

English

Reading LO To make a prediction about the story based on what has already happened and explain in detail, using evidence from the text.

1. Choose a page in your current reading book. It must be a story you have not read before. For handwriting practice, copy out the page onto a sheet of lined paper in your best cursive script.
2. Read the page out loud to the adult you are working with. Ask your child questions about what they have just read. Try and make it a mix of questions that require them to 'retrieve' the answer. The answers to these questions should be reasonably easily found in the text.
3. Ask your child:
  - a) What do you think might happen next? Why?
  - b) What might the character say or do next and why?
  - c) How do you think the story will end? Why?

Encourage your child to write the full answers down ensuring they can explain themselves clearly using evidence from the text.

Writing LO To write a character description for a spooky story.

In writing, we will be describing how a character behaves in a spooky story. You can use the setting from last week, or find another which inspires you.



Make sure before you start writing that you think carefully about describing the character using the five senses and imagining how you would feel in this situation. Remember to use 'show not tell' – see table>>>

**Characters reacting with worry and fear:**

- The sweat dripped down his back.
- He whispered urgently to his friend.
- She stammered nervously.
- His heart beat quickly.
- His eyes bulged like a frog.
- He stared as if he was in a trance.
- She took a deep breath and walked towards it.

You should aim to write at least two paragraphs to describe your character for your reader and really put them in the shoes of your character!

Extension/ additional writing.

Describe a character who is scary, not scared. Can you use the two descriptions together in the same story?

## Maths

LO Add together two numbers using expanded column method or column method (3 or 4-digit)

LO Subtract numbers using expanded column subtraction or column method (2, 3 or 4-digit)

This week in maths sessions we will be focusing on using addition and subtraction to solve problems.

Try these different resources for explanations and practice:

<https://www.bbc.co.uk/bitesize/articles/z7psf4j> )

<https://www.bbc.co.uk/bitesize/articles/zfxx6v4> ) year 3

<https://www.bbc.co.uk/bitesize/articles/zd3q2sg> )

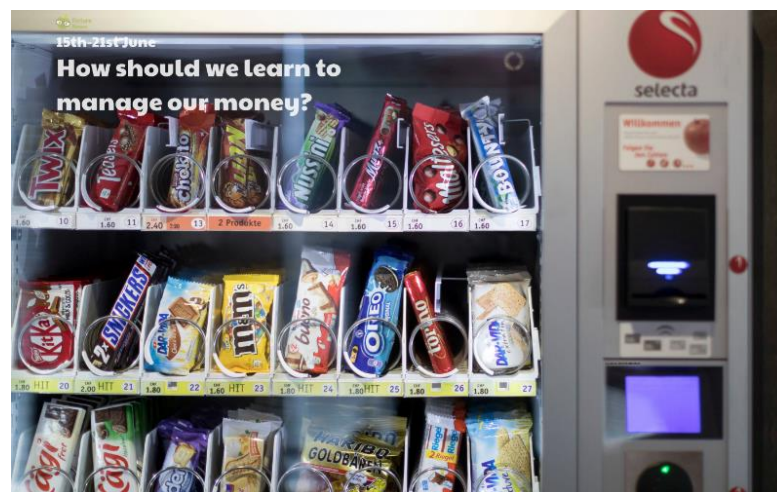
<https://www.bbc.co.uk/bitesize/articles/zvxpscw> )

<https://www.bbc.co.uk/bitesize/articles/zf3r47h> ) year 4

<https://www.bbc.co.uk/bitesize/articles/zkfdjhy> )

Choose your challenge based on how confident you feel with this. Don't move on until you feel ready and remember, start small with your numbers and build them up as you gain confidence.

## Picture News



1. What is the question in this picture? What do you think it means?

Now read through [this article](#) with an adult.

2. How do you think the people involved in the story feel?



How does it make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distracted distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

3. What do you think about this week's story? How does it make you feel?

4. Have you ever experienced anything like this or come across anything like this before? When was it? Where was it?

5. What have you learned from this week's story?

Make a list of things you would put in your virtual vending machine and what jobs or chores you would do to earn them.

Share your thoughts on our online discussion board: [www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## Topic – Rivers & Oceans

Over the next few weeks, we will be looking at two of the major features on our planet and learning about how they are made and what creatures inhabit these places.

Week two: Oceans

Lesson one- LO: To understand how plastic can pollute the ocean.

With your child, discuss what pollution means. How might it be bad for the environment? Then watch the following short film from Blue Planet. There are a couple of distressing images of dead animals, so please watch before and make sure you are happy for your child to see it, or as much of it as you are comfortable with.

<https://www.youtube.com/watch?v=xLx4fVsYdTI>

Afterwards discuss what they have seen and how it made them feel.

Can you list as many ways as possible that plastic was seen to harm animals in the ocean. Can you think of any others?

Lesson two: LO To understand what conservation means and how we can all help

1. Watch this short [Newsround clip](#) and talk about what these children have done about pollution. Do you think it's a good thing? How does it make you feel? What does the word 'conservation' mean? Can you describe it in your own words?

2. Look at this link [here](#) which shows how we can all help to improve the oceans and reduce pollution.

Design and make a poster about plastic pollution and what we can do to help reduce the problem.

#makeadifference

Lesson three- LO: To apply my learning to a creative challenge.

This is your chance to show what you have learned in a fun way. One way to reduce pollution is to reuse items. Collect some clean plastic containers (ask an adult first!) and then make them into something new.



It could be a sculpture.



New storage:

Or anything else that you like! Take a picture and share it on the school Facebook page.