

Class 3 WEEK 3 - Environment

Maths Tasks

(Aim to do 1 per day)

- **Purple Mash Maths- a 2do will be set for you on Monday.**
- Play on Hit the Button - focus on number bonds, halves, doubles and times tables (including division.)
<https://www.topmarks.co.uk/maths-games/hit-the-button>
- Make 3D shapes from paper straws, mini marshmallows and cocktail sticks, or any construction set you might have at home. Can you name the 3D shape? What 2d shape 'faces' do they have?
**Possible link to what would have been out Ancient Egyptian topic this term: 3D Pyramids. Look at square-based pyramids as well as triangular-based pyramids. Can you make one from card/paper?*
- Practise telling the time. This could be done through this game (scroll down to access the game).
<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

Year 3: Read to the quarter hour and the nearest 5 minutes on an analogue clock.

Year 4: Tell the time accurately using both analogue and digital clocks. Convert between 12 and 24h time.

- 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. They might like to create a poster with this information on. Could they create a shape character in the middle? Give it a face, arms and legs then write facts all around it?

Reading Tasks

(Aim to do 1 per day)

- **Read chapter 5 and 6 of 'Beth and the Nile' (on Purple Mash, set as a 2Do) and complete the comparison task afterwards, to compare the characters of Beth and Pharaoh Aye. Use evidence from the text to support your ideas. E.g 'In Chapter 1, Beth was described as...'**
- Get your child to choose a picture on Once Upon a Picture and go through the comprehension questions and tasks
<https://www.onceuponapicture.co.uk/>
- Listen to your child read and let them discuss what they have read. Encourage them to read using our '6Ps of Fluency' – Pace, Pitch, Pause, Power, Punctuation, Passion.
- Get your child to read a book on Oxford Owl, discuss what your child enjoyed about the book.
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Explore the Vocabulary Ninja 'word of the day'
<https://www.vocabularyninja.co.uk/word-of-the-day.html>
You could print, make your own, or create a Powerpoint 'vocab lab'
<https://www.vocabularyninja.co.uk/vocabulary-laboratory.html>

Spelling Tasks

Aim to do one spelling activity each day, from a choice of the following:

- Practise the Year 3/4 Common Exception words
<https://www.chawton.hants.sch.uk/attachments/download.asp?file=53&type=pdf>
- Practise your spellings (see List 3 on the half-termly spelling sheet)
- 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 you find tricky and practise spelling them by writing them in chalk outside, or on separate pieces of paper inside. Can you throw a ball/shoot a nerf gun/squirt a water pistol at the word, then close your eyes and spell it aloud?

Writing Tasks

(Aim to spread these across the week. In school we always explore existing texts, plan our writing, write, edit and then redraft so don't worry if you don't get through more than one of these tasks!)

- Take part in a writing master class.
https://authorfy.com/masterclasses/?age=7-11&masterclass_author=&keywords=
- 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?
- 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?

Environment

Some ideas to pick and choose to do throughout the week...

Again, feel free to link this to what would be our topic on 'Ancient Egypt' by looking at modern day Egypt and comparing/contrasting the climate there with Great Britain.

The theme 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.

- 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. You could play a family ball game, if space allows.

- Indoors activities:

Use any old newspapers or magazines (with an adult's permission,) to build a bridge between two chairs. Can you make it strong enough to hold one of your toys?

- 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, Christian Aid, Islamic Relief or other charities that are significant to them.