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| **Home Learning WEEK 5 Summer Term – Environment** |
| Y3/4 |
| Weekly Maths Tasks (Aim to do 2 per day) | Weekly Reading Tasks (Aim to do 2 per day) |
| * **Times Table Rockstars**. At least 20 minutes on sound check or battle of the bands.
* **White** **Rose** online lesson and supporting resources.
* Complete two pages from **Abacus Maths** books.
* Spend 20 minutes on **mymaths** completing your homework tasks.
* **Add** totals of the weekly shopping list or some work around money. Search for games on mymaths to support this.
* Practice **telling the time**. This could be done through mymaths. Read to the quarter hour and the nearest five minutes.
* Show an adult everything you know about **Shape**. This could be pictures, diagrams, explanations, methods – be as creative as you want to be.
* Practice **counting** forwards and backwards from any given number in 5**s**.
 | * Share a story together. This could be from a chapter book where you read and discuss a chapter every day.
* Complete **Accelerated Reader** tests when books are complete.
* Read with an adult and encourage expression and intonation.
* Watch Newsround and discuss what is happening in the wider world.
* Read an ebook on Oxford Owl and discuss what you liked about the book.
* 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?
* With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight magazines and newspapers.
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| Weekly spelling tasks (Aim to do 1 per day) | Weekly writing tasks – (Aim to do 1 per day) |
| * Practice the Year 3/4 **common exception words**.
* Practice your spelling pattern -Y3- suffix ‘ation’ Y4 - homophones and near homophones
* Choose 5 Common Exception words. Write synonyms, antonyms, the meaning and example of how to use the word in a sentence. Can the word be modified?
* Choose 5 Common Exception words and practice spelling them using across and down. Write the word across the page then down the page, eg

 Spell p e l l | * Write a diary entry summarising the events from the day/week.
* Write a book review for one of the books you have read. Remember to say what you have enjoyed or not and who you would recommend the book to.
* Draw a scientific diagram of the water cycle then add labels and captions to explain how it works.
* Write a **letter** to be sent to a local school explaining why children should support local charities if they can and help those who are in need.
* Design a poster that expresses the importance of recycling, or another UK environmental issue. Can you think of a catchy slogan for your design?
* Take part in a **Jane Considine** writing lesson on you tube ‘the training space’
* Complete a unit from your **literacy and language text books.**
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| Around the world in 80 Days |
| * Complete one of the activities relating to the country of the day.
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| 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 spreadthe word about the importance and need to recycle. Think about what it isgoing to look like? Which materials are they going to use? How are theygoing to join the materials together? Once completed, remember toevaluate 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.***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 activitythat have an impact in the UK. What are the global environmental issues?Various processes that can be said to contribute to the global environmentalproblems include pollution, global warming, ozone depletion, acid rain,depletion of natural resources, overpopulation, waste disposal anddeforestation ... These processes have a highly negative impact on ourenvironment. 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. * **Interconnections**

Throughout our lives, culture and experience shapes worldviews,children growing up in the Netherlands, for example, have a muchdifferent understanding of the role of water in their lives than their peersin the Sahara Desert. The difference between the abundance andscarcity of water in each of these physical environments affects everyaspect 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.  |
| When you have completed a task you are proud of, send a photo to your teacher or ask a family member to post it on twitter @kibblesworthA #kibbyhomelearning or #kibbyaroundtheworld |