

## Learning Project WEEK 3 - Viewpoints

**Age Range: Class 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"> <li>• Get your child to play on <a href="#">Times Table Rockstars</a>. If your child works on <a href="#">Numbots</a> in school they can access this with the same login. Remember those set my maths tasks too!</li> <li>• Ask your child to show everything they know about fractions on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.</li> <li>• Allow your child to play on <a href="#">Hit the Button</a> - focus on times tables, division facts and squared numbers.</li> <li>• Direct your child to practise <a href="#">matching fractions</a> on this game. Get them to work on the mixed numbers.</li> <li>• Daily <a href="#">arithmetic</a> for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and try to focus on fractions.</li> <li>• Continue to develop your child's <a href="#">reasoning and problem solving</a> skills by practising these puzzles. There are lots to choose from and some are more challenging than others.</li> <li>• Daily <a href="#">Maths</a> Lesson. This site has daily Maths lessons which can be accessed online. They are great resource to use with taught lessons and activities. These are available for Y5 and for Y6.</li> <li>• Remember to look on My maths for your set tasks. Use the taught lesson before completing the homework and click retry if completed and you feel you can get a higher percentage. Keep a look out for the teacher comments once completed too!</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>• Following this, ask your child to create a set of multiple choice questions about what they have read.</li> <li>• Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions.</li> <li>• Create a blurb for the book 'Holes' by Louis Sachar that we have read as a guided reading text in school.</li> <li>• Direct your child to <a href="#">Love Reading</a>. Ask them to explore the Book of the Month and previous books of the month. How many have they read?</li> <li>• Your child can log on to <a href="#">Bug Club/Oxford Owl</a> and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.</li> </ul>
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• Ask your child to create a word bank of feelings that they have felt over the week. They may be able to identify any spelling rules the adjectives contain. Encourage them to try and include an adjective with a silent letter.</li> <li>• Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence.</li> <li>• Create their own spelling sentence that uses a co-ordinating or subordinating conjunction. <i>The <b>conjunctions</b> used to join independent clauses in compound sentences are <b>coordinating conjunctions</b>. ... They can stand alone as complete sentences. A <b>subordinating</b></i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to write a blog post or informal letter summarising the events from the day/week. Encourage them to think about how the language they use may be more informal.</li> <li>• Your child will be composing an email or writing a formal letter to an 11 year old child from a country of their choice. Ask them to describe what is happening in the world at the moment. They can then compose a reply. How does each place differ?</li> <li>• Encourage your child to put themselves in a family member's shoes. Can they write a poem about how they might be feeling with what is happening in the world currently? <i>There are a few examples online now and one was Nine-year-old Maisey Rose Whitelaw, who is a pupil at St James's Primary</i></li> </ul>

**conjunction**, on the other hand, has two functions: it joins, and it shows a relationship between the clauses that it joins.

- Use the spelling link to practice some of those key Year 5/6 words
- Can you change the root word below, using the correct suffix (on the side: ent, ence or ency)

-ent-ence and _ency	innocent
	innocence
	decent
	decency
	frequent
	frequency
	confident
	confidence
	confidential
	obedient
	obedience
	independent
	independence

- <https://spellingframe.co.uk/>  
This site has some great games and interactive ways to practice those different spelling rules. Well worth a look.

School, Wollaston, has written the optimistic rhyme entitled *Keeping Safe* which urges people to use Facetime and their phones to stay in touch with loved ones as Britain battles to get a grip on the outbreak.

- **People should be able to express their opinion on social media platforms.** Do you agree/disagree? Your child can write a discussion about this statement. We have considered the pros and cons of social media in our PSHE this year. Encourage your child to consider the age restrictions linked to this and why they might be in place.
- **Story Task 3:** They've now created a setting and character for a story genre of their choice. Talk to your child about what is going to happen in their story? Ask them to plan their story thinking about a book of the same genre. Whose viewpoint are they going to write the story from? What is going to happen to the character? What problem will be faced?

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

**Viewpoints and Mood** - Ask your child to look into a room in the home and think about how it makes them feel. They can then either draw something linked to how they feel when looking in the room or draw an object from the room and then colour, shade or paint it in a colour that reflects their current mood. Maybe you could even research what colours can affect your moods?

**Viewpoints from Around the World** - Your child can research famous viewpoints from around the world (e.g. The Eiffel Tower). Ask them to draw what they think they would see from this viewpoint. After this, they can design and create a miniature scale of the landmarks that give these viewpoints. Encourage them to evaluate their creations. This site may help you explore <https://www.kids-world-travel-guide.com/top-10-famous-landmarks.html>. Can they link it back to the art work we looked at by Ben Heine 'Pencil vs Camera' and drop in an image that reflects a viewpoint or message of the moment?

**A change in Viewpoints-** How did Martin Luther King and Rosa Park's actions and views shape society today? Challenge your child to compare and contrast viewpoints from then and now on people's race, culture and religion. How has this improved society's attitudes towards those who are different to ourselves?  
<https://www.natgeokids.com/uk/discover/history/general-history/rosa-parks/>

**Debate-** Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Ask your child to choose a question to answer, write a speech and use real-life examples to justify their opinion.

**Science viewpoints.** Login to your [Explorify](#) account and use the zoom in and zoom out activities for Year 5 and 6

to see how different viewpoints change our perceptions. Use a use a droplet of water as a magnifier or a magnifying glass if you have one to look closely at different objects. Just place a small drop onto the object (e.g. a coin) and see how it changes the magnification! Discuss how scientists explore things that cannot be seen with the naked eye (microscopes). We looked at this in our science lesson and zoomed in and out of a mince pie. There are others to look at on here, maybe you could ask a family member what it is as you zoom out. Use those observational skills as a detective!

## **French Learning – to be done throughout the week**

**This week's objective** is to retrieve previous learning to practice: **Colours and Numbers**

### **Revising Numbers**

Try to spend some time every day practising numbers 1 – 20 and counting in tens to 100. Choose a different activity each day to help you practise numbers in French. This will help strengthen your long term memory. Once you can count confidently from 1-20 and in tens to 100 you can have a go at saying any number between 1 – 100 or higher.

**Listen to these songs to help you remember the number names and how to pronounce them:**

Les chiffres et les nombres by Alain le lait <https://youtu.be/UsEz58BbIMY> (1 to 20)

Les chiffres et les nombres <https://m.youtube.com/watch?v=AnOXzJfLuU4> (70 to 100)

If you google “les chiffres et les nombres Alain le lait” you will find songs for 1 to 10, 1 to 20, 20 to 50, 50 to 70, 70 to 100.

A rap song which covers 1 to 10, 10 to 20 and counting in tens to 100 and has number names in French on screen [https://m.youtube.com/watch?v=FSESUz5PV\\_0](https://m.youtube.com/watch?v=FSESUz5PV_0)

Counting in tens <https://www.euroclub-schools.org/french-song-counting-in-tens>

Counting to 100 <https://m.youtube.com/watch?v=NmCize5EwbU>

### **Counting - Write the number names**

Can you write the number names in French with the correct spelling ? **Look at the number mats to see the number names written down:**

One to twenty <https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/numbers-to-20-list.pdf>

Count to 100 and higher <https://www.lightbulblanguages.co.uk/resources/Numeracy/number-cribcards.pdf>

### **Activities / Games – try to do at least one a day**

If you have a sibling or a willing adult try playing one of these games to help you practice using number names in French. Remember you need to see, read, say, hear and/or do actions lots of times in order to help your French memory.

**Morpion (noughts and crosses)** Draw a Os and Xs grid with a different number in each square. To win the square you must say the correct number name

**Vingt-et-un (21)** Starting from 1, take it in turns to say one, two or three consecutive numbers. Remember that if you say 21 you are out so try to force your partner into saying 21.

**Play Shops** price up your toys / food items and practise answering the question: c'est combien ? (= say comm b-yan = how much is it ?) by saying C'est (/say/ = It is) and then the number

**Snakes and ladders** remember to say the number names in French as you count and land on a new square. If you win shout “Oui, J’ai gagné !” (**wee, jhay gan-yay**)

If you can go outside try these games / activities:

**La Marelle (Hopscotch)** say the number names as you hop up and down the hopscotch grid / number line

**Sauter sur le trampoline** – count in French as you jump. Can you do 20 jumps without stopping ? If you don't have a trampoline..... Can you do 20 **star-jumps / hops on one leg** without stopping ?

**Bounce a ball on a raquet / Bounce a ball on the spot / throw and catch a ball with a partner** / kick a ball playing “keepy ups” How many can you do without stopping / dropping the ball ?

If you like puzzles and have a printer

<https://www.lightbulblanguages.co.uk/resources/French/frks3pz33.pdf> a wordsearch for number names 1 – 20

<https://www.lightbulblanguages.co.uk/resources-fr-pz.htm> this is a crossword for number names 1 – 20  
<https://www.lightbulblanguages.co.uk/resources/French/frks3pz30.pdf> sudoku for numbers 1 to 9  
<https://www.lightbulblanguages.co.uk/resources/French/fr-5inanrow-nosto15.pdf> 5 in a row game 1 to 15

These can be printed or you could just look at the screen and write the answers & number sentences on a piece of paper

<https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/maths-fr.pdf> number sentences using 1 to 10

<https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/fr-numbers11to20-practice.pdf> number sentences 11 to 20. Attention, there is a mix of addition, subtraction and multiplication

### **Revising Colours**

1. Listen to the song “Léon le caméléon” on the internet: <https://vimeo.com/166583007> or Arc en Ciel by Alain le Lait: <https://www.youtube.com/watch?v=-4kNeFGBAcw>
2. Learn the alphabet in French with this song: [https://www.youtube.com/watch?v=goldmUTCx\\_A](https://www.youtube.com/watch?v=goldmUTCx_A)
3. Practise writing the colour names (the aim is to help you to memorise the spelling of the French words)
4. Play these games to help you learn:

**Just a minute** – choose a colour that you find tricky to remember in French. Write it neatly at the top of a sheet of paper (or use chalk on a pavement outside). Now set a timer for 1 minute and write the word NEATLY and CORRECTLY as many times as you can. Try it again later to see if you can beat your own record.

**Pendu (Hangman)** – you will need to play this with another person.

Ask the person playing with you to choose a colour name in French and write out the word in dashes.

You have to guess which colour they have selected by calling out one letter at a time.

Each time try to say “**Est-ce qu’il y a un A ?**” (pronounced “**Ess Ck’eel ee ah un A ?**)

**Beetle** – You will need a dice for this game. Write the different colour names on individual pieces of paper / card. Either put them in a bag or in a pile on the table. Turn the top card over / pick a colour out of the bag then roll the dice. Write the word 3 times for each roll of the dice:

If you roll a X write the word like this

- 1 in CAPITALS
- 2 in joined up writing
- 3 in bubble writing
- 4 backwards
- 5 with your other hand
- 6 in rainbow colours, each letter a different colour

### **Additional learning resources parents may wish to engage with**

**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.

**Twinkl** - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

**Headteacherchat** - This is a blog that has links to various learning platforms. Lots of these are free to access. Don’t forget Joe wicks to help get that body ticking as well as your mind!

**#TheLearningProjects**