**Busy Bees English Home Learning Grid 5 Monday 18th May to Friday 29th May**

Below is a breakdown of structured online support for teaching and learning in English and opportunities for more informal learning in English. It is important that you choose the right approach that suits your family situation. Please feel free to do them in your yellow or blue ‘One’ books which have been sent home. Your key Red and Orange words were also sent home for you to practise. Remember there are still lots of activities and website links on the previous grids that you may still wish to use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning covered in Autumn and Spring term at school**  **Please see below the learning that has already taken place this year with some useful websites to help you revisit this learning.**  **Spelling** <https://spellingframe.co.uk/>  Revision of Year 2 Spelling patterns  Prefix – un dis in mis re anti super sub auto inter  Adding im, ir and il  Revision of the Year 1 and 2 words (Red). Learning of the Year 3 and 4 words(Orange)  **Grammar and Punctuation** <https://www.bbc.co.uk/bitesize/topics/zhrrd2p>  Tenses – Past and Present progressive/ Present Perfect/ Consistency of tense and Standard English Verb inflections  Prepositions  Adverbs – to modify adjectives and verbs  Common, Proper, Plural and Possessive nouns  Expanded Noun Phrase  Use of Co-ordinating and Subordinating conjunctions in sentences to join main and subordinate clauses.  **Handwriting** <https://www.teachhandwriting.co.uk/continuous-cursive-joins-choice-3.html>  Revision of joins to create legibility and consistency  **Composition**  Planning, drafting, writing (using paragraphs), evaluating and editing their writing. Text Types covered:   * Descriptive recount * Letter Writing * Instructional Writing * Newspaper Writing * Nonsense poems * Information – non chronological writing   **Reading** <https://www.literacyshedblog.com/blog/reading-vipers>  Use of Vipers to discuss and analyse different genres of text; including George’s Marvellous Medicine, Nonsense poems and The Iron Man.  Vocab/Infer/Predict/Explain/Retrieve/Summarise | | | | |
| **Structured Online Learning** | | | | |
| **Hamilton Trust overview**  If you are wanting a more structured approach to learning, Hamilton Trust website gives daily one hour English lessons for you to download. <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>  **Year 3**  **Week 5**  Day 1 – Reading a story, order events. Answer questions about characters.  Day 2 – Revise direct speech – practise using speech from the story.  Day 3 – Read another story, make a summary. Write direct speech.  Day 4 – Read a report. Make notes. Explore a website and make further notes.  Day 5 – Read an opinion and speculate about the writer. Write imaginatively.  **Week 6**  *All extracts are parts of the text of Harry Potter and the Philosopher’s Stone.* Day 1 – Reading an extract. Using conjunctions and clauses.  Day 2 – Reading an extract. Developing understanding of conjunctions and clauses.  Day 3 – Reading an extract. Independent writing using conjunctions.  Day 4 – Reading an extract. Revising and identifying adverbs.  Day 5 – Reading an extract. Writing a report using features of reports and also imagination.  **Year 4**  **Week 5**  Day 1 – Listening to a story. Revising verbs.  Day 2 – Revising past tense; identifying and using present perfect tense.  Day 3 – Using the present perfect tense when writing in role.  Day 4 – Reading a narrative poem. Re-telling the story.  Day 5 – Reading a narrative poem. Imagining dialogue. Re-telling the story.  **Week 6**  Day 1 – Read the start of a story. Make predictions. Answer comprehension questions.  Day 2 – Explore character reactions. Listen to the story being read and reflect about the character of the king.  Day 3 – Summarise a story. Use imagination and reflection to write a letter to self from future self.  Day 4 – Reading poems. Practising adverbials.  Day 5 – Reading poems. Practising adverbials. Presenting and learning a favourite poem. | | | **Other Structured Online Home Learning resources**  There are many websites that provide structured online learning that you can follow and use to teach your child English at home.  These include:   * Oak Academy - this includes online teacher presenting lessons, delivered by qualified teachers from across the country. There are a range of quizzes and activities that accompany the online videos.   <https://www.thenational.academy/online-classroom/year-3/english#subjects> and<https://www.thenational.academy/online-classroom/year-4/english#subjects>   * BBC Daily Bitesize lessons - this includes a range of daily lessons for all areas of the curriculum and includes weekly Maths challenges. <https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1> and <https://www.bbc.co.uk/bitesize/tags/z63tt39/year-4-and-p5-lessons/1> | |
| **Informal Learning Opportunities and Challenges** | | | | |
| **Authorfy**  Have a look at this great website to learn about different authors and what inspires them to write. For a daily dose of creativity and fun, check out ’10 Minute Writing Challenges’ which are set by bestselling authors and illustrators. A new challenge is added every day.  <https://authorfy.com/10minutechallenges/> | **Pobble365**  Click through the daily images and find one that interests you. Answer questions about the picture, rearrange the ‘sick sentences’, explore the language used in sentences and use the story starter to write your own piece of creative writing.  Please email in your 1st draft of your writing and I will mark it to help you edit it and improve in your 2nd draft. | **Sumdog**  Have you logged on to Sum Dog yet? You must – the feedback I am getting is that it is brilliant!  Practise your grammar and spelling knowledge through lots of fun games. All log in details were sent via email.  <https://www.sumdog.com/user/sign_in> | | **Reading comprehensions**  Read the ’60 second’ reads and answer the questions about Romans. Mark and discuss the answers with an adult.  Make a roll and respond reading dice and use it each day to answer questions about a book you are reading.  These resources will be emailed to you. |
| **Instructions**  Have you played a game, learnt a new skill or made something during lockdown that has been great fun?  Write or perform a set of instructions to show one of your class mates how to do it.  Remember to use powerful imperative verbs and adverbs to tell use when, how and where. Try to use your adverbs at the start of your sentences (i.e. fronted adverbials!)  If you film yourself, don’t forget to send it on Tapestry. | **Grammar and Punctuation**  This half term we would have been learning about inverted commas (speech marks)  Bitesize Inverted Commas lesson: <https://www.bbc.co.uk/bitesize/articles/z4rbgwx>  Practise using inverted commas by completing the activities in the twinkl home learning pack or making up a conversation between you and someone in your house about something that might have happened during lockdown. <https://www.twinkl.co.uk/resource/t2-e-2446-year-4-punctuation-using-inverted-commas-for-direct-speech-learning-from-home-activity-booklet> | **Spelling frame**  <https://spellingframe.co.uk/>  This half term we would have been learning the spelling rules 9, 15, 16, 18 and 19 on spelling frame for Years 3 and 4. Use this website to practise these spelling rules. | | **Non-fiction factual poster**  Read the ‘Roman Empire’ non-fiction ebook (this will be emailed to you). Find ten interesting facts and make a poster to display these facts.  Can you find any other interesting facts from other non-fiction texts and add them to your poster as well. |