

### Year 3 and 4 home learning grid Summer 2 week 3

Make sure you write the short date followed by the LI above every piece of work.

	Literacy
Monday	<p><u>LI:</u> <u>To use a possessive apostrophe</u></p> <p><u>Starter:</u> Underline the nouns in the following sentences.</p> <ol style="list-style-type: none"><li>1. Scarlett's favourite food is chocolate. (3)</li><li>2. The ancient oak tree was covered in ivy. (2)</li><li>3. Josh, Liam and Sam went to the cinema after school. (5)</li></ol> <p><u>Teach:</u> A <b>possessive noun</b> shows ownership by adding an apostrophe, an "s" or both.</p> <p>E.g.</p> <p>That is <u>Hannah's</u> bike.</p> <p><u>Today's</u> newspaper is full of stories.</p> <p>The <u>tree's</u> bark is brown.</p> <p>Watch this video to help you understand: <a href="https://www.youtube.com/watch?v=zNFPnVz7JB4">https://www.youtube.com/watch?v=zNFPnVz7JB4</a></p> <p><u>Task:</u> Complete the following sentences turning the singular word to a plural by adding in an apostrophe.</p>

	<p>1. The _____ manes waved in the gentle breeze. (Singular noun: lion)</p> <p>2. The _____ colony was hidden high in the branches of a tree. (Singular noun: ant)</p> <p>3. In the forest, the _____ howled at the iridescent moon. (Singular noun: wolf)</p> <p>4. Mum scowled as she looked at the _____ dirty T-shirts. (Singular noun: boy)</p> <p>5. In the evening, the _____ loud barking disturbed all the neighbours. (Singular noun: dog)</p> <p><b>Challenge:</b> Be the teacher! Add in possessive apostrophes for the appropriate words.</p> <p>In the forest, the rabbits hole was under the big oak tree. The trees branches swayed in the wind. Underground, in the foxs den, her cubs huddled together to get warm. Amongst the leaves, the squirrels feet pattered as they scrambled up and down the branches looking for food.  </p>
Tuesday	<p><u>L.I:</u> <u>To spell words using the suffix 'ure'</u></p> <p><u>Starter:</u> The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word.</p>

1. The three little pigs began to bild their houses.
2. I can't disside whether to have the pepperoni or ham pizza.
3. My brother thought it was too earlie to get up for school.
4. "Get into a groop of four," said my teacher.

This week, we are looking at words that end with a complicated sound.

Look at the following words that end 'sure'. The sound that 'sure' makes is /zhuh/.

measure, treasure, pleasure, enclosure

Words which end in the /chuh/ sound usually have the word ending

-ture, such as:

creature, furniture, picture, nature, adventure

**Task:** Practise your spellings by writing them out 3 times. First copy the word, then practise writing it again, on the third time, see if you can spell it correctly without looking.

Now use your knowledge of the word meaning and spelling to complete the sentences:

	<p>1) The pirate found the buried _____.</p> <p>2) The weird _____ I saw had five eyes and big teeth.</p> <p>3) A _____ of my is hanging on the wall.</p> <p>4) We had to _____ the ingredients for the recipe.</p> <p>5) Let's go on an _____ together.</p>
Wednesday	<p><u>L.I: To understand subordinate clauses</u></p> <p><b>Learning:</b> A <b>subordinate clause</b> supports the independent (main) clause and always starts with a subordinate conjunction. The opening words of subordinate clauses show that they are dependent on the independent clause. For example:</p> <p><u>after</u> the storm cleared</p> <p><u>because</u> he didn't like chocolate</p> <p>A subordinate clause can come at various points in a sentence.</p> <p>You might use one at the <b>front</b> of a sentence. For example, a <b>fronted adverbial</b> can be a type of subordinate clause:</p> <p><b>Like a bullet speeding through the air</b>, he ran through the door.</p> <p>You might want to use one at the <b>end</b> of the sentence:</p>

She went straight home after school *because she needed an early tea.*

Sometimes they even come in the *middle* of sentences:

My brother Richard, *who lives in Australia,* is coming home for Christmas.

**Task 1:** Underline the subordinate clause in each sentence:

- 1) As fast as she could, Sally typed on her computer.
- 2) The teacher, who was strict, shouted at the class.
- 3) Harry ran down the lane whilst laughing uncontrollably.

**Task 2:** Add a subordinate clause to the start of these sentences. Use the Subordinate conjunctions list to help you.

1. \_\_\_\_\_, I looked for my missing baseball.
2. \_\_\_\_\_, we won the game.
3. \_\_\_\_\_, the food was wonderful.
4. \_\_\_\_\_, all the students listened quietly.

5. \_\_\_\_\_, I will tell you the truth.

Here is a list of subordinating conjunctions to help you with your subordinating clauses:

#### Subordinating Conjunctions

After	Once	Until
Although	Provided that	When
As	Rather than	Whenever
Because	Since	Where
Before	So that	Whereas
Even if	Than	Wherever
Even though	That	Whether
If	Though	While
In order to	Unless	Why

Thursday

#### LI: To plan a letter

Starter: Think back to when you wrote a letter to your teacher before half term. Write a list of features found in letter writing.

Watch the clip about Grace Darling: <https://www.bbc.co.uk/programmes/p015gmjd> focus particularly on the rescue.

Today you are going to pretend you were one of the passengers from the ship and plan a thank you letter to Grace Darling.

Use these questions to create a thought shower of ideas on what to include in your letter:

- 1) What was it like being stranded in the stormy sea? (use exciting adjectives here).
- 2) What could have happened to you if Grace hadn't saved you?
- 3) How did you feel when you saw the rowing boat coming to save you?
- 4) What would you like to say to Grace? How could you thank her?

	5) What thank you gift would you like to send to Grace?
Friday	<p><u>LI: To write a letter</u></p> <p>Today you are going to write a thank you letter to Grace using all the great ideas you wrote down yesterday. Remember to set out your letter correctly using all the correct features. Remember to leave a line between each feature.</p> <p>Here's how you can set out your information:</p> <p><b>Address:</b> Be creative and make one up linked to a lighthouse perhaps.</p> <p><b>Date:</b> Grace was born in 1815, what could be the year now? What month of the year might you get storms?</p> <p><b>Greeting:</b> Dear Grace Darling</p> <p><b>Introduction:</b> Write a few lines on why you are writing this letter.</p> <p><b>Paragraph 1:</b> Explain to Grace what it was like being stranded in the stormy sea and how you felt.</p> <p><b>Paragraph 2:</b> Describe the moment you saw the little rowing boat coming to rescue you and how you felt at that moment. What did you think of Grace and her father who had risked their lives to save you?</p> <p><b>Paragraph 3:</b> Tell Grace how thankful and grateful you are for saving your life and what might have happened to you if she hadn't. Write about the gift you have sent her; does it symbolise or mean anything to you?</p>

	<p>Ending: Yours faithfully</p> <p>Challenge: Try to include at least three subordinate clauses in your letter. Remember to punctuate with a comma.</p>
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