



Lower Key Stage2 (Year 3 and 4) Learning Project WEEK 12	
'No Outsiders' – celebrating inclusion and diversity	
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none">This week's activities are linked to different aspects of Maths and are attached under a separate PDF and Powerpoint. Children can choose from Bronze, Silver or Gold activities.Practise telling the time. This could be done through this game (https://mathsframe.co.uk/en/resources/resource/116/telling-the-time) (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes.Working on <u>Times Table Rockstars</u> - your child will have an individual login to access this. Their username is their first name, beginning with a capital letter and (potentially) the first letter of their surname (20 mins on SOUNDCHECK).Play on <u>Hit the Button</u> (www.topmarks.co.uk/maths-games/hit-the-button)-focus on number bonds, times tables, halves and doubles.	<ul style="list-style-type: none">The reading tasks are linked to our theme this week, 'No Outsiders', and focus around two texts – Mixed by Arree Chung and a text about Ruby Bridges. They are attached under a separate PDF and Powerpoint. As there are a few activities, on some days there are only reading tasks and on some days there are only writing tasks. <u>Other reading suggestions:</u>You could share a story together. This could be reading a chapter book where you read and discuss a chapter a day.Watch Newsround and discuss what is happening in the wider world.Encourage your child to read a book on Oxford Owl, discuss what your child enjoyed about the book.
Weekly Phonics/Spellings Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none">Practise the Year 3/4 for Common Exception words (http://www.crosslee.manchester.sch.uk/serve_file/253974).Practise the Y3/4 spellings in this fun, interactive way. Encourage your child to note down any words they are unfamiliar with and clarify them.Practise spelling these words: invention, injection, action, hesitation, completion. Can you think of other suffixes to add to the root words to alter the meanings? e.g. invent+ing= inventing, invent+ed= invented.	<ul style="list-style-type: none">The writing tasks this week are linked to one of our focus texts, Mixed, and are attached under a separate PDF and Powerpoint, together with the reading tasks. As there are a few activities, on some days there are only reading tasks and on some days there are only writing tasks.Take part in a writing master class.
Learning Project - to be done throughout the week:	
<p>This week's focus understanding the theme 'No Outsiders', which is linked to diversity and inclusion in our school. The activities and materials the children are exposed to this week will hopefully encourage them to understand and celebrate their differences and diversity.</p> <p><u>Let's Wonder:</u> Discuss the quote "Don't judge a book by its cover". What do you think this means? How do you think it links to 'Mixed' and the moral of the story? Could you create a poster which explains what the quote means?</p> <p><u>Let's Create:</u> 'No Outsiders' is about including everyone no matter what their differences are. As we are all unique, use a mirror to help you have a go at doing a self-portrait and include a sentence underneath "I am unique because...", stating why you are special and different from others. Could you then have a go at a portrait of someone else you live with, including why they are unique?</p>	

Be Active:

As the theme of the week is inclusion, have a go at some teamwork activities with your siblings or members of your family. Visit [this website](#) for ideas, but we'd definitely recommend Traffic Lights, Forehead Dots and Birthday Line Up (if you get enough other people to play!)

Time to Talk:

Read the Greenbank Anti-racist rap and watch [this video](#). Can you have a go at creating your own rap about an issue linked to this week's theme of inclusion and diversity? Feel free to share any creations with us!

Understanding Others and Appreciating Differences:

As part of the Civil Rights Movement, people would often protest and create placards with short, inspirational messages. Look at the examples on the class page and have a go at making your own. Be as creative as you like!

Watch the video [Help Them Feel at Home](#) about refugees. Think about what a refugee is and why they might leave the country they live in. Then watch [Escape from England](#) and imagine you have been told you are leaving the country and have 5 minutes to pick your most precious items to fit in a suitcase. What would you choose and why? Draw your own suitcase filled with your 5 personal belongings, annotating them with reasons why you have chosen them.

Tweet us any learning you are doing at home to [@GreenbankYear3](#). Alternatively, you can share learning by emailing homelearningyear3@greenbank.liverpool.sch.uk or via the Seesaw app. You can also use these [platforms for any questions or difficulty you may have with this week's home learning](#).

Additional learning resources parents may wish to engage with

Other useful resources

[Classroom Secrets Learning Packs](#) – These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Numberbots](#) – this is a learning platform for pupils to use efficient mental calculation strategies to add and subtract two-digit numbers.