

<p><b>Maths – Wildlife at home or in our local community.</b> Design and carry out a survey to count the number of insects or birds that visit your garden or park. Set a time limit and record all that you see. Present your findings in an interesting way, including graphs. Ask and answer questions about your data, for example how many more black birds were seen in the morning than the afternoon.</p>	<p><b>Research</b> Using <a href="https://www.worldwildlife.org/species">https://www.worldwildlife.org/species</a> find out about the different critically endangered animals. Pick 3 or 4 (or more) endangered animals and create top trump cards for them.</p>	<p><b>Descriptive Writing</b> You have decided that it would be a good idea if you made a community garden. You can only have fruit and vegetables. – Think about how this would benefit wildlife. Describe your garden using interesting openers, high level punctuation, connectives and adjectives. Use the genre checklist on page 2 to help you with your writing.</p>
<p><b>Reflect and write</b> Lots of us keep pets and we know that animals can have a positive effect on many peoples' lives. But what about zoos? For every person that believes zoos should be shut immediately, there is another who believes passionately that they are vital to help endangered species survive. What do you think? Write a discussion text putting forward the arguments for and against zoos.</p>	<p style="text-align: center;"><b>Term 4</b> Choose 6 activities to complete this term. They are based on fruit and vegetables and animals! Homework is expected to be well-presented, proof-read and in by the end of term.</p>	<p><b>Story writing</b> Create a narrative entitled: A Day as a .... (Choose an animal of your choice). What will happen in the story? Will it be written in first person or third person? Remember to include high level vocabulary, connectives, openers and punctuation. Use the genre checklist on page 2 to help you with your writing.</p>
<p><b>PE</b> Create an alphabet exercise challenge. Think of a different exercise that starts with each letter of the alphabet, for example A = arm stretches, B = bouncing on the spot 10 times, etc. Present your challenge in a poster, include sketches and instructions for each letter.</p>	<p><b>Every week you must also:</b></p> <ul style="list-style-type: none"> <li>• <b>Read your reading book.</b></li> <li>• <b>Practise your times tables – join in the TTRS battles.</b></li> <li>• <b>Practise your spellings</b></li> </ul> <p><b>Talk to your Mum, Dad or Carer about your homework.</b></p>	<p><b>Research, make and write</b> Research the decline of bumble bees <a href="#">Bumblebees in Crisis - Bumblebee Conservation Trust</a> and write about what you can do help conserve them. Draw some illustrations to accompany your writing,</p>
<p><b>Persuasive Writing</b> Why is important for us to have insects in our world – what benefit do they give humans? Write about your favourite insect - trying to persuade others why yours is the best one. Include information about their habitat and how they contribute to the food chain.</p>	<p><b>Design or Computing</b> Make an amination using a story about any animal and their habitat. <a href="#">Scratch - Imagine, Program, Share</a> Use this software and when you have completed this email it to the school office so I can see your great work,</p>	<p><b>Impress me – art and DT!</b> Create a habitat for an insect, bird box for a bird or a bed for any animal of your choice. Think about what they would need to keep them comfortable, e.g., food, water and cover.</p>

DESCRIPTIVE WRITING	
Powerful adjectives e.g. rustling leaves	
Appealing verbs e.g. rumbled	
Figurative language (similes, personification, etc)	
Use senses to describe	
Think about location e.g. around the corner, across from	

PERSUASIVE WRITING	
Title implies a point of view	
Opening sentence to hook the reader	
Reasons to support viewpoint	
Facts and evidence to support reasons	
Connectives to link ideas (eg <i>however, therefore, furthermore</i> )	
Persuasive devices: -language (eg <i>obviously, without doubt</i> ) -rhetorical questions	
Conclusion to summarise and state opinion	

INSTRUCTIONS	
I have used "How to..." in my title	
List showing materials/ingredients/equipment	
Numbers/ letters or bullet points to show order	
Imperative ("bossy") verbs (eg <i>mix/stir</i> )	
Short, clear sentences	
Diagrams/illustrations	

EXPLANATION TEXTS	
Clear title to show what is being explained	
Opening statement to introduce the process	
Clear steps to show HOW or WHY something occurs	
In order/events	
Time connectives (eg <i>first, next</i> )	
Causal connectives (eg <i>because, so, this causes</i> )	
I used illustrations/diagrams/flow charts to make explanation clear	

NARRATIVE	
I have hooked the reader with an interesting opening	
Adjectives build up an atmosphere and allow reader to picture the setting in their head	
I have included dramatic actions	
I have written about my character's inner thoughts and feelings (or shown through dialogue)	
I have introduced something intriguing	
The problem is solved (or solved by referring back to the beginning)	

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
caught	inactive	immature	illegal	medal	division
naughty	incorrect	immeasurable	illegible	meddle	invasion
taught	inaccurate	impossible	illogical	missed	confusion
daughter	insecure	immortal	illiterate	mist	decision
autumn	indefinite	imperfect	illicit	scene	collision
clause	incomplete	impatient	irregular	seen	television
cause	infinite	immovable	irrelevant	board	revision
astronaut	inedible	impolite	irresponsible	bored	erosion
applaud	inability	important	irrational	which	inclusion
author	indecisive	improper	irresistible	witch	explosion

These are the spellings we will be practising in class.