



## Year 3 & 4

Hello everyone! We hope you are all doing well. It's been lovely hearing what you've been up to. It has been fantastic seeing your home learning over the last few weeks so thank you to those of you who have sent us photos and examples of your outcomes. If you would like to send us some home learning, you can email us at this address:

[adminoffice@wickham-primary.hants.sch.uk](mailto:adminoffice@wickham-primary.hants.sch.uk)

This learning journey is all about CHALLENGES. We have all faced some challenges during this unprecedented time of lockdown, but you have all done so well in embracing these challenges and showing your love, courage and respect throughout. Have a go at some of the challenges presented below, in the coming weeks.

Remember, you can find all the home learning packs on our website. Click on Teaching and Learning/ Home Learning.

If you haven't looked yet, don't forget to check out the latest resources available from the BBC on TV, radio and on BBC Bitesize. Resources from the Oak Academy Online Classrooms, which provide English, Maths, Topic and PE classes for you all to try are listed below too.

Stay safe and well everyone and remember "Be kind, be kind, be kind!"


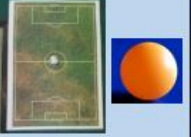







Love from

Miss Wheeler, Mrs Portlock and Mr Barnett







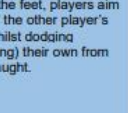

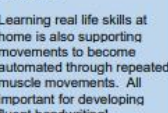
## Handwriting

It is important to continue to build your fine motor skills and gross motor skills in KS2. This will help towards developing beautiful handwriting. Challenge yourself to improve your fine motor and gross motor skills using the activities below.

### Fine motor activities

<b>Water pistols</b> A fun activity to develop strength of the trigger finger.  Create targets, what can be knocked down? How accurately? 	<b>Finger football</b> Flick the ball across the table using the index or middle finger. The flicking finger needs to work independently from the rest of the hand. 	<b>Egg box share</b> Using anything suitable eg raisins, beads, sweets, dried beans – put 6 objects into palm of hand, then place one at a time into egg box using thumb and forefinger. Increase difficulty with number of items to hold and manipulate / against the clock etc. 
<b>Pegging</b> Clip and unclip pegs from the washing line / rope or smaller stationary ones from card.  Try keeping hold of the pegs taken off, how many can be held at one time without dropping? 	<b>Craft</b> Find craft ideas online. Using scissors accurately is an excellent way to improve hand strength. Find an idea you want to create and complete as accurately as possible. 	<b>Artwork</b> Use any materials available at home to paint, draw, colour, trace. Use felt tips, crayons, colouring pencils which all require different pressures and skills with the hand 
<b>Play dough / clay / plasticine</b> Roll, squeeze, squash, pull, pinch and poke in modelling materials is a great workout for the whole hand. Use each hand in turn and both together. Create something amazing! 	<b>Chop sticks / tweezer games</b> Set yourself a challenge, find the equipment, invent your own rules and go for it! 	<b>Sewing</b> A kit with pre-punched holes makes sewing easier, but there are plenty of options and levels of difficulty to try. 

### Gross motor activities

<b>Balancing</b> Stand on one leg whilst doing various games eg Throw a ball against a wall; throw and catch to someone else; rotate ball around the waist then change direction. Make it harder by standing on something to make it unsteady. Switch to do both sides equally! 	<b>Making bread / cooking</b> Bread should be kneaded for at least 10 minutes – this requires lots of shoulder and wrist strength. Any cooking requiring stirring etc is also useful. 	<b>Dance</b> Follow / learn a routine from online, or just have a disco at home! Encourage balancing and crossing the body with control. 
<b>Keely Uppies with balloons</b> How many times can you flick the balloon in the air without it dropping to the floor? Try a rally between two or more players or add another ball! Reach and cross left side to right side etc. 	<b>Tummy skittles</b> Lay down on your front and lift the whole body up from the waist, roll the ball and hit the targets! 	<b>General games</b> Any game already owned at home is likely to be helpful eg football tricks, playing in goal, balance boards, tennis, badminton, cricket, catch, skipping, hula hoop, cycling. 
<b>Dodge</b> Tuck a tie or scarf in the waistband of normal clothing at the back. Two players face each other and stay facing each other all the time. Standing on balls of the feet, players aim to 'steal' the other player's scarf, whilst dodging (protecting) their own from being caught. 	<b>Obstacle course indoors / outdoors</b> Create a course eg crawl under a chair, jump over something, balance on a wobbly item, throw a ball into a bucket, run around a loop and repeat. 	<b>Housework / gardening</b> The great news is that digging, hoovering, dusting, wiping, washing up, washing the car etc all require different physical strengths!  Learning real life skills at home is also supporting movements to become automated through repeated muscle movements. All important for developing fluent handwriting! 

## Reading







We hope you are still trying to read a little every day. We know that children who read will be better at writing, spelling and grammar so **read, read, read**... anything and everything you can.

Can you challenge yourself to read a different type of text each day for 20 minutes? Use the bingo sheet below for ideas. How many can you tick off in the next few weeks? Let us know, if you can shout 'BINGO!' – Make sure you are reading texts you enjoy! For example, Miss Wheeler has been reading the Harry Potter series during lockdown and loving it, which makes her want to read even more.

# Reading BINGO

KS2

Read  
or listen for  
20 minutes to  
X a box!

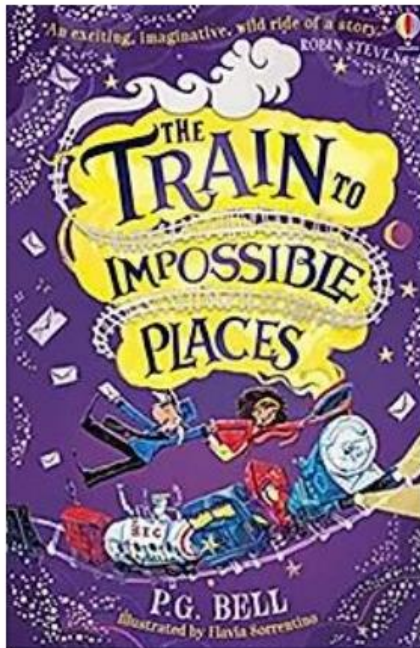
A book about a famous person	A book with no pictures	A comic book 	A book with more than 10 chapters	A magazine
A book with more than 100 pages	Your favourite book	A book with a character just like you	A non-fiction book	A book about the environment 
A book about space exploration 	A fairy tale with an unexpected ending	Free space 	Your parent/carer's favourite book	A book that is part of a series
A book about a journey	A news article 	A book about weather	A book about an invention	A book set in another country
A book with beautiful illustrations	A book about a natural disaster	A book by your favourite author	A funny book 	A book based on a fable

You will find lots of amazing books to read or listen to for free on these websites:

<a href="http://oxfordowl.co.uk">oxfordowl.co.uk</a>	<a href="http://freechildrenstories.com">freechildrenstories.com</a>
<a href="http://booktrust.org.uk">booktrust.org.uk</a>	<a href="http://magicblox.com">magicblox.com</a>
<a href="http://iPlayer.co.uk">iPlayer.co.uk</a> (bedtime stories)	<a href="http://storylineonline.net">storylineonline.net</a>
<a href="http://stories.audible.com">stories.audible.com</a>	



## The Train to Impossible Places, by P.G. Bell



If a copy of the text is unavailable, follow this link to [lovereadings4kids.co.uk](https://www.lovereadings4kids.co.uk/extract/15829/The-Train-to-Impossible-Places-by-P-G-Bell.html) where you can download a free extract:

<https://www.lovereadings4kids.co.uk/extract/15829/The-Train-to-Impossible-Places-by-P-G-Bell.html>

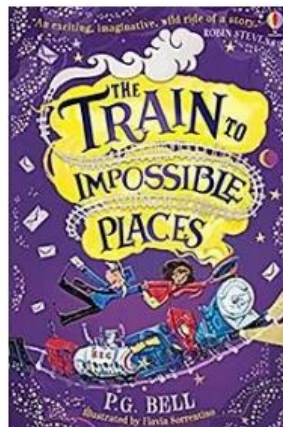
### Activity 1

Using clues from the front cover explain your predictions.

Where do you think this story is set?

What type of story do you think this is going to be?

What might the main characters be like?



When might the story be set?

## 2 - Read with fluency and expression

1

Read and enjoy together the first chapter, reprinted on the next two pages.

*Focus on:*

- Expression & volume
- Phrasing
- Smoothness
- Pace

### LIGHTNING IN THE LIVING ROOM

It started with a flash.

A green flash, as bright and quick as lightning, there and then gone again. It happened so quickly that Suzy wasn't sure she had seen anything at all, although she raised her head from her homework and looked about.

"What was that?" she asked.

"What was what, darling?" said her mother from the sofa, where she and Suzy's father were both sprawled in a heap, still in their work clothes.

Suzy frowned. "Did you see it, Dad?"

"See what, sweetheart?" Her father was hunched over his tablet, reading the news and muttering to himself about the state of the government.

#### THE TRAIN TO IMPOSSIBLE PLACES

"That green flash. Didn't either of you see it?"

"Hmmm," said her mother, shaking her braids loose whilst trying to stifle an enormous yawn.

Her father looked around the room in bleary-eyed confusion. "I didn't notice anything."

Suzy pressed her lips together. Perhaps it had been the TV? She peered over her mother's shoulder at the screen, but she was watching another costume drama – men with tall hats riding on horses in the countryside. No green flashes there.

"You've been overdoing the homework again," said her father, scratching at his unruly mop of ginger hair. "Give your eyes a rest and come and sit with us for a bit."

"I'm almost finished," Suzy said, and turned back to her workbook.

It was physics homework, and Suzy was good at physics. Actually, she was good at maths, but she preferred physics because it made the maths useful; it turned the numbers into real things that moved and made a difference. She couldn't understand why anyone would want to do plain old maths all by itself – solving equations was fun for a while, but all you ever ended up with was more numbers, and what were you supposed to do with them then? No, maths was just another way of filling up pieces of paper. Physics was where the action was.

The trouble was, she was starting to feel that liking physics so much made her a bit unusual, which wasn't a feeling she

#### LIGHTNING IN THE LIVING ROOM

liked much. None of her friends shared her enthusiasm, and they had started to sneak little sideways glances at her in class whenever she gave the right answer or got her experiments to work properly. They never said anything, of course, and they weren't being rude exactly, but she had seen it in their eyes – it was the same look they sometimes gave Reginald, the boy with the dinosaur obsession, who, on the rare occasions someone engaged him in conversation, would talk about nothing else. It was a look that mixed pity with suspicion, as though she were the victim of some terrible affliction, and they were afraid it might be catching.

The thought made her pause, and lift her pen from the paper. The homework was pretty simple. Mr Marchwood, her teacher, had set ten questions on Newton's laws of motion. Suzy had actually finished them an hour ago, but her imagination had been sparked and she had carried on, testing herself to see how she could put the knowledge to use. How fast would a rocket need to fly to escape Earth's gravity? How long would it take at that speed to reach the moon? How much force would she need to get back?

She had taken up three extra pages of her book with her own questions, her workings-out spilling over into the margins. She was fairly confident she had the answers right, but would need Mr Marchwood to confirm them. She hoped he would; he had rolled his eyes the last time she had handed in her homework.



## THE TRAIN TO IMPOSSIBLE PLACES

"Suzy," he had sighed. "As if I didn't have enough work to do."

Her pen hovered over the page, the next question already forming in her mind. She looked back over her shoulder at her parents, who were now propped against each other, snoring gently. Tomorrow was Saturday – she had the whole weekend to work out more questions for herself, she decided. Perhaps her dad was right; if she was seeing green flashes that weren't there, her eyes probably needed a rest.

Suzy replaced the top of her pen, shut her homework book and stuffed them both back into her school bag.

She decided not to disturb her parents. "Goodnight," she whispered, as she padded across the room and out into the hall.



Her footsteps had faded upstairs before another green flash filled the living room. Then another. And another. Ribbons of green energy curled out of the air around the table where she had been working, probing down across her chair, as though searching for something. When they didn't find it, they flickered uncertainly for a few seconds before fizzling away into nothing. The green light faded.

Upstairs, Suzy brushed her teeth and prepared for bed, oblivious.

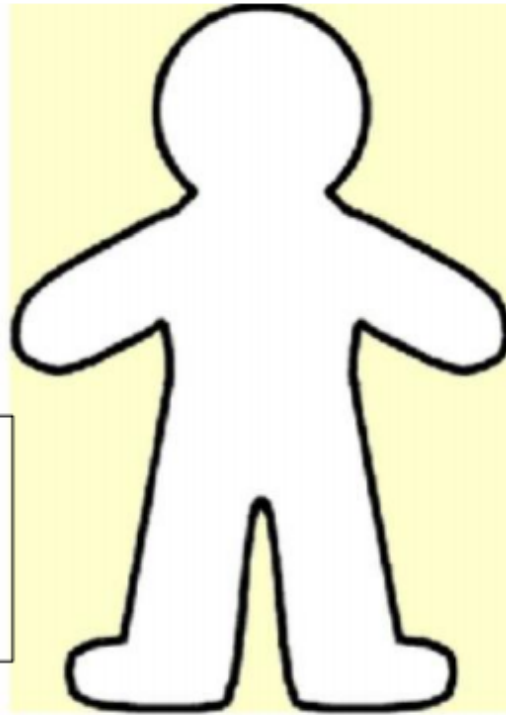
### 3 - Make inferences about a character.

What do these extracts from the text tell you about the main character, Suzy?

"What was that?" she asked

None of her friends shared her enthusiasm

She was fairly confident she had the answers right, but would need Mr Marchwood to confirm them



"You've been overdoing the homework again," said her father

The homework was pretty simple.

She decided not to disturb her parents. "Goodnight," she whispered

Write what you infer inside the character outline. For example, you might infer that she likes doing homework.

#### Activity 4

Answer the questions using the text – skim and scan the text for clues.

Suzy wasn't sure, at first, what woke her. She was just awake, in that sudden, surprising way that catches your brain unawares, as though it hadn't realized it had been asleep to begin with.

The clock on her bedside table read 2 a.m. She sat up, waiting for her eyes to adjust to the dark and tell her what was wrong.

After almost a minute the answer seemed to be: nothing. But she was wide awake, and a troubling little itch at the back of her mind told her there was a good reason.

She swung her feet out of bed and into her slippers, then crept to the window, easing the curtain aside to peer out. The street was deserted, the houses dark and sleeping. No traffic hummed, no people spoke. Even the clouds, vague and shadowy in the overcast night, were still.

She was just getting back into bed when she heard it: a sharp, hard noise from somewhere inside the house. She jumped in shock.

It came again; a *clank!* of metal on metal, like heavy saucepans being smashed together. Her parents wouldn't be up in the middle of the night banging pots and pans together, which meant only one thing – there was someone else in the house!

The sound drew Suzy towards the door, her chest tight with apprehension.

What phrase tells us that Suzy is worried even though there seems to have been nothing that woke her up?

What is unusual about the clouds when she looks out of the window?

What do you think woke Suzy up?

## HIAS HOME LEARNING RESOURCE

"Mum?" Her voice shook. "Dad? Is that you?"

The hammering sounds stopped immediately and she heard someone gasp. There was the noise of something heavy being dropped and a sudden scuffle of feet on the hall carpet. Then a rustle and a flap, like bed sheets being folded. Then silence.

"Hello?" Suzy leaned over the banister, wary of another eruption of sparks, and looked down into the hall. At first everything seemed normal, but then a glint of metal caught her eye. Two long silver strips winked up at her from the carpet. They lay side by side, a metre or so apart, and seemed to run into the house from underneath the front door. Suzy frowned in confusion, her fear momentarily forgotten as she descended the stairs, trying to understand what she was seeing.

They were railway tracks.

She knew they couldn't be, and yet there they were. She prodded the nearest one with her toe, then kneeled down and rapped her knuckles against it. It was cold and hard and very, very real. A railway line, set into the floor of the hall. Someone had even cut strips of carpet away to make room for the tracks; she could see the frayed edges.

What word suggests that the metal is shiny?
What clues in the text tell you that the person was not expecting Suzy to be there?
Based on what you have read so far, what do you think will happen next in the story?

"But that doesn't make sense," she said to herself, stepping back and giving them a hard look. They glinted back at her, indifferent. She turned and followed their path with her eyes, past the living room door and down the whole length of the hall towards the kitchen – where her attention fell on an object sitting to one side of the kitchen door.

It was a workman's tent, made of grubby red-and-white striped tarpaulin – the sort she had seen erected over holes in the road when people had to dig up gas mains or water pipes. They were usually small, but this one was minute. It sagged a bit in the middle, and it barely reached her shoulder.

Light spilled from between the canvas flaps.

"Mum? Dad?" she called, taking a cautious step forward. Something shifted inside the tent, and a vague shadow played across the fabric. "Who's in there?"

"Nobody!" replied a hoarse voice that she did not recognize. "There's nobody in 'ere. Go back to bed."

*There was a stranger in her house!*

Where were her mum and dad? Why hadn't the noise woken them up too? She took a step back, ready to turn and run. She should call the police, or go and fetch help.

*But...*

Whoever this person was, why were they hiding in a tent? And what were those rails doing here? Her mind started to prick, searching for an answer that didn't seem to be there.



## Writing

Some of you are using the online learning from the primary English consultant, Jane Considine, detailed in our previous home learning packs. You may wish to continue with this or alternatively, if you would prefer, here are some different opportunities for writing, found on The Oak Academy Online Classroom.

Year 3: <https://www.thenational.academy/online-classroom/year-3/english#subjects> (Instructions lessons 1-5)

– Challenge: Make something and write the instructions for it.

Year 4: <https://www.thenational.academy/online-classroom/year-4/english#subjects> (Persuasive writing lessons 1-5) – Challenge: Perform and record the rap you produce - we'd love to see it!

If you don't have online access, perhaps you could use some of our creative writing prompts to develop your own stories and texts. We would love to see some once you've had a go.

Create Writing ideas...



This little girl is dreaming of becoming an astronaut. Close your eyes and think about what you want to be when you grow up. Explain what it is, why you want to do it and how you will achieve this.

Write a short letter to yourself about this dream and the challenges you may face. Remember to use interesting and exciting vocabulary as well as a range of sentence types and structures. Show us your passion!



These Lego people are having their photograph taken. Who are they? Why are they having their photo taken? What led up to this moment?

Write a short story about the Lego people or write a dialogue between them. Remind yourselves how to use speech marks beforehand using BBC Bitesize or a YouTube video.



<https://www.literacyshed.com/the-lighthouse.html>

Watch the clip on Literacy Shed.

Write a newspaper article about what happened. Don't forget to include interviews from the lighthouse keeper, the villagers and the captain of the boat. Remember when including quotes in a newspaper article to include inverted commas and a range of punctuation.

## 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.

## Maths

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://ttrockstars.com/>

- Alternatively, have a go at The Oak Academy Online Classroom lessons this week:

Year 3 –Angles and Shape: <https://www.thenational.academy/online-classroom/year-3/maths#subjects>

Year 4 – Area and Perimeter: <https://www.thenational.academy/online-classroom/year-4/maths#subjects>

### Practical Maths Challenges (offline)

**Twigs** - Twigs are great for making shapes and demonstrating a variety of angles. Challenge children to make as many shapes as they can with right-angles. Can they make a regular pentagon? How many interior right-angles does this shape have? Though twigs aren't perfectly straight, making right-angles can be great fun especially when children are challenged to build a 2D shape such as a house or a boat. Challenge them to make the biggest shape with 10 pieces of wood/sticks/twigs? Can they make a shape with 12 angles? Can they make some 3D shapes, such as a cuboid using twigs and twine?

**Material Measurement** - Ask children to explore outside and collect various natural materials such as sticks, leaves, etc. Next, ask them to measure various items using their own body parts and compare their findings with the items. For example, how many pebbles does it take to measure your arms? How many leaves does it take to measure your leg? Discuss why results may vary. Then if you have access to a ruler or tape measure, find accurate readings of measurement.

**Receipts** - Using receipts from the shop to add and subtract numbers.

**Baking** - Bake cakes together. Talk about the weight of flour, the volume of milk, number of eggs, the amount of time the cakes will bake for, how hot the oven will be.

**Car Registration Plates** - How many different numbers can you make from one car registration plate? Who can make the most numbers?

**Menus** - Find a real takeaway menu around the house or on your favourite restaurant's website. What would you love to order? How much would it cost altogether? Give yourself a budget - can you work out the change?


### ESCAPE ROOM PUZZLE CRAFT

Go on, puzzle yourself.

TIME 10-15 MINS DAY 11

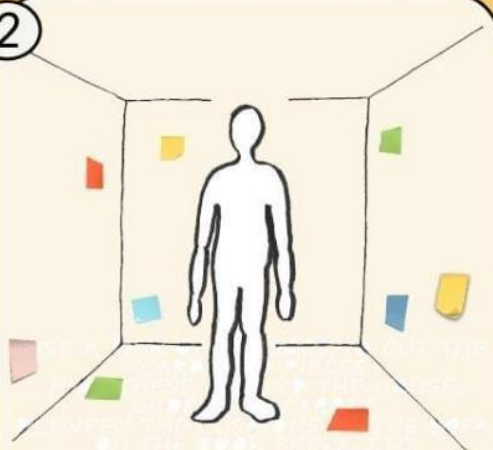
1 AN ACTIVITY FOR 1 OR MORE PLAYERS

WRITE THE NUMBERS 1-20 ON SEPARATE POST-IT NOTES OR PAPER.




PLACE AND STICK THE POST-IT NOTES IN DIFFERENT LOCATIONS AROUND THE ROOM.  
Eg: ON THE WALL, FLOOR, SOFA SIDE TABLE.  
(A hard surface that wont fall over easily.)

2



ALL PLAYERS STAND IN THE MIDDLE OF THE ROOM READY TO START.



Provided by  
THINKING OUTSIDE THE BOX ESCAPE ROOMS

3

A GAMESMASTER WILL CALL OUT SOME INSTRUCTIONS AND THE FIRST PLAYER TO TOUCH A CORRECT POST-IT WILL WIN A POINT.  
(If two players touch the same post it they must both choose another number.)

SOME INSTRUCTIONS CAN BE:

- \* AN ODD OR EVEN NUMBER.
- \* A NUMBER WITH STRAIGHT LINES.
- \* A NUMBER IN THE 2 TIMES TABLE.
- \* A FACTOR OF 18. (etc)
- \* (number) ADD ( number) EQUALS ...
- \* (number) PLUS (blank) EQUALS 20...
- \* IF THE POST-ITS ARE DIFFERENT COLOURS, CALL A COLOUR.
- \* PICK 2 NUMBERS TO EQUAL 10
- \* TIMES 2 NUMBERS THE HIGHEST TOTAL WINS.

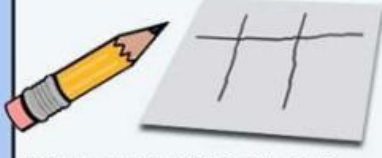
### ESCAPE ROOM PUZZLE CRAFT

Go on, puzzle yourself.

TIME 10-20 MINS DAY 8

1 AN ACTIVITY FOR 2 PLAYERS OR MORE

ALL YOU NEED IS A PENCIL SOME PAPER AND A DICE.




DRAW THIS GRID ON THE PAPER, ONE FOR EACH PLAYER.  
(This is like hundreds, tens and units)

YOU ARE NOW READY TO PLAY, THERE ARE TWO VERSIONS YOU CAN PLAY, THE NICE WAY OR THE NASTY WAY.

2 NICE VERSION

MAKE SURE NO ONE CAN SEE YOUR GRID, ROLL THE DICE. WHATEVER NUMBER IT LANDS ON YOU MUST NOW PLACE THIS INTO YOUR GRID SOMEWHERE. THE NUMBER MUST BE PLACED EITHER IN THE HUNDRED, TENS OR UNITS OF YOUR GRID. HOWEVER ONCE PLACED YOU CANNOT MOVE IT.



EACH PLAYER TAKES A TURN ROLLING THE DICE AND PLACING NUMBERS UNTIL ALL SPACES ARE FILLED. REVEAL YOUR NUMBER AT THE END TO SEE WHO GOT THE HIGHEST NUMBER.\*\*

3 NASTY VERSION


MAKE SURE YOU CAN SEE EVERY PLAYER'S GRID, WHEN YOU ROLL THE DICE THIS TIME, WHATEVER NUMBER IT LANDS ON YOU WILL NOW PLACE THIS INTO ONE OF YOUR OPPONENT'S GRIDS. ANYWHERE YOU CHOOSE.

ONCE PLACED THE NUMBER CANNOT MOVE IT.

EACH PLAYER TAKES A TURN ROLLING THE DICE AND PLACING NUMBERS IN AN OPPONENTS GRID UNTIL ALL SPACES ARE FILLED. REVEAL EVERYONE'S TOTAL AT THE END TO SEE WHO GOT THE HIGHEST NUMBER.\*\*

\*\* CAN BE HIGHEST TOTAL TO WIN OR LOWEST TOTAL TO WIN.

Provided by  
THINKING OUTSIDE THE BOX  
ESCAPE ROOMS





## Topic Challenges

We have looked at sea pollution in a previous home learning pack, but now you will look deeper, under the sea.

See if you can challenge yourself to complete these activities below. Take your time; some may take longer than others. Feel free to adapt the tasks as you wish.



Research the 5 different oceans and their locations on a world map.	Order the oceans from smallest to largest.	BBC Bitesize lesson on Oceans <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw</a>	Create an Under the Sea drawing.	Research and create a poster all about Plastic Pollution.	Write a short descriptive paragraph about an Under the Sea scene.
Design and make a boat that can float on water using things in your house.	Create your own under the sea creature. Draw it and write a character description.	Use 2Animate on Purple Mash to create an Under the Sea story.	Ask friends and family about their favourite sea animals and create a bar chart to show the results.	Watch 'A whale's Tale' on Youtube. <a href="#">A Whale's Tale</a> Write a letter to everybody explaining what we need to do to change.	Create a fact file about your favourite sea creature.
Use your pointillism skills from before half term to create an Under the Sea pointillism picture.	Watch the video about the different layers of the Ocean <a href="#">Layers of the Ocean</a>	After learning about the different layers of the Ocean, create a labelled picture to show them.	Can you create an ocean in a jar or a bottle?	Create a holiday brochure for a made up tropical island in one of the oceans.	Complete the Online Quiz about Fish. <a href="#">Fish Quiz</a>

The fish quiz can be found at: <https://www.dkfindout.com/uk/quiz/animals-and-nature/fish-true-or-false-quiz/>

Happy home learning everyone!

