Newport Lakes Primary School

Year 3/4 - Learning @ Home, Term 4, Week 4

Google Meet Timetable

	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11.30	11:30-12.15	12:45-1:30	2:30-3:00
MON		Whole Class Meeting			Open Session with James			
TUE	At school							
WED	At school							
THU	Whole Class Meeting 9am	9:30-10:15am LOTE		10:30-11:15am Drama (AD,JM, CM) & Music (TC, TH, & RW)		11:30-12:15pm Art	12:45-1:30pm PE	Band - 2.30pm
FRI		Whole Class- Maths Intentional Fun Friday				Social Meet 11:30-12pm		Assembly 2.45pm

9:00 – 10:00am **Whole Class:** Everyone needs to attend this meeting. Your teacher will go through the day's planner.

11.30 – 12:00pm **Social Friday Meet:** Book a time to chat and catch up with your friends from any class.

11:00 – 11:30pm **Open Help Session:** Attend this session if you need help with any of the work.

9:30 – 1:30pm **Specialist Lesson:** Everyone needs to attend this session.

New Google Classroom Links

Class	Class Code	Meeting Code	Google Meet Link
3/4TC Tammi	rbqs62u	upafrwvbcs	https://meet.google.com/upa-frwv-bcs
3/4CM Carol	z35hncd	xjupaenrgw	https://meet.google.com/xju-paen-rgw
3/4RW Rhianna	wrwshdr	bfvpxwoncr	https://meet.google.com/bfv-pxwo-ncr
3/4TH Trami	cinxsp4	wuqjqwxzuk	https://meet.google.com/wuq-jqwx-zuk
3/4AD Ann-Maree	zgk2g5m	cfvkhjfsta	https://meet.google.com/cfv-khjf-sta
3/4JM James	lkeao62	agrqogwstf	https://meet.google.com/agr-qogw-stf

Specialist Classroom Links

Class	Class Code	Meeting Code	Meet Link
Music/Band	bvk3sk7	1658154642	https://eduvic.webex.com/meet/tracey.james
LOTE	olo5thl	165 550 3683	https://eduvic.webex.com/meet/benito.ricci
P.E	g6viws4	578 820 891	https://eduvic.webex.com/meet/antoniadis.terry.e
Drama	svhz3cl 3/4AD f4ogung 3/4JM a4ovmve 3/4CM	570 741 729	https://eduvic.webex.com/meet/sullivan.michelle.p
Art	2fjbmdn	574 076 333	https://eduvic.webex.com/meet/russell.laura.s

Please upload the following tasks onto Google Classroom for your teacher to give you feedback

Assignments to Hand in

Monday and Friday	Reading - Continue to answer the Harry Potter questions in your doc or workbook

This icon means there is a link to click on to watch a video.→→

←←This icon means you need to hand in this task for your teacher to mark.

Weekly Focus	
Reading/Vocabulary	Harry Potter
Spelling	/z/ sound (z/se/s/ss)
Writing	Information reports
Maths	Times Tables
Health	Gender Stereotypes
Maths	Intentional Fun Friday

Day 1 - Monday

Vocabulary	Here are this week's vocabulary words from Harry Potter, chapters 4 and 5.

rasping	ruefully	cowering	quailed
pelts	parchment	seized	hurtled

Activity 1: Use a dictionary (online or hard copy) to find out the meaning of any words you don't know.

Activity 2: We want you to choose 2 or 3 words to 'interview'. Complete the interview sheet below.

Interview a Word :

💙 Who are your relatives?

💚 Are you useful? What is your purpose?

💜 What do you like?

❤️ Do you have any affixes that can be attached to you?

Here is an example:

Interview a Word: Hurtled

💙 Who are your relatives?

I am related to moving, going really fast, uncontrollable, tearing, flying, charging.

💚 Are you useful? What is your purpose?

I am a great way to move if you are in a hurry, but I can be a bit dangerous.

💜 What do you like?

I like going as fast as I can.

❤️ Do you have any affixes that can be attached to you?

Yes, I can add 'ing' to make hurtling, and without 'ed' I am hurtle.

Reading	**Harry Potter and the Philosopher's Stone by J.K. Rowling**

Chapter 4: The Keeper of the Keys

Activity 1: Today we want you to read **chapter 4** of the book. If you have already read the book, read this chapter again.

If you would prefer to listen to the book you can click here:

Link 👆

https://hpaudiobooks.club/philosopher-stone-stephen-fry/

Activity 2: Answer these questions about chapter four. You must be able to support your answer with evidence from the book.

1. Who came to deliver a letter to the shack?
2. What do we know about Hagrid?
3. What were some of the things Harry could remember about the night Voldemort killed his parents and tried to kill him?

Spelling **Link** 🖑 **Link** 🖑	**The /z/ sound** There are a number of spelling patterns we use that make the /z/ sound. The z sound is similar to the sound a bee makes zzzz. 'S' - makes the z sound in the following circumstances: ● After a voiced consonant - bugs, follows ● After a word ending in a vowel sound - bees, flies, plays **Words that end in a vowel sound use the /z/ pronunciation for S.** **e.g. -- plays -- sees -- tries -- follows -- continues** Watch: How to Pronounce /S/ vs. /Z/ | Improve Your Accent & Speak Clearly - YouTube https://www.youtube.com/watch?v=5hV_s6B9EFM&t=24s Remember that the s sound is voiceless and the z sound is voiced. Please note the person in this video is American and pronounces the last letter of the alphabet differently. In American English they say ZEE, whereas in British and Australian English we call it ZED. 'Z' (or ZZ) - is typically used at the beginning or end of words: zip, zap, zoo, buzz, fizz, quiz 'SE'- is used after a long vowel sound: please, rose, praise 'SS'- dessert, dissolve, possess Activity: write a short paragraph that has as many words with the z sound that follow each of these spelling patterns. Then highlight or underline them in different colours depending on the spelling pattern. For example: s - yellow, z - pink, se - green, ss- blue. You might like to test your /z/ sound knowledge by playing this game and sorting the words into the correct /s/ or /z/ sounds: https://wordwall.net/resource/15871476/two-sounds-of-s
Writing	**Information Reports** Today you will continue **drafting** your information report. You might like to use the checklist below while you're writing your draft: ● I have chosen interesting information to put into my writing. ● I have organised my information with subheadings. ● I have started my writing with a title and a clear explanation of what I am writing about. ● I have used subject-specific vocabulary. ● I have used adjectives to help me explain clearly. ● I have written in the present tense. ● I have remembered to use capital letters and full stops. ● I have re-read my writing to make sure it makes sense.

Maths	**Times tables**
	Warm-up: Here is a multiplication grid. Can you work out the value of each picture?

Activity 1: Set 15 minutes on your timer. Complete the multiplication grid on **page 7**. Once the time is up or once you have completed the grid, write down your time. Then mark your answers and write a goal for yourself.

Here are some example goals:

By the end of the week, I will know all my 6 times tables off by heart.

By the end of the week, I will be able to complete the entire multiplication grid in under 10 minutes.

Activity 2: Watch Trami explain some times table tricks and follow along with her.
https://www.youtube.com/watch?v=cg2GmeGIO6M

There is a poster on **page 8** to help you. Do you know any other tricks? What strategies do you use to remember your times tables? Write them down, add them to the poster or make your own poster to help you remember.

Activity 3: Log onto Essential Assessment - Sunset Maths and practise your number skills. Your teacher will have your login details if you need them.

Optional Extension: Go to 'Maths Challenges' folder in Google Classroom to find more Times Table Challenges.

Health	**Gender Stereotypes**
Link 👆	Today we will look at gender stereotypes- these are the way some people think about the way girls or boys should act. 1. Watch 'A Class That Turned Around Kids' Assumptions of Gender Roles!' https://www.youtube.com/watch?v=G3Aweo-74kY 2. Read Peer Politics (below) 3. Answer the questions 1-7 **Questions** 1. What is the main point of this comic and video? 2. What is a stereotype? 3. What is the stereotype that is mentioned in this comic? 4. Why do you think the girls in this story believe this? 5. What might the consequences be if the boy in the story was forced not to dance because he was not a girl? 6. Why should or shouldn't gender stereotypes be used? 7. Name something you or someone you know likes to do that does not fit traditional stereotypes?

Maths - Day 1 Activity 1

Multiplication Grid

Time:_____

Goal:_____

_____

_____

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Maths Day 1 - Activity 2
Times Table Tricks and Tips
Watch the video here: https://www.youtube.com/watch?v=cg2GmeGIO6M

to multiply by	Trick
1	any number multiplied by 1 is always the number 5x1 = 5 8x1=8
2	add the number to itself (example 2×9 = 9+9)
5	the last digit goes 5, 0, 5, 0, ...
	is always half of 10× (Example: 5x6 = half of 10x6 = half of 60 = 30)
	is half the number times 10 (Example: 5x6 = 10x3 = 30)
6	when you multiply 6 by an even number, they both end in the same digit. Example: 6×**2**=1**2**, 6×**4**=2**4**, 6×**6**=3**6**, etc
9	Finger trick:

the last digit goes 9, 8, 7, 6, ...
your hands can help! Example: to multiply 9 by 8, hold your 8th finger down, and count "7" and "2", the answer is **72** |
	when you *add* the answer's digits together, you get 9. Example: 9×5=45 and 4+5=9.
10	put a zero after it
11	up to 11x9: just repeat the digit (Example: 11x4 = 44)
	for 11x10 to 11x18: write the sum of the digits between the digits Example: 15x11 = 1*(1+5)*5 = 165

Note: this works for any two-digit number, but when the sum of the digits is more than 9, we need to"carry the one". Example: 75x11 = 7*(7+5)*5 = **7***(12)*5 = **8**25. |
| **12** | is 10× plus 2× Example: 12 x 2 = (10x2) + (2x2) = 20 + 4 = 24 |

Day 4 - Thursday - Specialist Day	
LOTE Link	Click on the link for this week's Indonesian lesson. https://docs.google.com/presentation/d/1Xxi91NbP7DoURN3eJw0CwqUgpUxUfZviu1iHguOysuE/edit?usp=sharing This lesson is also on **Google Classroom**. Class code: olo5thl I will be teaching this **lesson live on Thursday from 9.30 - 10.15am** Click on the link below to access the live lesson https://eduvic.webex.com/meet/benito.ricci Access code: 165 550 3683 **Please print the worksheet ready for the lesson**. It is in the lesson link and in your class planner. Pak Ben
Music Drama Link	For Grades ¾ JM ¾ CM and ¾ AD Here is the planner for this week Grade 3/4 week 4 Term 4 I look forward to seeing for online Drama with Michelle on Thursday 10.30-11.15 https://eduvic.webex.com/meet/sullivan.michelle.p Access code: 570 741 729 Please join google classroom using these codes svhz3cl 3/4AD f4ogung 3/4JM a4ovmve 3/4CM For Grades 3/4TC, TH & RW, This week we will be meeting on Webex for our lesson on **Thursday at 10.30am.** I can't wait to see you all. Here is my link: https://eduvic.webex.com/meet/tracey.james (Meeting number 1658154642) The link will also be posted in our Google Classroom, use the Google Classroom code **bvk3sk7** to access. Don't forget that Instrumental Music lessons are still happening and there is an Instrumental Music Google Classroom for lesson and band resources. **Instrumental Music** Google Classroom code **u6mhm5q**
Art **11:30am -** **12:45pm** Link	**Week 4 Art – Installation Art** To access the Art program on google slides click on the link below. This week is about **Installation Art** The link will also be available on the 3/4 Art 2021 Google Classroom – access code is 2fjbmdn **Art Online with Laura - 11:30am - 12:45pm** Laura Russell's Personal Room **https://eduvic.webex.com/meet/russell.laura.s** Access code: 574 076 333

PE	Welcome to another week of doing PE online. I hope you have enjoyed being back at school for a few days and have had a great week.
	Our live lesson this week is going to take place on **Thursday at 12.45pm.** I look forward to seeing you all at that time. You can join the lesson by clicking on the following link: https://eduvic.webex.com/meet/antoniadis.terry.e Access code: 578 820 891

Indonesian

Write a sentence about 10 of the characters below using the vocabulary we have been learning. **You can use new describing words** if you like. Number the characters you choose.

Eg. 1. Dia kuat, ramah dan percaya diri (confident)

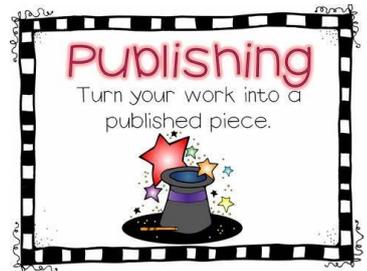|	
Reading Link 👆	**Harry Potter and the Philosopher's Stone by J.K. Rowling** **Chapter 8: The Potions Master** **Activity 1:** Today we want you to read *__chapter 8__* of the book. If you have already read the book, <u>read this chapter again</u>. If you would prefer to listen to the book you can click here: https://hpaudiobooks.club/philosopher-stone-stephen-fry/ **Activity 2**: Answer these questions about chapter 8. You must be able to support your answer with evidence from the book. 1. What have you found out about Hermione? 2. How is the mail delivered at Hogwarts? 3. How does Professor Snape feel about Harry? Give some examples from the book. 4. What day had Gringott's Bank been robbed?
Writing	**Information Reports** Today you will be **publishing** your information report. You can either write it out on a paper and make a poster using your neatest handwriting, or you might like to use pages, google docs or any other publishing app on your iPad. Remember to include a picture, illustration, drawing or diagram to your report. Use the checklist below to make sure you have included all the features of an information report.

There should be... ✔

a title and opening sentences clearly explaining what the report is about.	
paragraphs of information for each of the headings.	
tables/pictures/diagrams to add information.	
facts linked within each paragraph.	
a conclusion - summary of key points.	
factual language.	
appropriate tense.	
an interesting sentence to end the report.	

Maths	Times Tables

Warm-up

Fill in the empty squares using 1 to 9.

All 9 numbers must be used.

$$\square \times \square \times \square = 54$$
$$\times \quad \times \quad \times$$
$$\square \times \square \times \square = 120$$
$$\times \quad \times \quad \times$$
$$\square \times \square \times \square = 56$$
$$= \qquad = \qquad =$$
$$96 \qquad 180 \qquad 21$$

Activity 1: If you haven't finished your board game from Tuesday & Wednesday's lessons at school, use this time to complete it. Then play your board game with a family member.

Activity 2: Songs, chants and raps are an excellent way to learn your times tables.
Listen to some below:

3x https://www.youtube.com/watch?v=dzVyBQ5uTbo
6x https://www.youtube.com/watch?v=e7rYbk9PNuM
8x https://www.youtube.com/watch?v=0X620IeUkYE

Now that you have some inspiration, choose a times table that you find tricky and turn it into a song/rap/chant! If you need some help, use music from a song that you already know and just replace the words.

Example:

1 x 2 = 2, times by 2 that's what you do

2 x 2 = 4, slide your feet across the floor

3 x 2 = 6, come on now let's do some tricks

4 x 2 = 8, come to school and don't be late

5 x 2 = 10, write it down with your pen

6 x 2 = 12, put your books back on the shelf

7 x 2 = 14, be a friend and lets not be mean

8 x 2 = 16, wide awake no time to dream

9 x 2 = 18, our learning rap is so supreme

10 x 2 = 20, 1 to 10, I think that's plenty!

Optional Activity: If you are brave enough, create a music video for your song/rap/chant and share it with your class on Google Classroom!

	Optional Extension: Go to 'Maths Challenges' folder in Google Classroom to find more Times Table Challenges.
Maths	**Intentional Fun Friday** This session will run during your morning meet. It will begin at **9:30am**.