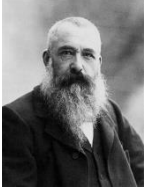



















Choose an activity from the menu below:

|  |   |  |
|--|---|--|
| <p>Research, plan and write a biography about an impressionist artist.</p>    | <p>Ask your relatives open and closed questions about their own school life. What are the similarities and differences to today?</p>   | <p>Create your own impressionist painting or copy your favourite one.</p>   |
| <p>Use the Abacus textbook to practice a Maths skill you find tricky.</p>   | <p>Practice telling the time using analogue and digital clocks.</p>    | <p>Spend some time in the kitchen practicing your measuring skills. You could try making jelly or a cake with a responsible adult.</p>    |
| <p>If you can, find a weed in your garden. Can you name the stem, leaves, roots and flower? What does each part of the plant do?</p>                               | <p>Choose a picture from Pobble 365, using the story starter and the attached success criteria finish the story.<br/><a href="http://www.pobble365.com/">http://www.pobble365.com/</a></p>    | <p>Practice your Year 3/4 curriculum spellings.</p>    |
| <p>Practice your times tables on Times Table Rockstars. Are you a Rock Legend?<br/><a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a></p>  | <p>Have a go at the attached Science experiment. What have you found out?</p>    | <p>Before the 29<sup>th</sup> March, listen to a free audiobook from World Book Day.<br/><a href="https://www.worldbookday.com/world-of-stories/">https://www.worldbookday.com/world-of-stories/</a></p>  |
| <p>Complete the Mathletics booklets on time, measurement and fractions.</p>   | <p>Log on to ReadTheory and have a go at some reading comprehension. How many points can you get?<br/><a href="https://readtheory.org/auth/login">https://readtheory.org/auth/login</a></p>  | <p>Can you spot any roman numerals around your house? What do they mean?</p>    |
| <p>Research, plan and write a biography about a close family member.</p>    | <p>Curl up in a comfy place and read your favourite book.</p>    | <p>Choose an activity from those set by your teacher on PurpleMash.<br/><a href="https://www.purplemash.com/sch/surreyhills">https://www.purplemash.com/sch/surreyhills</a></p>                           |

Try using these sentence starters to help you write your biography:

| Biography Sentence Starters    |                       |
|--------------------------------|-----------------------|
| At the age of                  | As a child            |
| When he                        | A few years later     |
| In her childhood               | The following year    |
| Two years later                | Sadly                 |
| In January 1995                | Unfortunately         |
| During                         | Luckily               |
| While this was happening       | As he grew older      |
| From that time                 | Although              |
| Often he                       | However               |
| Even though                    | Once                  |
| Eventually                     | Later                 |
| Many times                     | Early in 2008         |
| Many months later              | Soon afterwards       |
| He will be most remembered for | In her final years    |
| Finally                        | Several months passed |
| At that time                   | Her dedication to     |
| Years passed before            | After she retired     |
| Shortly before                 |                       |

## Features of a Biography



Purpose:

to give an account of someone's life.

### Tense:

- written in the past tense
- Closing statements may use present/future tense

### Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

**Concludes** with what they are doing now, or how they are/will be remembered.

### Include:

- information about their personality
- specific facts about achievements, influences and significant people

### Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

### Include:

- third person pronouns, such as:  
he, she, they, himself, herself, it, their, them

### Include:

- adverbials, such as:  
accordingly  
consequently  
therefore  
hence

### Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:  
then, after that, this, firstly, whenever

## Example Text:

# Pablo Picasso

1881 - 1973



Pablo Picasso was born in Malaga, Spain. When he was baptized, his name was 23 words long! Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Mártir Patricio Clito Ruiz y Picasso.

Picasso's father was an artist and gave Pablo art lessons. He finished his first painting, *Le Picador*, when he was nine. When he was 13, he was admitted to the School of Fine Arts in Barcelona. At 16, he went to Spain's top art school, Madrid's Royal Academy of San Fernando.

In 1900, Picasso went to Paris where he met Max Jacob, a journalist who helped Picasso learn French. In 1905, some American art collectors bought some of Picasso's paintings and he became famous. Initially, Picasso painted in

a realistic manner but later his work became more abstract.

Picasso co-founded the Cubist movement. Cubism was a new way of painting, in which artists would paint a person or object from different angles using geometric shapes. The artists created a picture of something by breaking it up into different blocks. Picasso, and other artists, later began to add other materials, leading to the invention of collage.

Picasso died in France in 1973. Several of his paintings are amongst the most expensive in the world. More of his paintings have been stolen than any other artist's.



Use your skipping rope and the on line resource to burn off some energy and keep fit whilst at home.

**We are learning to: Write a story inspired by a picture**

| Success Criteria -                                       | Me | Peer | Teacher |
|--|----|------|---------|
| I can remember all capital letters.                      |    |      |         |
| I can remember all full stops.                           |    |      |         |
| I can write in neat, joined writing.                     |    |      |         |
| I can arrange my writing into paragraphs.                |    |      |         |
| I can use speech marks for direct speech                 |    |      |         |
| I can choose adjectives and adverbs for effect.          |    |      |         |
| I can write in the past tense.                           |    |      |         |
| I can use a range of synonyms for 'said'.                |    |      |         |
| I can use a range of conjunctions to extend my sentences |    |      |         |
| I can accurately punctuate speech.                       |    |      |         |
| I can use accurately use possessive apostrophes.         |    |      |         |
| I can correctly punctuate fronted adverbials             |    |      |         |


**We are learning to: Write a story inspired by a picture**

| Success Criteria -                                       | Me | Peer | Teacher |
|--|----|------|---------|
| I can remember all capital letters.                      |    |      |         |
| I can remember all full stops.                           |    |      |         |
| I can write in neat, joined writing.                     |    |      |         |
| I can arrange my writing into paragraphs.                |    |      |         |
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| I can use accurately use possessive apostrophes.         |    |      |         |
| I can correctly punctuate fronted adverbials             |    |      |         |

Choose a picture from **Pobble365**.



<http://www.pobble365.com/>

Use these success criteria to edit and assess your writing.

**Example Timetable**

|             | 9:00 - 9:15  | 9:15 - 10:15 | 10:15 - 10:30 | 10:30 - 11:00  | 11:-12:00              | 12:00-12:55  | 12:55-1:05   | 1:05-2:00                        | 2:00-3:00                 | 3:05 - 3:25     | 3:30      |
|-------------|--------------|--------------|---------------|----------------|------------------------|--------------|--------------|----------------------------------|---------------------------|-----------------|-----------|
| <b>Mon</b>  | Registration | Maths        | <b>BREAK</b>  | Guided Reading | English<br><u>SPaG</u> | <b>LUNCH</b> | Registration | RE                               | Art                       | <b>ASSEMBLY</b> | Home Time |
| <b>Tue</b>  |              | Maths        |               |                | English<br><u>SPaG</u> |              |              | Computing                        | PE                        |                 |           |
| <b>Wed</b>  |              | Maths        |               |                | English<br><u>SPaG</u> |              |              | PE Outdoor<br>(PPA Mrs. Stowell) | Music<br>(PPA Mrs. Lewis) |                 |           |
| <b>Thur</b> |              | Maths        |               |                | English<br><u>SPaG</u> |              |              | Science                          | French                    |                 |           |
| <b>Fri</b>  |              | Maths        |               |                | English<br><u>SPaG</u> |              |              | LT                               | PSHE                      |                 |           |

## Examples of Pobble365 resources:



### Question time!

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- ▶ What do you think the troll is thinking?
- ▶ Do you think he means to cause all this fuss?
- ▶ How will the people deal the troll?
- ▶ Would you try to catch him or communicate with him?
- ▶ When faced with a problem, what are the best ways to deal with it?
- ▶ Where do you think the troll has come from?
- ▶ What do you think the rope around the troll's waist is for?

### Story starter!

---

- ▶ Thump! He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust and debris in all directions.
- ▶ With a loud grunt, the troll wrenched the entire fully tiled roof off a nearby holiday home, with the owners peering helplessly on out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...





READTHEORY

All students should have been given log in details to Read Theory. This is an American based reading comprehension tool.

When using for the first time, all students should complete the pre-test independently in order that the children access the correct level of reading text. Do not read the text or help with the questions.

Teachers will be setting tasks for their students to complete and hand in electronically. This will be updated regularly so children should log in daily, if possible, to see which task has been set for them 'to do'.

Log in details have been sent home.



Mathletics

Children have taken home maths booklets on Time, Fractions and measurement. Other booklets will be posted on the schools webpage to be viewed (rather than printed) on a timely basis for as long as children remain out of school.

One way of staying in contact with friends is to send them challenges on TTRS! Improve your times table knowledge as you make your way to being a legend.

Log in details have been given to children.



The School Run is a useful website, aimed at parents, that provides a range of explanations and examples of key topics taught in Primary Schools. It includes:

- A Primary School Grammar Glossary
- Examples of different Mathematical methods
- A range of free downloadable Maths and English worksheets



Keep up to date with the latest news by regularly watching Newsround. Make it part of your daily routine.



## Year 3 Common Exception Spellings

| Autumn 1 | Autumn 2 | Spring 1  | Spring 2 |
|----------|----------|-----------|----------|
| actual   | eight    | continue  | perhaps  |
| learn    | caught   | decide    | address  |
| group    | centre   | island    | guard    |
| heard    | century  | minute    | material |
| arrive   | heart    | difficult | recent   |
| circle   | breath   | earth     | guide    |
| often    | busy     | consider  | forward  |
| build    | early    | enough    | fruit    |

## Year 4 Common Exception Spellings

| Autumn 1 | Autumn 2 | Spring 1  | Spring 2  |
|----------|----------|-----------|-----------|
| weight   | surprise | possible  | although  |
| popular  | question | remember  | favourite |
| believe  | suppose  | breathe   | exercise  |
| purpose  | reign    | different | calendar  |
| regular  | straight | promise   | various   |
| through  | position | woman     | occasion  |
| probably | complete | thought   | pressure  |
| naughty  | special  | strange   | disappear |
|          |          |           | accident  |

You could use one of the following methods to practice your spellings.

**Draw and Label**

Draw and label ten of your spelling words. You **MUST** color your drawings and labels.

Don't forget to add a lot of great detail! Do your very best work!

**Squiggly Spelling Words**

**Choose ten spelling words.**

You are going to write them two times. Write them first in squiggly letters. Then write them once more in regular letters. Write neatly!

**Blue Vowels!**

Write **EACH** of your spelling words.

You will need a blue colored pencil. Trace over the vowels in each word with your blue colored pencil.

Vowels = A E I O U

**Bubble Letters**

Write six of your spelling words in bubble letters. After you write your words in bubble letters, color your words with a crayon or colored pencil.

**Bubble Letters Rock!**

Have a go at the science experiments below. This experiment has been chosen because it requires materials that you will likely have at home or can find at the supermarket.

### 1. How does water travel in a plant?

You will need:

- A cup
- Water
- Food Colouring
- A piece of celery



Method:

- Fill a cup with cold tap water and add a few drops of food colouring.
- Take a stick of celery and look carefully at the bottom of the celery. What can you see? Record your observations in a labelled diagram.
- Place the celery into the cup of water and leave for a day or two.
- Look at the top of the piece of celery. What do you notice? If the celery has leaves on top, ask an adult to remove the top of the celery. Record your observations in another labelled diagram.

Results:

| Before | After |
|--------|-------|
|        |       |

Now try to answer these questions based on your observations:

- How do you think water travels from the roots to the top of the plant?
- How do you know?