write a persuasive letter |
| Online tutorial / web video link | Clip for every lesson <https://vimeo.com/80030516> | | | | |
| Parental Guidance | Discuss – what is a diary? Why do people keep diaries? Do you know any famous diaries? (of a Wimpy Kid, Anne Frank, Samuel Pepys etc…) | Discuss that in a diary the author can include personal thoughts/ feelings/ motives etc…  Also, that a diary is written from the point of view of the author – in this case Esther’s | Discuss what Esther’s life may have been like before she came to the junkyard and how she found herself there. E.g Was she rich and successful then lost it all? | Read together a letter from the town council ‘Resource Sheet 7a’ which explains that the junkyard is going to be cleared to make way for a new housing development and that Esther needs to leave.  Imagine how Esther is feeling at the news that she has to leave her home. What will happen to her? Where will she go? Is it fair? What can be done? | Show your child any letter correspondence you have had through the post. Discuss the features of a letter i.e Dear… first paragraph introduces why you are writing, followed by separate paragraphs for each key point and a final paragraph detailing what you expect to happen now, finally how to end a letter. |

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| Specific Tasks | Imagine a day when Esther finds a new ‘treasure’. What will it be? Where does she find it? How does she feel when she finds it? What will she use it for?  Brainstorm your ideas to the questions above to create a plan for a diary entry for Esther’s diary. | Remember you are writing in role as Esther and writing a diary entry from her point of view.  Using your plan from yesterday, write Esther’s diary entry for the day she found a new ‘treasure’ Remember to consider using a dictionary and thesaurus to improve your vocabulary and try to begin your sentences in a variety of ways (ISPACED).  You could use some of your ideas from last week to include some setting description. | Imagine yesterday’s diary entry ended like this:  *As I sat in my beautiful home, surrounded by all my precious treasures, I thought back to what my life used to be like……*  Continue this diary entry with details of where Esther came from, what her life was like before and how she came to live in the junkyard. Remember to write in the style of a diary from Esther’s point of view and consider her thoughts and feelings of what her life used to be like. | Plan a persuasive letter to the mayor to try to change his mind about closing the junkyard. Remember to include Esther’s story and why the junkyard is important to her. Consider who else uses the junkyard and what else might happen to all their junk if the junkyard closes.  This time you are writing from your point of view so in the first person. | Using your plan from yesterday, write your letter to the mayor explaining why you feel the junkyard should remain open.  Use the persuasive letter word bank ‘Resource sheet 8c’ to support your writing.  Remember to write in a formal manner as you are writing to the mayor! |
| Resources |  | If you have access to examples of diaries (Diary of a Wimpy Kid, Anne Frank, Samuel Pepys), peruse them to understand the style of writing. |  | Resource Sheet 7a | Resource sheet 8c |
| Outcomes | Children will create a plan for a diary entry. | Children will create a diary entry in role as Esther discovering a new ‘treasure’ | Children will write a flashback by creating a diary entry in role as Esther discovering a new ‘treasure’ | Children will plan a persuasive letter. | Children will write formal persuasive letter. |

**Maths** – Learning Overview – Week 1

Please practise your times tables every day using the following website: <https://urbrainy.com/mtc>

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome | To calculate the number of minutes in an hour and seconds in a minute | To convert between units of time (year, month, week, day) | To convert between analogue and digital times using a format up to 12 hours | To solve problems related to 12 hour clock. | To consolidate reading analogue clocks. |
| Online tutorial / web video link |  |  | Online teaching tool – analogue clock:  <https://www.visnos.com/>demos/clock |  |  |
| Parental Guidance | Discuss - What activity might last one hour/ minute/ second? How many minutes are there in an hour? How can we use a clock face to check? How could we count the minutes? How many seconds are there in one minute? What could we use to check? How many minutes in \_\_\_\_\_ hours? How many seconds in \_\_\_\_ minutes? | Discuss - How many days are there in a week? How many days are there in each month? How many weeks in a year? How many days are there in \_\_\_\_\_ weeks? What calculation do we need to do to convert days to weeks/weeks to days? How many months/weeks/days are there in \_\_\_\_\_\_years? | Use website above.  Discuss – What does the orange hand show? (hour) What does the green hand show? (minutes) Set the time - What time is the analogue clock showing? How many minutes is it past the hour? How can you count the minutes efficiently? How do we record each time in digital format? What does a.m./p.m. mean? | Recap learning from yesterday to consolidate understanding of reading an analogue clock.  Can you come up with some problems for each other to solve? E.g I wake up at 7:45 am and it takes me 30 minutes to get out of bed. What time do I get out of bed? Etc.. Start by putting the time 7:45 into the online analogue clock and physically move the hands forward 30 minutes – watch what happens to the position of the hour hand. | Please support as necessary. If you feel your child needs to recap any of the previous days then please do so. |
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| Specific Tasks | Complete Maths Day 1 task sheet | Complete Maths Day 2 task sheet | Explore the teaching tool – analogue clock  <https://www.visnos.com/>demos/clock  Set the clock for your child to read. Click ‘off’ to remove answers. Ask children to set the hands to a specific time. Rolls the dice and see who can write down/ say the time the quickest.  Explore and play until your child is confident telling the time on an analogue clock. | Complete Maths Day 4 task sheet | <https://www.topmarks.co.uk/>Search.aspx?q=telling+time  Allow children time to play telling the time games using the website above. |
| Resources | Maths Day 1 task sheet | Maths Day 2 task sheet | Analogue clock (website) | Maths Day 4 task sheet | Website games |
| Outcomes | Children will calculate the number of minutes in an hour and seconds in a minute and apply this knowledge to solve problems. | Children will use their knowledge of year, month, week and days, along with their knowledge of addition, subtraction, multiplication and division to convert between the different units of time. | Children will be able to tell the time on an analogue clock. | Children will be able to solve problems involving telling the time on an analogue clock. | Children will consolidate their understanding of reading analogue clocks. |

**Maths** – Learning Overview – Week 2

Please practise your times tables every day using the following website: <https://urbrainy.com/mtc>

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome | To convert between analogue and digital times using a 24 hour clock | To convert between analogue and digital times using a 24 hour clock | To convert between 12 hour and 24 hour clock notation | To solve a mathematical mystery | To practise times tables up to 12x12 |
| Online tutorial / web video link | <https://www.youtube.com/watch?v=kd-PgDKz0N0> | Online teaching tool – analogue clock:  <https://www.visnos.com/>demos/clock | Online teaching tool – analogue clock:  <https://www.visnos.com/>demos/clock |  |  |
| Parental Guidance | Discuss the video above, stopping at any points to check your child’s understanding and remedy any misconceptions they have. | Discuss - What do you notice about the time 1 o’clock in the afternoon on a 24 hour digital clock? On a digital clock, how will the time be shown for 3 o’clock in the morning/afternoon? How do you know? What time is the analogue clock showing? Why is it important to know if it is a.m. or p.m.? | Recap as necessary (depending on how the past few sessions have been) the concepts of 12 hour and 24 hour clock. | Please help your child as necessary with today’s challenge | Please play times table games, sing songs, watch you tube clips of times tables, chant them up and down – however you can to practise all the times tables that your child finds tricky. |

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| Specific Tasks | Complete Maths Day 6 task sheet | Complete Maths Day 7 task sheet | Complete Maths Day 8 task sheet | Complete Maths Day 9 challenge sheet | Complete mtc ur brainy times table challenge – repeat as many times as you can and record your scores. |
| Resources | Maths Day 6 task sheet | Maths Day 7 task sheet | Maths Day 8 task sheet | Maths Day 9 challenge sheet | <https://urbrainy.com/mtc>  Any times table games and resources you have at home. |
| Outcomes | Children will be able to convert analogue time to digital time (24 hour) | Children will be able to write morning and afternoon/evening times in 24 hour clock. | Children will be able to convert between 12 hour and 24 hour clock notation. | Children will be able to complete a series of maths problems to solve a mystery! | Children will consolidate their knowledge of times tables |