

Learning Project Summer 2 Week 1 – Under The Sea

Age Range: Y3

Hello Year 3 – we hope you have had a lovely half term enjoying the sunshine. Our theme this week is Under the Sea. Remember to try and do some of the practical activities as well as the on-line learning. How many of you have been reading during lockdown? Remember you can quiz too on the **AR** link below. <https://ukhosted34.renlearn.co.uk/2245929/default.aspx>.

This year's finalists have been chosen for the 500 words story competition. You can read all of them by following the link below and get lots of story ideas from children just like you!

<https://www.bbc.co.uk/programmes/articles/KNWsKPrG7stQ54tTbcf6P7/500-words-the-stories>



Children's publisher Puffin have produced three podcasts, the first of which is the Puffin Podcast Under The Sea (link below). <https://www.penguin.co.uk/articles/children/2020/mar/puffin-podcast-episode-1-under-the-sea.html>

Summer Sun Science Investigation

Icy Lego Excavation

To start the experiment you will need to freeze something, **so you will need:**

A Lego figure (or some toy figure of a similar size)

A container large enough to put the figure into comfortably

Water

Space in the freezer!

Once your object is frozen you will need to work out the quickest way to safely excavate your Lego figure (object) from the ice!

Here are some things you could try:

Your finger nails (Be careful) Or an adults finger nails (Better!)

A spoon (metal or plastic)

A magnifying glass (You'll need to think about the why behind that one)

A hairdryer (Be careful again!)

Salt

You could set up multiple experiments using lots of Lego figures and try the different ways above for each figure to see which is the best (but remember to think how you will make it fair)

Hopefully, this should be fun and also to get you to think about water in its frozen form and how we can get it to return to its liquid form.

This link will take you to a download of 14 daily science and technology activities that you might like to try at home <https://littlebinsforlittlehands.com/fun-activities-for-kids/>. The website itself is packed with great ideas for inquisitive young minds.

Weekly MathsTasks (Aim to do 1 per day)

- NRICH is an excellent resource for the teaching of maths. The link below goes to a page that has lots of problem solving activities that will challenge and help your child to learn to solve problems systematically: <https://nrich.maths.org/9803>
- Follow the link above for daily maths lessons by White Rose, a resource that we use for planning in school. Please just be aware that topics may come up that we have not yet taught and that some children may need to go to previous year groups for more appropriate work. If you have been working through each school week and have taken a week for half term, you would be picking up at week 6. <https://whiterosemaths.com/homelearning/>
Worksheets are attached to this letter.
- BBC Bitesize has a daily maths lesson, in conjunction with White Rose. There is a clear link for each year group. Again, you may find it necessary and valuable to work from earlier years. <https://www.bbc.co.uk/bitesize/dailylessons>
- Please continue to practise Times Tables on [TTRS](#), completing regular sound checks so that we can see how you are doing.
- Of course, [My Maths](#) is also an excellent resource – maybe concentrate on any of the 'Time' lessons so that you can be a whiz at telling the time before you come back to school. Some nice time work might include:
 - Ask your child to make a timetable of what you did or what you will do each day this week. Can your child write the times in 12 hour and 24 hour format?
 - Ask your child to time how long it takes in seconds to do everyday tasks such as brush their teeth. Then ask them to multiply that number by the amount of times they do that task per day. How long is that in minutes? How many minutes is that over a week?
 - Try drawing a clock on the ground with chalk. Then, get your child to use their body to make the hands of the clock. They could show just the hour or the minute by lying straight, or they could use their body to make both hands.

Weekly Reading Tasks (Aim to do 1 per day)

- Exciting news for J K Rowling fans; she has written a new book called **The Ickabog** and is reading a chapter a day for free on her website. There is a competition for children to illustrate a front cover for it too.
- <https://theickabog.com/>
- This site offers a fun reading challenge that might engage a reluctant reader at home. https://researchrichpedagogies.org/downloads/Sharing_the_Love_of_Reading_7-9_years.pdf
- <https://www.studentuk.com/> is a website that has lots of free reading material, organised by age suitability.

- Renaissance Learning, who produce AR, has made access to their digital books free during the lockdown. Below is a link. It's not full access to the myon experience - pupils won't have a record of what they have been reading linked to their AR accounts and they can't quiz directly from the myon site but it does offer more free ebooks to read.
<https://readon.myon.co.uk/>
- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. **If the book is in the AR system, you can quiz using this link**
<https://ukhosted34.renlearn.co.uk/2245929/default.aspx>. Not sure if the book has a quiz? Check on <https://www.arbookfind.co.uk/default.aspx>
- Curriculum Visions is an excellent online resource, with books about a wide range of topics and reading comprehensions available to try. There are bound to be books relating to this week's Under the Sea topic. Login with
Username: Havelock/0001
Password: jungle
- Our website contains links to other useful websites at
<https://www.havelockschools.org.uk/index.php/curriculum/links>

Weekly Spelling Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> • Encourage your child to learn to spell the names of all of the world's oceans. Can they apply these into sentences? • Alphabetical order: List each letter of the alphabet and ask your child to think of a sea related word that corresponds with each letter. • Practise spelling these words: forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation. Can your child identify the spelling rule/s? • Ask your child to put these words in alphabetical order and then use a dictionary to find the meanings of each word: marine, barnacle, crustacean, coral, mangrove & barracuda. • Practise the Year 3/4 Common Exception words or spelling rules for Year Year 3/4 . Can your child include some of these words in their writing tasks? 	<ul style="list-style-type: none"> • Create an information report about one of the world's oceans. This could include a map locating the ocean, what plants and animals live there and the impact humans have on it. • Ask your child to imagine they are a deep sea diver. Can they write a detailed description about the ocean and include specific species? Remind them to try to include adjectives to describe in detail what they saw. Visit https://safeyoutube.net/w/B2w6 • Encourage your child to write a 'Finding Tale using Finding Nemo as a stimulus. Who gets lost in their story? How do they find them? • Ask your child to write an advert advertising a job to work on a submarine. How can they make the advert persuasive so that lots of people apply? • You will find Talk for Writing sessions at the link below, which you and your child might enjoy. https://www.talk4writing.co.uk/covid-19/ • You can take part in a daily, structured writing session with Jane Considine on You Tube using her sentence stacking approach that we have used in school so your your children will be familiar with. https://www.youtube.com/watch?v=nMVpipnXrDc

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.



- **'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](#)

Have a go at a Real PE exercise <https://home.jasmineactive.com/login>

Email: parent@havelockju-1.com Password: havelockju

- **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, as a family, could help reduce ocean pollution and work together to create a persuasive poster to reduce plastic waste. Involve your child in recycling at home so that they are fully aware of our basic responsibilities.

- **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?

- **French** Go to [Twinkl](#) – at <https://www.twinkl.co.uk/resource/fr-t-t-100-new-under-the-sea-word-mat-french> to learn some topic based vocabulary. 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.

- **Computing** <https://scratch.mit.edu/projects/161272628/> gives children access to the Autosub 6000 mission, exploring the ocean floor, using software that we use in school.

- **RE:** Multi-Faith and Belief Room is a KS2 project children can undertake from home. Pupils design a multi-faith and belief room for an airport being built in your locality, they will endeavour to plan, research and collate the information. The resource is flexible and pupil led and contains enough

activities and information to keep pupils occupied for the summer term.

<https://simplycollectiveworship.co.uk/wp-content/uploads/2020/04/RE-Project-Learning-Resource-Multi-Faith-And-Belief-Room.pdf>

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[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.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access. If you are on Twitter and a fan of [Taskmaster](#), search for [#hometasking](#). Alex Horne is setting new tasks every couple of days that might be fun to get involved with.

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