



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"> There are 5 days of maths work (in one PowerPoint) that can be found on our school website (https://sandhills.oxon.sch.uk/weekly-maths-tasks/). For further guidance on how to lay out any calculation work, please refer to our calculation policy on our website. https://sandhills.oxon.sch.uk/curriculum-information/mathematics/ Practise telling the time. 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. Practice your times tables. Choose the right level for you. https://sandhills.oxon.sch.uk/home-learning-times-tables/ Continue with these online maths lessons. https://www.bbc.co.uk/bitesize/articles/z72dwtv 	<ul style="list-style-type: none"> 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. Children should be reading, either alone or with someone else, at least once a day. Watch Newsround and discuss what is happening in the wider world. 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? Read through a recipe book, discussing any words they don't know. Choose a favourite recipe and follow it! Choose a comprehension from the school website. We recommend one longer comprehension and one 60-second read each week. https://sandhills.oxon.sch.uk/curriculum-information/english/
Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Practise the Year 3/4 Common Exception words. https://sandhills.oxon.sch.uk/wp-content/uploads/2020/04/Yr-3-4-Common-Exception-Words.pdf Link to weekly spellings - look, cover, write, check <i>These can be found on the school website.</i> https://sandhills.oxon.sch.uk/year-3-spellings/ https://teachmama.com/fun-ways-to-learn-spelling-words/ Choose 5 Common Exception words OR words from your spelling list. Write a synonym, antonym, 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 page then down the page, e.g. s p e l l i n g p e l l i n g 	<ul style="list-style-type: none"> 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. This could include: <ul style="list-style-type: none"> what they have enjoyed or not who they would recommend the book to what genre of book it is (adventure, mystery, fairy tale, horror, sports, fantasy, humour) information about the setting or a main character a brief overview of the story Write a short story using a picture from http://pobble365.com/ 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?

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.

- **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 and reuses. 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.

There are various online activities to join in with, such as PE with Joe Wicks or Five a day fitness (see parentmail from Mrs Clark for details). Otherwise, it's up to you! You could go for a (socially-distancing) walk or do the daily mile in your garden (if you have one) or up and down your living room. Be creative and have fun with it!



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 our 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.



Additional learning resources parents may wish to engage with

[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.

<https://sandhills.oxon.sch.uk/wp-content/uploads/2020/04/Additional-home-learning-materials-updated-30.4.20.pdf> - there are a variety of different links and potential resources on the school website that different teachers have recommended.

Have a look at [The Oak Academy](#) and [BBC Bitesize](#) for additional lessons, including some music lessons.

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