

W/C 29.6.20: Learning Project – Under the Sea

Age Range: YEAR 3

Weekly Maths Tasks

Weekly focus 1: Telling the time to 5 minutes and to the minute

- Count in 5s: 5, 10, 15, __, __, __, up to 60, remember each number around the clock represents 5 minutes when the minute hand points towards it (big hand on the clock)
- Watch the video by searching Youtube: Telling Time song for kids: Telling time to 5 minutes:
<https://www.youtube.com/watch?v=h6RnkQ7IU8Y>
- Create an analogue clock using a paper plate (or create a circle) - add all the numbers on. Can you label O'clock, half past, quarter past and quarter to? **(or use the one you made last week.)** Add two hands, one big and one small – ask an adult for help. Remember the big hand points to the minutes and the smaller hand to the hours.



This clock is showing 10 past 5.

- Can you use your clock to make the following times?
 - 5 past 7 (Big hand to the 1 small hand just past the 7)
 - 20 past 4
 - Quarter to 1
 - Half past 8
- Copy and paste the following link into Google, scroll down to page 7 and 8, and have a go at the questions:
https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SO_L/Year-3-2018-19-Summer-Block-2-Time.pdf
- Using the following link – practise telling the time to the nearest five minutes, you will need to select options 4. Read time to the nearest 5 minutes:
<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>
- Get an adult or family member to test you on some times including minutes past and to the hour!

Weekly focus 3: (arithmetic): Addition – 3digit and 2/3-digit numbers

- Have a go at IXL section G and section i
- Have a go at the following on paper:
 - $598 + 81 = \underline{\quad}$
 - $456 + \underline{\quad} = 921$
 - $821 + 53 = \underline{\quad}$
 - $710 + 80 = \underline{\quad}$
 - $235 + \underline{\quad} = 978$

Weekly Reading Tasks

Weekly focus: To ask questions to improve understanding of the text

- Serial Mash:** This will be set as a 'TO DO' on Purple Mash for this week:
Monday: Read **Animal Boy** (Chapter 2) & complete Chapter 2: Online Multiple Choice
Tuesday: Open ended questions (PDF)
Wednesday: Chapter 2 sequencing (PDF)
Thursday: SPaG (PDF)
Friday: Questions
- Additional tasks:**
 - Listen to your child read and let them discuss what they have read.
 - Watch [Newsround](#) and discuss what is happening in the wider world.
 - Complete a comprehension using First News.

Weekly Writing Tasks

Weekly focus: To write a diary entry of your weekend to share with your teacher what you have been doing

- Create a brainstorm of things you have been doing over the week/ weekend. Select two or three things you think might be most interesting to write about
- Try to apply the skills you have been using over the weeks. Can you make some notes for each thing you will be writing about including exciting vocabulary and fronted adverbials to kick start each paragraph?
- Write two or three paragraphs about your week/ weekend as a diary entry, and send a copy to your teacher as a photograph on Class Dojo! Or use Purple Mash – English – 2 Write – as a way of recording your writing. We can't wait to read them! Start with: Dear diary...

Weekly focus (spelling and grammar) 1: Revisit apostrophes for possession (from week 6)

- Have another watch of the following video or search 'How to use possessive apostrophes BBC Bitesize':
<https://www.bbc.co.uk/bitesize/topics/zvwxnbn/articles/zx9ydxs>
- Complete IXL tasks: L.11, L.12 and L.13


2. Use inverted commas to indicate direct speech in own writing

Watch the video to remind you of inverted commas
<https://www.bbc.co.uk/bitesize/topics/zvwxnbn/articles/ztc97h>

- Write a short story about your weekend, and include some short conversations you may have had, applying inverted commas to punctuate any speech.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

- **Exploring the Blue Abyss** - Can your child remember the oceans of the world? Encourage your child to find out about the five different layers of the ocean (Sunlight Zone, Twilight Zone, Midnight Zone, Lower Midnight Zone or Abyss and the Trenches). [Sea creatures](#) adapt incredibly to live in specific layers where the conditions, such as the temperature and light levels, can change. Can your child explore the creatures that are found in each layer of the ocean and create a fact file for each ocean layer with a labelled diagram?
- **Submarine Sculptures** - Ask your child to look at pictures of real submarines for inspiration and create their own model submarine from different materials found at home e.g. plastic bottles, paint, coloured pencils, string, paper mache, sweet wrappers, tin foil and cardboard. When your child is collecting materials, question them on the suitability of each material. Alternatively, children could design and create a boat to carry a load on the ocean using junk modelling. Remember to tweet a photo of their creation at [#TheLearningProjects](#). 
- **'Under the Sea' Stretches** - Ask your child to try some yoga using the [Cosmic Kids](#) Youtube channel. There are lots of 'Under the Sea' themed yoga workouts and even a [Moana-themed](#) adventure! Or simply get stretching to some relaxing [deep sea sound effects](#). **Recommendation at least 2 hours of exercise a week.**
- **Preventing Pollution** - Encourage your child to ask different family members what they know about plastic waste (e.g. plastic bags, six-pack rings and microbeads) that ends up in the ocean. They could do this by creating a questionnaire and carrying out interviews (perhaps over Facetime with adult supervision?). Discuss how you could help reduce ocean pollution and work together to create a persuasive poster to reduce plastic waste.

Reef Research - The Great Barrier Reef is the only living thing which is visible from space! Encourage your child to take a virtual tour of the reef using [AirPano](#) and create a poster or video to promote the Great Barrier Reef. Ask them to use scientific language relating to the habitats and species groups found in the reef. Can your child identify the main threats to The Great Barrier Reef and include these too?

The project this week aims to provide opportunities for your child to learn more about

STEM Learning Opportunities [#sciencefromhome](#)

Autosub 6000 Ocean Floor Mission

- Children will need a basic understanding of Scratch before carrying out this Unit. Guides and online tutorials are available [here](#) if needed.

Use scratch to debug and improve the Autosub6000 around the ocean floor. Activity notes and instructions can be found [here](#).

Additional learning resources parents may wish to engage with

- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#) - Click on the link and sign up using your email address and creating a password. Use the offer code UKTWINKLHELPS.
- [White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 3](#) or here for [Year 4](#). There are interactive games to play and guides for parents.
- [Mastery Mathematics Learning Packs](#). Take a look at the mastery mathematics home learning packs with a range of different activities and lessons.

[Y3 Talk for Writing Home-school Booklets](#) and [Y4](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the

case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below. If your child requires more of a challenge, or you believe that there are some gaps in their learning then [Century Tech](#) is a fantastic resource that is currently free for home learning. The app is designed to address gaps and misconceptions, provide challenge and enables children to retain new knowledge. It uses artificial intelligence to tailor the learning to your child's needs. Sign up [here](#).

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