

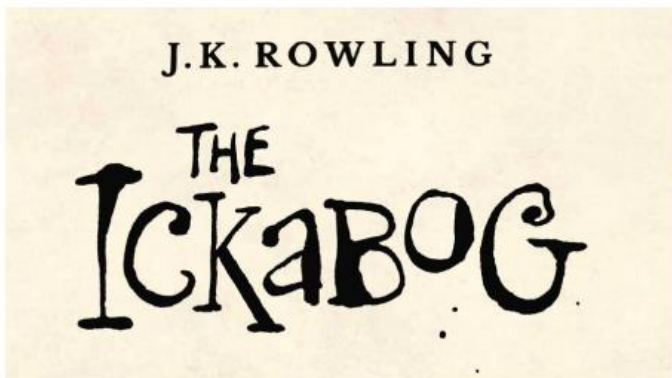


Home Learning

22.6.20

Years 3 and 4

Reading



The text is only available online, please follow this link where you can download a free extract and even the whole book:

<https://www.theickabog.com/home/>

Chapter 1

<https://www.theickabog.com/king-fred-the-fearless/>

1. Develop reading fluency

Read the text aloud. Check any words you don't understand. Re read the text over and over with expression and pauses in appropriate places.

Experiment with reading the paragraph in different ways. The paragraph has some complex sentences, so you will need to look at the punctuation carefully. Notice where there is humour and rehearse how to express this to your audience.



Chapter 1

King Fred the Fearless

Once upon a time, there was a tiny country called Cornucopia, which had been ruled for centuries by a long line of fair-haired kings. The king at the time of which I write was called King Fred the Fearless. He'd announced the 'Fearless' bit himself, on the morning of his coronation, partly because it sounded nice with 'Fred', but also because he'd once managed to catch and kill a wasp all by himself, if you didn't count five footmen and the boot boy.

Perform your reading to someone in your house.

Read some more of the chapter, or ask an adult to read it to you.

2. Visualise

King Fred the Fearless came to the throne on a huge wave of popularity. He had lovely yellow curls, fine sweeping moustaches and looked magnificent in the tight breeches, velvet doublets, and ruffled shirts that rich men wore at the time. Fred was said to be generous, smiled and waved whenever anyone caught sight of him and looked awfully handsome in the portraits that were distributed throughout the kingdom, to be hung in town halls. The people of Cornucopia were most happy with their new king, and many thought he'd end up being even better at the job than his father, Richard the Righteous, whose teeth (though nobody had liked to mention it at the time) were rather crooked.



Create a mental picture in your head of what the author has described – use your 'mind's eye'.

Draw what you visualise King Fred looks like in the portrait hung in a town hall. Notice adjectives that increase the detail of your image – re read for further details.

3. Explore author's use of language

This author helps us to understand King Fred the Fearless through clever vocabulary choices, as well as the use of humour. Find examples in the text which tell us about King Fred and explain what they tell you.

Text	What does it tell me?
"He'd announced the fearless bit himself"	
"King Fred came to the throne on a huge wave of popularity"	

4 – Quick Quiz

Discuss the following questions based on the extract used in this unit of work.

1. Why do you think 'Fearless' is in inverted commas?
2. What is the name of the kingdom that King Fred rules over?
3. The author tells us that King Fred managed to catch and kill a wasp '*all by himself...*' Why do you think the author tells us this?
4. Can you find a word in the text which means the same as 'shared'?
5. Imagine you lived in Cornucopia. Would you like King Fred to be your king? Try and discuss your answer using evidence from the text.

Writing

Use this picture to complete the tasks below:



Poetry:

Your task is to write a poem about these dragons.

Firstly, create a bank of descriptive words and phrases using the table below:

Noun phrases	Similes
Sharp horns	tiny scales that covered the beasts' bodies glistened <u>like</u> rubies in the dazzling light
Outstretched wings	

Now put these ideas into a poem – it could be an acrostic like the one below where you use one of the letters in the word dragon, or a poem with rhyming structure.

Suddenly **S**pring is here.

Flowers **P**ush up through the cold ground.

Streams **R**un cold with melted snow.

Birds sing **I**n chorus.

Nothing beats a **N**ice spring day.

After a lon**G** hard winter!

By: Tammy Worcester

Question time!

Where are the dragons heading?

What is 'paradise'? Why are they looking forward to it so much?

Are these the only 3 dragons that exist, or are there more?

Where have the dragons come from? Where is their home?

If you had a pet baby dragon, how would you look after it?

Perfect picture!

Can you draw what you think a dragon's home might look like? Think carefully about what dragons are fond of.

Spelling

Don't forget to practise the list of common exception words which we sent home. This list is also available on our website under 'Home Learning'.

Carefully check any writing you produce for spelling errors, particularly the common exception words for Year 1 to Year 4.

There are SPAG lessons incorporated into the Writing lessons on The Oak Academy Online Classroom too.

Year 3 Task Variation:

Amy plants carrot seeds in rows of 3.
 How many seeds will she need if she wants to
 plant 5 rows?
 She has planted 9 seeds so far.
 How many rows is this?

Worked example:

1 row of carrots ○ ○ ○ 3 seeds

2 rows of carrots ○ ○ ○ 6 seeds

3 rows of carrots ○ ○ ○ 9 seeds

4 rows of carrots ○ ○ ○ 12 seeds

She will need 12 seeds to plant 4 rows.

12			
3	3	3	3

Variations to complete:

- **What if...?**

Amy plants carrot seeds in rows of 4.
How many seeds will she need if she wants to plant
6 rows?
She has planted 8 seeds so far.
How many rows is this?

Space for workings:

- **What if...?**

Amy plants carrot seeds in rows of 6.
How many seeds will she need if she wants to plant
5 rows?
She has planted 3 rows already.
How many more seeds will she need?

Space for workings:

Year 4 Task Variation:

Adam's book is 322 pages long.
He reads 54 pages on Saturday and 87 pages on Sunday.
How many pages does he have left to read?

Worked example:

Adam's book 322 pages long.

Step 1
How many pages read altogether?

$54 + 87 = \square$

pages read	
54	87

Diagram: A tree diagram with 'Pages' at the top, branching to '54' and '87'. Below '54' is the calculation $20 + 30 + 4$.

Number line: A number line starting at 87, with arrows showing jumps of +20 to 107, +30 to 137, and +4 to 141.

Step 2
How many pages does he have left?

322 pages	
141 read	pages left

Diagram: A tree diagram with '322 pages' at the top, branching to '141 pages read' and 'pages to read'.

Number line: A number line starting at 141, with arrows showing jumps of -1 to 142, -20 to 122, -20 to 102, and -100 to 2. The final point is labeled '322 pages'.

Number line: A number line starting at 141, with arrows showing jumps of +100 pages to 241, +59 pages to 300, and +22 pages to 322. The total jump is labeled '= 181 pages to read'.

Variations to complete:

- **What if...?**

Adam's book is 456 pages long.
He reads 77 pages on Saturday and 64 pages on Sunday.
How many pages does he have left to read?
Is he halfway through the book yet?

Space for workings:

- **What if...?**

Adam's book is 509 pages long.
He reads 54 pages on Saturday, 87 pages on Sunday and 28 pages on Monday.
How many pages does he have left to read?
Is he halfway through the book yet?

Space for workings:

We still recommend the following resources for maths activities:

- White Rose Home Learning for Year 3 and for Year 4.
The resources can be found here:
Year 3 - <https://whiterosemaths.com/homelearning/year-3/>
Year 4 - <https://whiterosemaths.com/homelearning/year-4/>

- Free, daily online maths lessons for Y3 & Y4 led by maths educator Gareth Metcalfe. The lessons can be found here:

<http://www.iseemaths.com/>

(Go to 'Home Learning' then 'Home Learning, Y3 & Y4')



- Remember to learn and practise times tables. Can you learn them all before we return to school?



<https://trockstars.com/>

Topic Learning: Geography

Last week you used your research skills to find out more about the United Kingdom and France. In France there is a city called **Villers-sur-Mer**. Can you find out more information about this place and create a double page spread about it. It would be lovely if you could add pictures and maps.



Happy home learning everyone!

