



Learning Project WEEK 5 - Environment

Age Range: Y3

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Working on Times Table Rockstars - your child will have an individual login to access this (20 mins on SOUND CHECK). Play on Hit the Button - focus on number bonds, halves, doubles and times tables. Adding totals of the weekly shopping list or some work around money. This game could support work on adding money. Practise telling the time. This could be done through this game (scroll down to access the game). Read to the quarter hour and the nearest 5 minutes. Get a piece of paper and ask your child to show everything they know about Shape. This could be pictures, diagrams, explanations, methods etc. They can be as creative as they want to be. Practise counting forwards and backwards from any given number in 5s. Practise counting forwards and backwards from any given number in 2s. Re-cap some fractions work – copy and paste the hyperlink into your Internet Explorer/Google Chrome. Can you put last week's task into action by now counting in tenths? Follow the link to the worksheet. https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-3/Y3-Spring-Block-5-WO4-Count-in-tenths-2019.pdf Maths videos with questions: A) Column subtractions exchanging hundreds. https://drive.google.com/file/d/19jvskfPcOg 	<ul style="list-style-type: none"> <u>Guided Reading Challenge:</u> Victorian Britain by John Sampson group: Shops and shopping (Pages 8 - 9). <ol style="list-style-type: none"> What was the first department store called? (Retrieval) Why do you think that people who lives in towns and cities did not grow their own food? (Inference) What does the phrase 'middle-class' mean? Where did you find your answer? (Words in context) How would street traders attract customers? (Retrieval) The Tunnel by Anthony Browne (Questions based from Page 7 and 8) <ol style="list-style-type: none"> The children went to a 'waste ground'. With the help from the illustration on Page 8, what do you think a waste ground is? (Deductive) Is the girl happy being at the waste ground? (Retrieval) Do you think the brother should leave his sister along in the waste ground? (Deductive) What does the work 'awful' mean? (Word Knowledge) You could share a story together. This could be a chapter book where you read and discuss a chapter a day. Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. Watch Newsround and discuss what is happening in the wider world. Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book.

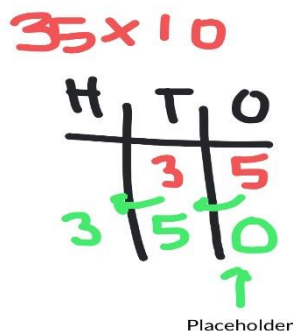
[DC0dhj-GCHdRM7cf3i9uDt/view](https://www.youtube.com/watch?v=DC0dhj-GCHdRM7cf3i9uDt/view)

- 1) 638 – 346
- 2) 814 – 483
- 3) 751 – 270
- 4) 348 – 165
- 5) 462 – 281

B) Using known facts to multiply by 10

<https://youtu.be/jb8mFpA1YI8>

I like this video but please remember that when you are multiplying by 10, you are not just adding a 0 but making it ten times bigger. Look at the place value chart below. Each digit has moved one place to the left and a 0 has been placed in the Ones column to act as a placeholder so that the 3 counts for 300 and the 5 is clearly 5 tens (50).



- 1) 30 x 4
- 2) 60 x 8
- 3) 50 x 3
- 4) 80 x 4
- 5) 70 x 8

- Kahoot! quiz:

https://kahoot.it/challenge/05353602?challenge-id=2b90048a-26da-4b19-b541-831e7c3d9753_1587110275923

Please use your first name so that we can see who has joined in! Game pin: 05353602

- Get your child to read a book on [Active learn](#) and complete the activities. These focus on comprehension skills.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.
- **Inverted Commas.** Direct speech. Can you use inverted commas to punctuate speech? Look at this website: <https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/ztcp97h> This video is also helpful and fun: <https://www.bbc.co.uk/teach/supermoves/ks2-english-inverted-commas-with-mr-smith/z62rhbk> Write a paragraph with direct speech. This could be:
 - A short story.
 - Part of a conversation that you have had at home.
 - Retelling a favourite story or film of yours.
 - Think back to The Stone Age Boy or Duffy's Lucky Escape and write a section about that.We would love to read any of your paragraphs!

Weekly Spelling Tasks (Aim to do 1 per day)

- Practise the Year 3/4 for [Common Exception](#) words.
- Practise your spelling on [Spelling Frame](#)
- Choose 5 Common Exception words. Write a synonym, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified?
- Choose 5 Common Exception words and practise spelling them using across and down. Write the word across the

Weekly Writing Tasks (Aim to do 1 per day)

- Write a diary entry to a family member telling them all about how their day or week has been.
- Write a [book review](#) for one of the books they have read. Remember to say what they have enjoyed or not and who they would recommend the book to?
- Draw a scientific diagram of the [water cycle](#) then add labels and captions to explain how it works.

page then down the page, e.g

s p e l l i n g

p

e

l

l

i

n

g

- Write a letter to be sent to local schools explaining why children should support local charities if they can and help those who are in need.
- Design a poster that either expresses the importance of recycling, not dropping litter or another UK environmental issue. Can they think of a catchy slogan to accompany their design?
- Take part in a writing [master class](#).

Learning Project - to be done throughout the week.

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.



We hope you all enjoyed watching our Spring Chicken video; if you haven't seen it yet, you can find it on our Twitter page @canon_burrows if you scroll back to the 8th of April.

Now it's your turn – we would love to see you all dancing and smiling so ask an adult to film you dancing to 'Can't Stop the Feeling' by Justin Timberlake

(<https://www.youtube.com/watch?v=ruOK8uYEZWw>) and send it to us at

admin@canonburrows.co.uk or twitter@canonburrows.co.uk. Then keep your eyes peeled for your video coming soon . . .

- **Let's Wonder:**

What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc.... Find out about natural disasters such as forest fires, earthquakes, tsunamis, floods, tornados etc.... How is climate change having an effect on the weather and natural disasters?

- **Let's Create:**

Using recycled materials design and make a recycling mascot to spread the word about the importance and need to recycle. Think about what it is going to look like? Which materials are they going to use? How are they going to join the materials together? Once completed, remember to evaluate their mascot. What would they do differently next time? Which parts did they find the most challenging and why?



- **Be Active:**

Get into the garden and practise throwing and catching skills and keeping control of ball-based equipment like bats and balls.

Recommendation at least 2 hours of exercise a week.



- **Time to Talk:**

Discuss environmental issues in the UK. **Air pollution, climate change, litter, waste, and soil contamination** are all examples of human activity that have an impact in the

UK. What are the global environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion of natural resources, overpopulation, waste disposal and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how they could 'do their bit' to look after their environment e.g. you could set up a recycling station in their home; Paper, plastics and glass.



- **Understanding Others and Appreciating Differences:**

Throughout our lives, culture and experience shapes worldviews, children growing up in the Netherlands, for example, have a much different understanding of the role of water in their lives than their peers in the Sahara Desert. The difference between the abundance and scarcity of water in each of these physical environments affects every aspect of their respective cultures, including the global perceptions they will carry with them throughout their lives. Think about food. How do they think people view food in the UK compared to those living in Ethiopia for example? Research a country where food and water are scarce. Find out about charities that help people in need, [Red cross](#), [Christain Aid](#), [Islamic Relief](#) or other charities that are significant to them.



Health and wellbeing challenges:

Write a letter to somebody in your household telling them how and why you appreciate them.

MyHappyMind – You can now gain access to parent kits, based on the my happy mind course followed in school, for you to use with your child at home. You can create a free user account that will give you instant free access to the learning resources. Please see the attached pdf for how to do this.

file:///S:/Home%20Learning/Year%203/Week%205%20FINAL%20posted%20on%2017.04.20/ParentKitBundle_info%20sheet.pdf

Spanish- We have uploaded the home learning grid on to our website. There is one page with a number of activities for all stages of language learning. Year 3 are Stage 1. For each language learning stage, we have selected five topics from the Scheme of Work, and within each topic we have put three buttons:

A A is for Activity – this is the QR code sheet on which the children will have six QR codes they can scan and play games using a phone or tablet

K K is for Knowledge Organiser – now that the audio has been added, the children can now practise the key vocabulary and phonics for their topic and share it with their family at home

V V is for Video – this is a native speaker video that the children can watch, and join in with any activities

By accessing these activities, videos and vocabulary, the children will be able to practise their language learning at home and revisit any previous topics they have covered, if they wish.

Virtually travel with Robotix as he explores Spanish cities. This week he will be travelling to **Seville**. Click on [this link](#) to see videos, authentic city photos, cultural learning activities, google earth viewings and Spanish language practise opportunities. To travel to next week's destination you will need to earn 'Space Miles. See the table below for how you can earn enough miles.

Amount of Space Miles	Where does this get you to/from	Time it takes to earn Miles	Suggested activities to earn Space Miles
50	Malaga - Seville Seville - Segovia	30 minutes	Walking, running, sport, cleaning, home learning, daily drawing, etc.
100	Segovia – Zaragoza Zaragoza- Pamplona	1 hour	
150	Pamplona - Burgos	1 hour 30 minutes	
200	Burgos – Saint Sebastien	2 hours	

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

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