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| **Learning Project WEEK 6- Environment** | |
| **Year group: 3/4** | |
| **Suggested Maths Activities**  **for Week 6** | **Suggested Reading Activities**  **for Week 6** |
| * TT Rockstars (please Dojo your child’s class teacher if your child is unsure of their login) [TT Rockstars](https://ttrockstars.com/) OR Monster Multiplication on Purple Mash (please Dojo your child’s class teacher if your child is unsure of their login) [Purple Mash](https://www.purplemash.com/sch/bronescombe) | * Improving fluency- listen to your child read and encourage them to read with expression and intonation. You may need to model this using echo reading- you read a short segment of text, sometimes a sentence or short paragraph, and your child echoes it back. Why not take your reading outside, create a reading area or space where your child can immerse themselves further into their reading? |
|  | * Explore new vocabulary you find when reading and create your own dictionary of unfamiliar words for your child to use when they do their writing. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word? |
| * Imagine that you are going for a celebration meal at your favourite restaurant. For example, Frankie and Benny’s. Look for their menu online and explore how much food you would be able to buy for a 4 people if you had £80. You would need to consider a drink for each person, a meal for each person. Is there anything else you might need to buy? * Work out the total amount of money you have spent using addition. Can you work out how much change you would have from your £80 budget? | * Click on the link and get your child to read a book on [Oxford Owl.](https://home.oxfordowl.co.uk/reading/) Discuss what your child enjoyed about the book. * Perhaps they could produce a poster or write a review of the book that they read recording what they most enjoyed about the book. |
| **Suggested Spelling**  **Activities for Week 6** | **Suggested Writing**  **Activities for Week 6** |
| * Practise the Y3/4 [Common Exception](http://www.crosslee.manchester.sch.uk/serve_file/253974) words. | * Write a shopping list that ensures your family will eat a balanced diet. Remembering to include exciting adjectives. What is a balanced diet? How are you going to organise your shopping list? |
| * 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? If so, how? | * Write a recipe of your favourite food. How to make... Remember, in your recipe, you need to include a list of ingredients and utensils that you will need. Also, not forgetting to include headings and subheadings. When writing your set of instructions, remember to include imperative verbs. (Verbs that command you to do something) and, if you can, expand on your points. For example, ensure your flour is sieved because you don’t want to eat big lumps of flour in your chocolate cake! |
| * Choose 10 Common Exception words and practise spelling them using bubble letters and rainbow writing. | * Choose a particular food and write an acrostic poem. Think about where it comes from? What does it taste like? Etc. |
| **Suggested Learning Project: Environment** | |
| The week’s project aims to provide opportunities for your child to explore the environment that surrounds them. They show such wonderful curiosity about their world, and they’ve got the opportunity now to explore their world in a range of practical ways.  **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, The Samaritans or other charities that are significant to them.  ​**Let’s Wonder:**  What is the weather like around the world? Which countries are most likely to have a snowstorm? Torrential rain? Heatwaves? Find out about natural disasters such as forest fires, earthquakes and Tsunamis. How is climate change having an effect on the weather and natural disasters? Make a Poster or Powerpoint to show your findings.        **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 you going to use? How are you going to join the materials together? Once completed, remember to evaluate your mascot. What would you do differently next time? Which parts did you find the most challenging and why?  **Be Active:**  Get outdoors and go for a walk to explore the environment around you, go for a run or a family bike ride! What do you notice around you?  ***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. All of these are caused through human-action.  What are the global environmental issues?  Various processes that can be said to contribute to the global environmental problems include pollution, global warming, acid rain, depletion of natural resources, overpopulation, and deforestation ... These processes have a highly negative impact on our environment. Decide as a family how you could ‘do your bit’ to look after the environment e.g. setting up a recycling station. With your family come up with three things you could do to help maintain our environment. | |