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| Learning Project Week 8: Nurturing Nature! | | |
| Class: Churchill Y3/4  Please complete at least 3 of the tasks below during the week:  We love to see what you are doing on our private Facebook Page or Twitter Feed: [www.facebook.com/groups/heatherprimaryschoolcolaville](http://www.facebook.com/groups/heatherprimaryschoolcolaville)  [@HeatherPrimary](https://twitter.com/HeatherPrimary?lang=en) | | |
| Maths Tasks | English Tasks | |
| **Daily**  Participate in daily Maths lesson from government home learning website: https://www.thenational.academy/  MyMaths – try to complete one task everyday  **Weekly**  Participate in Gareth Metcalfe’s Live Lesson once a week  Choose three 10 minute sessions (please use a range throughout the week) on either:   * Times Tables Rock Stars (Y4 please use Sound Check). * Hit the Button (don’t forget doubles, halves and number bonds too)   Adding totals of the weekly shopping list or some work around money. This [game](http://flash.topmarks.co.uk/4020) could support work on adding money.  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.  Try to play a Maths-related game with your family for example:   * Uno * Monopoly (be the banker) * Lots of free Maths games on <http://www.iseemaths.com/>   If there is an area of Maths that you are struggling with try checking out https://mathantics.com/ – this website has lots of free Maths tutorials and you can select them by topic. | | **Daily**  Participate in daily English lesson from the government learning website: https://www.the national.academy/  Read for 20 minutes every day  Practise the spellings from your English lesson (above) daily throughout the week. These could be practised in the mud, sand, shaving foam etc  **Weekly**  If possible, try to be heard read aloud by an adult 3 times per week – this could be done as echo reading. Try to use expression.  Look up any new words from your reading book in a dictionary or use <https://www.dictionary.com/> to look up the meaning. Try to write 3 different sentences using this new word.  Join read theory <https://readtheory.org/> and try to do at least a 20 minute session per week.  Watch [Newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and discuss what is happening in the wider world  Get your child to read a book on [Oxford Owl](https://www.oxfordowl.co.uk/), discuss what your child enjoyed about the book.  With your child, look in magazines, newspapers and books for new vocabulary they are unfamiliar with. They could use a highlighter to highlight in magazines and newspapers.  Practise your spelling on Spelling Shed |

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| Learning Project – ongoing throughout the week.  Choose from the selection below. |
| 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.  **Get writing**  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?  **Science**  Draw a scientific diagram of the water cycle then add labels and captions to explain how it works.  **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. 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 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, Christain Aid, Islamic Relief or other charities that are significant to them. |