Year 4 – Jacaranda and Tamarisk Term 1 Home Learning



This table shows what children should be doing every week at home to support their learning. There are also a variety of different creative tasks given for the whole term to appeal to different learning styles, strengths and interests. Your child may choose to focus on one over the whole term, or they may choose to complete more than one task over the term. The grid shows some ideas however please feel free to create your own activity linked to our learning in class. All creative homework pieces need to be in school or uploaded to Seesaw by **Monday 19th October.** **This can then be shared while we are learning about these topics.**



EVERY WEEK			Creative Tasks	
Times tables	**Reading**	**Spelling / Writing**	**Art** Research illustrations by Anthony Browne and either re-create your favourite picture by him or use his style to create your own picture inspired by his work.	**English** Find out about the author and illustrator Anthony Browne and create a fact file about him.
By the end of Year 4, the aim is your child will be confident with all their times tables, this will be done by a multiplication check set by the Government in Term 6. The key to knowing and recalling at speed is repetition. This could be through songs (some available on Purple mash), rhymes, chanting, speed tests, bingo or pairs games. The children also have access to Times Tables Rockstars, which they have their own logins for (in their reading record). This can be used to learn and practice times tables. 'Garage' to focus on the ones they do not know or are not quick enough at recalling. 'Sound Check' 25 random questions to x12 (like the check). 'Studio' random questions to x12 to get their average speed. They are also able to challenge other children to a times table battle in Festival and Rock Slam.	Children will be assessed in school once a term using Accelerated Reader Star testing. This will provide the children with a ZPD range from which they can choose a reading book. This assessment is based on the children's word knowledge and understanding also considering their reading ability and their comprehension. We recommend that you listen to your child read and discuss the content for at least 20 minutes; at least 3 times a week. This ensures that they have understood what they have read and that they begin to decode unfamiliar words, which will also support them within their own writing. Please refer to your child's reading record for suggested questions. Once read please record in their reading record when you have heard them read and add any useful comments for the class teacher. Once your child has finished the book they need to complete the AR quiz (comprehension quiz) on the book in school before changing for a new one. **Reading books and Records should be in school <u>every day.</u> They will be checked once a week to count how many reads they have achieved.** **Please note that your children will be moving to 'Middle Years' books and these may mean that their ZPD range could be lower than Year 3.**	Please see the separate spelling sheet for the weekly spelling set for the whole term. Please can you encourage children to understand the meaning of the words, spelling rules (if it applies to the word) and practice how to spell them correctly. This could be done on paper, computer or verbally and with activities such as look, say, cover, write check, games or sentences. Practice handwriting by logging onto letter-join www.letterjoin.co.uk Computer User name: **dw66547** Password: **home** Tablets User name: **dw66547** Swipe code (starting at top left): 	**Geography** Imagine you have been on holiday somewhere in the world. Create a postcard or holiday scrap book to tell people about the climate, landscape (physical features), and environment (biomes) you might have seen and visited while you were there.	**Topic** If you can, visit the zoo and find out information about the gorillas they have there and what they do to help the endangered species. Create a poster with your findings.
			Design Technology Using information you have learnt about gorillas and biomes, or find out some more information. Design a new gorilla enclosure for a gorilla (Ivan) that would be more like his 'real' home.	**Science** Create a body box which shows the digestive system (oesophagus, stomach, intestines etc) this can be made inside a shoe box.
			RE Create a crossword with all the key words linked to the story of Creation and Fall (Genesis 1 – 3).	**PE** Design a throwing and catching ball game that involves attacking and defending. You could video playing the game and add to Seesaw with some instructions on how to play it.

We are sure you understand the importance you play in your child's learning journey and we thank you for all your support.

Miss Emms, Mrs Collins and Mrs Hobby