

Learning Project WEEK 5 (wc 04.05.20) - Environment

Age Range: YEAR 3

Weekly Maths Tasks

Weekly focus:

1. Count up and down in tenths and recognise tenths arise from dividing an object into 10 equal parts

- Watch the following lesson videos by searching White Rose – Home learning - Year 3 – Week 1 Lesson 3 – Tenths, and Lesson 4 – Count in tenths, or use the link below:

<https://whiterosemaths.com/homelearning/year-3/>

(If you would like to have a go at the lesson tasks and have no printer at home, just write the answers on some paper and keep hold of them or snap a photo and upload to Dojo for your teacher to see)

- Count up and down in tenths, for example:
1/10, 2/10, 3/10...
10/10, 9/10, 8/10
Draw a number line of tenths (like in the video)
- Make some practical tenths – you could use 10 cubes, 10 Lego pieces, Draw a stick divided into ten equal pieces etc...Draw your objects and label the tenths: 1/10, 2/10 ...

2. To be able to write tenths as decimals

- Watch the following lesson videos – Lesson 5 – Tenths as decimals

<https://whiterosemaths.com/homelearning/year-3/>

- Create your own place value columns including H, T, O and Tenths – don't forget your decimal point!
Use your grid to create some numbers including tenths – can you put them in the correct columns?
Numbers like, 345.8, 142.7 – draw these and more numbers in your columns. (Send a photo on Dojo to your teacher if you can.)

Weekly focus (arithmetic):

2. To recall and use multiplication and division facts for the 5, 6 and 7 multiplication tables

- TTRockstars practice
- Play hit the button, focusing on the above tables. To access use Google and search Hit the Button, topmarks or use the following link <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Ask a family member to challenge you by asking you questions from the 5, 6, and 7 multiplication tables

Weekly Reading Tasks

Weekly focus: To develop inference skills to consider a character's feelings

Serial Mash (found on the home page of Purple Mash)

Monday: Read text: Alien Hotel, Chapter 2

Tuesday: Chapter 2 Quiz

Wednesday: Mr Bazz's Rule Book

Thursday: Miss Clee Cam

Friday: Complete any incomplete tasks

Additional tasks/reading fluency practice:

- 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.
- Complete a comprehension on Read Theory site.

Remember to complete any quizzes for books you read on Accelerated Reader (link on website)

Weekly Writing Tasks

Weekly focus: Develop persuasive language to convince for environmental changes at school

- Watch the following video on Youtube, type in Persuasive Writing for Kids: What is It?
<https://www.youtube.com/watch?v=hD9arWXIddM>
- Brainstorm 3-4 ideas we could do at school to help the environment, for example: turn the lights off when we leave a room, recycle...ask yourself why? What might the impact be?
- Choose one or more of the tasks below to convince our Eco-Warriors to help make changes at school, and remember to include **why** as this is the persuasive part.

- Design a poster - Write a letter - Write a speech and send a pic or video to teacher.

Use the link to help you or type into Google, persuasive language KS2 twinkl:

<https://www.twinkl.co.uk/resource/persuasive-language-word-mat-t-l-2407>

Weekly focus (spelling and grammar):

1. Spell words that are often misspelt

accident, accidentally actually, address, answer, appear, arrive

- Practice spelling the above words- Look, cover, write, check
- How many times can you write a word in a minute – then check how many you spelt correctly
- Play: Spooky spelling on topmarks
<http://www.ictgames.com/mobilePage/spookySpellings/index.html>

2. Pronouns and nouns: Watch the video on BBC Bitesize - What are Pronouns? and complete the tasks on the webpages below:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx>

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.

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- **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 going to use? How are they going to join the materials together? Once completed, remember evaluate their mascot. What would they do differently next time? Which parts did they find the challenging and why?



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- **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 environmental issues? Various processes that can be said to contribute to the global environmental problems include pollution, global warming, ozone depletion, acid rain, depletion natural resources, overpopulation, waste disposal and deforestation ... These processes have 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.



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- **Understanding Others and Appreciating Differences:**

Throughout our lives, culture and experience shapes worldviews, children growing up in Netherlands, for example, have a much different understanding of the role of water in 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.



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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.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

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