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| Badge Tick with solid fill**Grammar**  Complete tasks set on **Spag.com** | Badge Tick with solid fill**Spellings**  Complete your weekly Spelling homework and return to school **EVERY Thursday.**  Access and use **Spelling Shed every week** to practise your spellings linked to your weekly spellings. | Badge Tick with solid fill **Art, DT Creative Task**  Create a Christmas decoration for our class Christmas tree.  Due **from** Monday 2nd December |
| **Clipboard Badge with solid fill Topic Task**  Make a model or draw a diagram of the Water Cycle. | Badge Tick with solid fill**Music Task**  Practise the songs for **Let’s Go Sing!** We sing the blue parts.  <https://www.whoopsadaisymusic.co.uk/>  Select Kidszone  Password lets2025 | **Clipboard Badge with solid fillComprehension Task**  Your teacher has given paper copies of the following comprehensions to complete.  **Year 3** – **The Water Cycle (stage 3)**  **Year 4 – Solid, Liquid, Gas (stage 4)** |
| Badge Tick with solid fill**Knowledge Organiser**  Use our current Knowledge Organiser, which can be found on the class webpage.   * Can you read our facts and vocabulary? * Can you learn our facts by heart?   Can you use our vocabulary in a spoken sentence? A written sentence? | Badge Tick with solid fill **Mission Maths**  Spend time practising your Times Tables on **Times Tables Rockstars**.   * **Year 3** –Learn your 3 and 4 times tables. * **Year 4** – Learn your 6 and 9 times tables. | Badge Tick with solid fill**Reading**  Aim for at least 5 minutes every day – don’t forget to put this in your reading diary and have your gameboard signed. Read aloud – this will improve your fluency and understanding. |
| **Subscriptions to support learning**:- TTRS, Spag.com, Spelling Shed. | | |
| Work can be completed digitally or on paper and brought into school, or emailed to [tyson@salesbury.lancs.sch.uk](mailto:tyson@salesbury.lancs.sch.uk) and [rees@salesbury.lancs.sch.uk](mailto:rees@salesbury.lancs.sch.uk)  **Final date to complete :** Monday 16th December 2024. | | |