

**Spelling:**

Spelling Rule:

**Year 3- Suffix -ly**

sadly  
usually  
completely  
finally  
comically  
happily  
angrily  
gently  
simply  
humbly  
basically  
dramatically

**Year 4- Prefix dis-, in-, ill-, im-**

disappoint  
disagree  
disobey  
inactive  
incorrect  
illegal  
illegible  
immature  
immortal  
imperfect  
impossible  
impatient

*Make sure that you know what each of the words mean. You might need to ask other members of your family or do some research online. Once you know what each of the words mean, **practise writing these in sentences.***

Don't forget that you can use the website to practise your spellings by playing games. Just click the link below or copy it directly into your browser.

**Year 3:**

This week, your spelling rule involves the suffix 'ly'. As it is a suffix, each of these words have a 'root word' which either remains the same or is changed slightly when adding 'ly'. Can you identify the root words in each of your spellings and then identify what you have to do to the word when adding 'ly'. What does 'ly' do to the meaning of the word?

<https://spellingframe.co.uk/spelling-rule/13/8-The-suffix-ly>

**Year 4:**

Your spellings this week have a variety of prefixes at the beginning of your root words. Can you identify the root words and work out what each of the prefixes do to the meaning of the word?

<https://spellingframe.co.uk/spelling-rule/11/4-More-prefixes-1-of-3>

At the end of the week, you might want to ask someone to help you to carry out a spelling test. You are welcome to do this and send me your score through to me on the class email.

**Writing**

This week, you are going to be given a different activity to do each day. They have been inspired by the text used for your reading 'The Human Dustbin' so you might want to use this text to help you.

Each day, I would like you to write a food diary of the food that you eat each day. Think about what type of food you eat the most of- is it fruit and vegetables, meat, dairy, fats?

Remember that a diary is a recount of your day in chronological order. It might be useful to make some notes of each meal and its contents throughout the day, or you could take a picture of each meal and then look at each of these images when you come to write your diary. You are doing one of these for each day this week so don't forget to include the date at the top so that it is clear they are produced on different days as this makes it easier to follow.

A diary is in chronological order so you would start with waking up and having breakfast and move through the day covering each of your meals. Remember to tell me whether you have enjoyed your meal and include lots of description- expanded noun phrases and adjectives to add detail.

## Tuesday

Produce a recipe for your favourite meal. Remember that a recipe is a set of instructions so use bossy verbs, time conjunctions and make your instructions as clear as possible so that people can follow. At the top, you will need to include a section for your ingredients and then you could start to write your method using numbers and including diagrams. **Don't forget to write your food diary today too.**

## Wednesday

Now that you are thinking about what you are eating and have read the text to help you understand the importance of making good choices with your food, today, I would like you to create a poster thinking about how you can stay healthy.

You could include- a suitable title to tell people what the poster is about, boxes including information and key tips (think about exercising, eating a balanced diet, the amount of food you are eating, snacking) and images/colour to make the poster more appealing.

## Thursday

After reading the text in your reading homework, you should have reminded yourself about the process of digestion. Your activity today (as well as your food diary) requires you to write out the process of digestion step by step like they did in the reading. However, you are NOT copying. You can read this to remind yourself but you need to put this into your own words. Think about the experiment we did in school with the biscuits, juice and tights to help you to explain digestion in your own words. Try and include lots of detail.

You might want to include the following key words:

Mouth, anus, chew, saliva, small intestine, large intestine, tongue, swallow, oesophagus, nutrients, stomach, acid, teeth, churn, absorb, 25 cm long, muscular bag, bacteria, 6.5m long, removes water, 2m.

## Friday

Draw a diagram like the one in your reading to show the different types of foods you have eaten during the week. You can use your food diaries to help you. Then write some sentences to explain what you have eaten, at what time of the day, for what meal and which area it comes from (carbohydrates, meat).

This isn't a diary as you have already produced a diary each day this week. This is simply an explanation of what you have eaten all week, showing the different categories of foods that you consume. This is shown in the food pyramid below.

