



Dartmoor
MULTI ACADEMY TRUST



Dear Parents and carers,

Although school remains temporarily closed due to the Coronavirus pandemic, you will continue to receive weekly planning for home learning each Friday for the following week. Teachers will further support learning through tutorials on Class Dojo or links to YouTube. As evidence of learning, we expect you to post samples of learning for your child's teacher to assess on Dojo. Learning support will be offered.

We want to support you and your families as much as possible by providing help and support with the disruption to the daily routines that your child is experiencing, particularly in relation to their learning and education. These are only recommendations to support you at this time.

As well as your weekly plan, communicated through email (School Gateway) each Friday, please keep an eye on your class posts on Dojo. Submitted home learning will earn points and the app is so easy to use. Class Dojo is a fantastic resource to communicate remote learning.

In order to get the most out of this remote learning provision, we do ask that the following protocol is adhered to:

1. Students should only communicate with their teachers during school hours to submit or query work.
2. Any communication should be responsible and related to home learning.
3. Parents should refrain from using this method of communicating with teachers, unless it is home learning related.

4. Parents who wish to contact members of staff on anything else should do so through traditional channels of phoning or e-mailing the school.

The key message is 'do what you can'. We are all learning in this new and fast-changing climate. Build in breaks, and if you can, try to find time for your child to go outside and promote physical activity as much as possible. Our recommended life skills are a great way to promote responsibility. Above all, please do not put extra pressure on yourselves or your children and if we can help in any way, do get in touch.

With best regards,

Deirdre Petersen

English: Week commencing - 27.4.20

Firstly, I would like to say this timetable is a guideline and a support for you should you need it. We would like children to engage in the activities provided but we understand that completing these activities will depend on accessibility and availability. We understand that not all activities might get completed but hope that our online learning platform will give you the opportunity to access learning at home.

Starter: *Take a look at the link below and complete some of the spelling, punctuation and grammar activities provided.*

Reading: *Choose an activity such as the comprehension link below or spag.com and complete some of the reading comprehension activities provided.*

Writing: *I have continued the Y4 writing using the Talk for Writing text from last week. Year 3's have a new challenge.*

Online learning resources:

Nessy: www.nessy.com (pupils with access only)

Read theory: www.readtheory.org

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Literacy shed: www.literacyshed.com

Primary Resources: www.primaryresources.co.uk

Spag.com <https://www.spag.com/> (pupils with access only)

Phonics Play <https://www.phonicsplay.co.uk/>

Letters and Sounds <http://www.letters-and-sounds.com/>

Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

To be completed throughout the week	Starter (10 - 20 mins per day) https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar Reading (10 - 20 mins per day) https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html Writing (20 + mins per day) Year 3: Persuasive Writing - https://www.thorpepark.com/ Year 4: https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y4-Unit.pdf The King of the Fishes (to complete from last week)
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<p>Monday</p>	<p>Year 3: Persuasive writing is all about putting forward your ideas in such a way that could make someone change their ideas to your way of thinking.</p> <p>Can you draw the most wonderful theme park that you can imagine (it might be like Crealy, Trethorne or Woodlands). If you haven't been to any of these draw a map or plan of the best fun-fair you have ever been to (see Thorpe Park link).</p> <p>Label your map/drawings to show exactly what is at the theme park.</p> <p>Year 4: Re - read King of the Fishes and draw pictures to show how you think you will change the story. Turn it into a comic strip to remind you of the sequence of the story.</p>
<p>Tuesday</p>	<p>Year 3: Imagine you are explaining your fun-fair to everyone in Dartmoor. Why should they come to your theme park? What is special about it?</p> <p>Write about 3 interesting points and write a paragraph about each making them sound very exciting.</p> <p>Year 4: Look at boxing up the story like we do in class - can you then innovate new ideas for your story?</p> <p>In your story, your main character will need to rescue a King or a Queen of a species. ↔ Here's a chance to get creative. Pick an animal and draw or describe what the King or Queen of its kind would look like. You could use paper and coloured pens or pencils. You could make a model or use a computer</p>
<p>Wednesday</p>	<p>Year 3: Create a word bank of alternative words (synonyms) for fun, exciting and super and see how many alternatives you can add to your writing.</p> <p>Year 4: Plan and create your own story - follow the pattern of the text if you need a framework to follow.</p>
<p>Thursday</p>	<p>Year 3: Add synonyms from yesterday to your writing - does it improve your writing and avoid repetition?</p> <p>Year 4: Read and segment your writing into sections as in the booklet to help you follow the text pattern.</p>
<p>Friday</p>	<p>Year 3: Edit and publish your writing - could anyone in your family be persuaded to go to your theme park?</p> <p>Year 4: Edit and improve your writing - adventurous vocabulary? Correct punctuation? What do you need to add or amend in your story if you read it out?</p>

Maths: Week Commencing - 27.4.20

Firstly, I would like to say this timetable is a guideline and a support for you should you need it. We expect children to engage in the activities provided. However, we understand that completing these activities will depend on accessibility and availability. We understand that not all activities will be completed; our aim with our online learning platform is that we give you the opportunity to access learning at home.

Arithmetic starter: *The arithmetic starter is designed to test your child's knowledge of number, place value, fractions, decimals, percentages and the four operations.*

National Academy Maths: *The links below will take you to the Oak National Academy learning website which is the recently launched, Government-backed home learning tool. It is free to access just by clicking on the link, choose your child's year group and choosing the maths subject area. There is a week's worth of learning for your child. Each lesson has an anchor task to check previous learning, an instructional video, online activities and an end of lesson assessment.*

Any feedback on this website would be greatly appreciated.

Online learning resources:

RM Easimaths: www.rmeasimaths.com

BBC Bitesize: <https://www.bbc.co.uk/bitesize/primary>

Timestables rockstars: www.ttrockstars.com (pupils with access only)

Percy Parker times tables: www.percyparker.com

Topmarks <https://www.topmarks.co.uk/>

ICT Games <https://www.ictgames.com/>

To be completed throughout the week.	Arithmetic starter: Choose an online maths games/quiz for @ 10 minutes of maths warm up. National Academy Maths Y3: https://www.thenational.academy/online-classroom/year-3/maths/#subjects National Academy Maths Y4: https://www.thenational.academy/online-classroom/year-4/maths/#subjects
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Day	Year 3	Year 4
Monday	Week - 3 - Lesson 1: Describing part/whole relationship.	Week 3 - Lesson 1: Area and perimeter
Tuesday	Week 3 - Lesson 2: Equal and unequal parts	Week 3 - Lesson 2: Area and perimeter
Wednesday	Week 3 - Lesson 3: Unit fractions	Week 3 - Lesson 3: Area and perimeter
Thursday	Week 3 - Lesson 4: Unit fractions	Week 3 - Lesson 4: Area and perimeter
Friday	Week 3 - Lesson 5: Unit and non-unit fractions	Week 3 - Lesson 5: Area and perimeter

Ultimate Division and Times Table Challenge

Time taken: _____ Number Correct: _____ Previous Score: _____

$1+1=$	$132+11=$	$120+10=$	$15+3=$	$9+1=$	$7+7=$
$1\times 5=$	$1\times 2=$	$2\times 5=$	$4\times 1=$	$2\times 9=$	$4\times 5=$
$3+3=$	$9+3=$	$108+9=$	$21+3=$	$6+6=$	$33+11=$
$1\times 4=$	$4\times 3=$	$1\times 3=$	$11\times 7=$	$4\times 9=$	$3\times 9=$
$5+5=$	$72+8=$	$25+5=$	$96+8=$	$14+2=$	$55+5=$
$10\times 3=$	$6\times 3=$	$1\times 11=$	$2\times 11=$	$11\times 11=$	$1\times 7=$
$15+5=$	$63+9=$	$35+7=$	$49+7=$	$63+7=$	$50+10=$
$10\times 3=$	$6\times 3=$	$1\times 11=$	$2\times 11=$	$11\times 11=$	$1\times 7=$
$9+9=$	$27+9=$	$30+3=$	$81+9=$	$28+4=$	$56+8=$
$8\times 1=$	$10\times 1=$	$5\times 7=$	$6\times 5=$	$3\times 8=$	$8\times 11=$
$11+11=$	$33+11=$	$55+11=$	$6+2=$	$44+4=$	$40+8=$
$11\times 9=$	$6\times 8=$	$6\times 11=$	$10\times 7=$	$10\times 9=$	$10\times 11=$
$2+2=$	$24+8=$	$42+6=$	$12+1=$	$10+1=$	$21+7=$
$12\times 5=$	$12\times 12=$	$5\times 4=$	$12\times 7=$	$12\times 9=$	$12\times 11=$
$44+11=$	$12+3=$	$45+9=$	$24+12=$	$8+2=$	$6+1=$
$2\times 2=$	$9\times 11=$	$2\times 6=$	$2\times 8=$	$2\times 12=$	$7\times 6=$
$10+5=$	$20+10=$	$12+12=$	$40+5=$	$18+3=$	$77+7=$
$4\times 2=$	$4\times 4=$	$4\times 6=$	$6\times 9=$	$4\times 10=$	$9\times 5=$
$14+7=$	$18+9=$	$20+2=$	$50+5=$	$8+1=$	$30+5=$
$7\times 4=$	$6\times 4=$	$6\times 6=$	$12\times 3=$	$6\times 2=$	$8\times 4=$
$40+10=$	$36+9=$	$36+3=$	$72+9=$	$96+12=$	$48+8=$
$7\times 8=$	$6\times 10=$	$12\times 10=$	$12\times 4=$	$8\times 10=$	$8\times 2=$
$22+11=$	$72+6=$	$60+5=$	$88+11=$	$110+11=$	$64+8=$
$11\times 6=$	$9\times 6=$	$10\times 6=$	$3\times 2=$	$4\times 12=$	$9\times 10=$

Geography: Week Commencing - 27.4.20

With our home learning, we have decided to take a "block approach" to wider curriculum subjects. Rather than working through all curriculum subjects throughout the week, we will focus on one subject per week. This should make it easier and more manageable for both you and your child.

This week has a Geography focus:

Check out your local area - when you go out for your daily exercise, make a list or draw all the different buildings that you see.

Can you see terraced houses, bungalows, office blocks, barns etc or do you live in a more rural location like on a farm?

You could draw a map of the roads or tracks that you walk or cycle along, take some pictures or draw a detailed picture of your house.

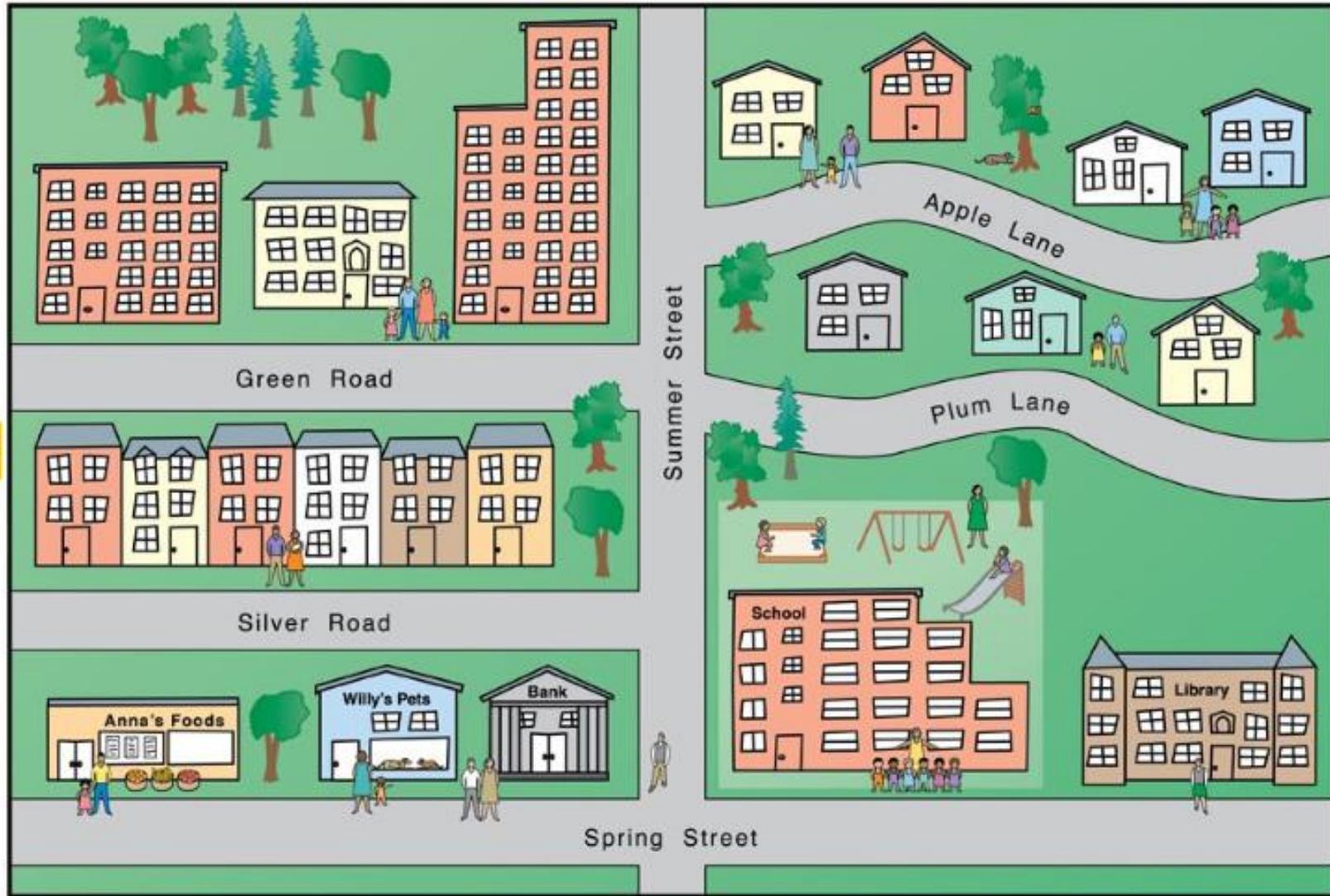
Take time to study what is around you!

Our Local Area Research Map

Fill in the map with facts and pictures from your research and make links between any that have a connection. You could include questions that you might research another day.



Neighborhood Map



Keeping active - 27.4.20

Keeping fit and is vitally important. During COVID-19 isolation, we are restricted to our activities. However, we are allowed to exercise as much as we want at home. Furthermore, we can get out in our local area once a day with our family. Moreover, regular daily exercise will boost dopamine levels in your body (feel good chemicals). Here are my recommendations for staying fit during isolation periods:

- Create an obstacle course and time yourself
- A long walk with your family
- Running
- Cycling
- Joe Wicks home workouts

<https://www.youtube.com/user/thebodycoach1>



Creativity - 27.4.20

Music is really good at improving your mood and making you feel happy and relaxed - we all enjoyed Mrs Jolliffe's music session in class.

Paint, draw, make a collage or take a photo of something that will make people smile. Put it on your wall or stick to the fridge and listen to some happy music whilst you are making your picture.

The picture can't be displayed.



Life skills - An ongoing task:

Tick off each life skill activity as you do them. If you do some that I haven't thought of please tell me on Class Dojo and I can reward you. It would be great to see some photos or videos of you in action!

Make your bed.	Memorise your full address including post code.	Make your own breakfast and clear up afterwards.	Sweep the floor or use the Hoover to clean a room.	Chop up some fruit or vegetables.
Tie shoe laces - if you don't have any on your shoes or trainers then practise on someone else.	Change your bed, including duvet cover and pillow cases.	Write a shopping list that would give your family a day's meals.	Clean the bathroom or at least the sink! Make sure you remove all the toothpaste splashes	Brush your hair and learn to put a bobble in your own hair or someone else's.
Wrap a present - it could just be an empty box in newspaper when you get confident try tricky shaped objects.	Wash the outside of the car or clean the inside or clean your bike.	Fold a pile of clothes neatly and sort out one of your own clothes drawers.	Learn the alphabet and when you know it ask someone to say a letter and see if you can remember the letter that comes before and the one that comes after	Load the top shelf of the dishwasher if you have one, if you don't then handwash a bowl of saucepans.
Feed a pet if you have one, if you don't then make a snack for a parent!	Lay the table for your whole family for a meal	Memorise one of your parent's phone numbers. Try to learn both if you are super confident.	Wash a bowl full of dishes, dry up and put it all away	Choose and prepare your own lunch, making sure it is balanced and healthy and clear up afterwards.