





Key Stage 2 Weekly Learning

Year 3, Hazel and Sycamore	Theme: The Arctic Science: Investigations	Week beginning: 1/6/2020
Daily Activities Have a look at this site for lots of daily activities some of which are listed in our home learning but others you may want explore too! https://blog.kidadl.com/articles/lockdown-lessons-led-by-celebs		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
Reading - 10- 20 mins	Continue to enjoy reading book from home, school or online. The work this week is the story The Wild Robot by Peter Brown. You do not need the book - all the tasks are within the sheets provided. This week focus on Task 1 and 2.	
Maths - 20- 30 mins	This week we are looking at 2 D shapes. How many 2D shapes do you know the names of? What do we call a shape with 8 sides? Craete a quiz to test and challenge your family! Next look around your home and identify at least 10 2D shapes. What are their properties? To support you with this try this Nrich task https://nrich.maths.org/12673 .	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness.	
Tues and Thurs @11 Story time with your favourite author	Spend some time each week listening to your favourite author reading to you. Here is the link to David Walliams that we thought you would enjoy. https://www.worldofdavidwalliams.com/elevenses/	
Times Tables - 10 - 15 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.	
Spelling - 5 - 10 mins	Choose 10 Common Exception Words to practise this week.	
Handwriting - 5 - 10 mins	Use your handwriting book to practise your 10 spellings.	
Writing - 15 - 20 mins	The writing task this week is to write a descriptive passage. Attached are some pictures of the Arctic landscape. Imagine you are having to describe these landscapes to someone who cannot see the images. Write a descriptive passage for these images including as much detail as you can. The inuit people have more than 40 words for the word snow. Can you think of 40 diffrent words that you could use for snow in your writing?	
Our School Value		This term our value is Cooperation . Make your own poster to show what this word means and why it is so important to cooperate.

These are the Key Skills that we are teaching in Year 3. They are the skills we work with across the school year. To support your understanding of home learning tasks we have highlighted the skills that we ae focussing on each week. The other skills you will notice are also relevant to work your child is doing at this time and will provide support for them to succeed.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> Count in 2's, 3's, 4's, 5's and 10's x2, x3, x4, x5, x8 x10 Order numbers to 1000 Order fractions Solve addition and subtraction questions up to 3 digits Add and subtract fractions Identify equivalent fractions Write x and ÷ statements Double and halve 2 and 3 digit numbers 	<ul style="list-style-type: none"> Use phonics to decode new words. Summarise what has been read Predicting what will come next Sharing opinions using the text Retrieving facts Making inferences (e.g. I think she is feeling sad because she was sitting by herself) Identify the meaning of new words 	<ul style="list-style-type: none"> Capital letters at the start of a sentence and for proper nouns Neat, joined handwriting Conjunctions to join ideas (and/but/so/because/which) Adjectives to describe Using past or present tense Using 1st person (I) or 3rd person (he/she/they) Inverted commas for speech ""

<ul style="list-style-type: none"> • Estimate, read and compare time • Tell analogue and digital times • Add and subtract amounts of money using £ and giving change • Identify 2-D shapes and describe their properties • Check my answers 		<ul style="list-style-type: none"> • Adverbs (then/next/after) • Prepositions (below/in front of/under)
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Weekly Activities	
<p>Geography and Art</p> <p>Your new theme this term is the Arctic. Where in the world is the Arctic? Attached is a map for you to use to show where it is.</p> <p>Investigate what the weather is like in this part of the world. Create a weather chart to explain what the temperatures are here. Next create a weather chart for where you live in Watford and compare the 2 places.</p> <p>What is the landscape like?</p> <p>Using the attached writing images, or some that you have researched, create a piece of landscape art to show what this amazing place looks like. What will be the best medium to work with? Paint, crayons, chalk.....or something else? You choose.</p> <p>Over the coming weeks we will explore deeper into this amazing place.</p>	<p>Science</p> <p>In Science this term we are going to set you a series of investigations. All great scientists love to investigate.</p> <p>We have seen some wonderful examples of investigations you have been carrying out at home so we feel sure you will enjoy the investigations we have in store for you over the coming weeks.</p> <p>Investigation of the Week!</p> <p>With your family discuss what an investigation is. How would a scientist go about carrying out an investigation and recording their findings?</p> <p>Enjoy these 2!</p> <p>http://www.sciencefun.org/kidszone/experiments/cool-off-volcanoes/</p> <p>http://www.sciencefun.org/kidszone/experiments/ice-fishing/</p>
<p>RE</p> <p>Our theme for RE this term is Charity.</p>  <p>Col Tom has had a huge impact on people during the coronavirus. What has he done? Why do you think people have been so moved? What is the money raised being used for? Write him a thank you letter.</p>	<p>Computing</p> <p>This term you can develop your typing skills using Purple Mash.</p> <p>This week focus on:</p> <p>Left Keys, Right keys, Shift and Space Bar</p> <p>Another site to use is Typing Club</p> <p>https://www.typingclub.com/</p> <p>Work your way through these lesson at your own pace.</p>
<p>A Covid 19 Time Capsule Keepsake: Last term you started the time capsule workbook to reflect on your thoughts and feelings. Continue with this and allow yourself the time to reflect on how your feelings may change over time.</p>	
<p>Jigsaw</p> <p>Our Jigsaw theme this term is 'Changing Me'.</p> <p>Below are a set of pictures showing a selection of animals with their babies. How do the babies change over time? What happens as they grow?</p> <p>Ask your parents if you can look through some photos of you and your family when you were younger. What changes do you notice?</p> <p>Share your observations and thoughts with your family. How do we change as we grow? What do these changes mean?</p>	

Enjoy your trip down memory lane.





Writing Task: Write a descriptive passage that will bring to life these amazing landscapes:



Think carefully about the adjectives, adverbs and prepositions you will use to describe. You might want to check your spellings after you have finished writing!





Y3 -Y6 Spanish Work Summer 2 Wk 1 - 01.06.20

This is such a big homework I'm giving you another week to send me your photos and recipes. They are flooding in from Spain. Don't let me down Cherry Tree.

Send Recipes to gcocks@cherrytree.herts.sch.uk

I need your help to complete the work for our international project. **You can do this work in any language you like.**

I'm looking for traditional recipes from the different cultures at Cherry Tree to share with our Spanish friends.

I was hoping for things like, homemade fish and chips, Lancashire hot pot, Toad in the Hold, Yorkshire puddings, Shepherd's pie, cottage pie, Full English breakfasts...I am also looking forward to recipes I do not know like...

Scottish Haggis, Indian Daal or Saag Aloo, Kenyan Irio, Polish Barszcz, Romania Sarmale, Jamaican Bammy bread, In fact anything you would like to share internationally.

If you could include any ingredients we grow on our school allotment that would be even better but not essential. The vegetables or herbs we are growing are...

Broccoli	cucumber	tomatoes	garlic
Chives	courgette	onions	spring onions
Beetroot	sweetcorn	wheat	lettuce
Carrots	beans	French beans	

I want to put recipes into a book and print two copies one for our school and one for the Atalia. So if you would like to include photos of yourself cooking the food you can. (You must have permission from your parents for photos to be published or you could just take photos of the equipment used and your hands doing the cooking.)

Send your photos and recipes to
gcocks@cherrytree.herts.sch.uk

Here are two examples I have prepared.



Ingredients

400g strong white
bread flour
3.5g dried yeast
1/2 tsp salt
1/2 tsp sugar
250ml warm water
2 tsp olive oil
400g tinned plum
tomatoes
100g mozzarella
cheese
Some black olives
Fresh basil



Method

Put flour salt sugar
and yeast in a bowl,
add the warm water
and olive oil slowly.
Mix together until
the dough becomes
sticky.
Knead the dough and
then set aside for
half an hour in a
warm place to rise.

Preheat the oven to
gas mark 220°C
After the dough has
risen it can be
divided into two to
make two pizzas.
Stretch and flatten
the dough.
Drain the tomatoes,
chop and spread
them over the base.
Then sprinkle
chopped olives and
mozerella cheese.

Ask an adult to put
it in the oven for 10
mins.

Enjoy!



Miss Cocks' English Tea Scones



Ingredients

225g/8oz self raising flour
pinch of salt
55g/2oz butter
25g/1oz caster sugar
150ml/5fl oz milk
1 free-range egg,
beaten, to glaze
(alternatively use a
little milk)



Method

1. Heat the oven to 220C/200C Fan/Gas 7 and lightly grease a baking tray.
2. Mix together the flour and salt and rub in the butter. Stir in the sugar and then the milk to get a soft dough.
3. Turn on to a floured work surface and knead very lightly. Pat out to a round 2cm/ $\frac{3}{4}$ in thick. Use a 5cm/2in cutter to stamp out rounds and place on the baking tray. Lightly knead together the rest of the dough and stamp out more scones to use it all up.
4. Brush the tops of the scones with the beaten egg. Bake for 12-15 minutes, or until well risen and golden-brown.
5. Cool on a wire rack and serve with butter and good jam and maybe some clotted cream.

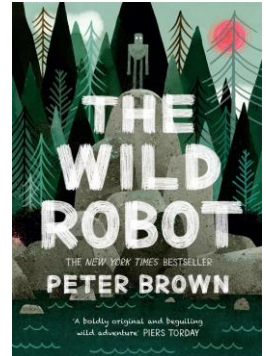


Take 5: Ideas for Independent/Home Learning

The Wild Robot by Peter Brown (Piccadilly Press)

1. Explore it

Without sharing the book title, read this story opening. You might want to hear it read aloud as well as reading it for yourself.



Our story begins on the ocean, with wind and rain and thunder and lightning and waves. A hurricane roared and raged through the night. And in the middle of the chaos, a cargo ship was sinking

down

down

down

to the ocean floor.

The ship left hundreds of crates floating on the surface. But as the hurricane thrashed and swirled and knocked them around, the crates also began sinking into the depths. One after another,

they were swallowed up by the waves, until only five crates remained.

By morning the hurricane was gone. There were no clouds, no ships, no land in sight. There was only calm water and clear skies and those five crates lazily bobbing along an ocean current. Days passed. And then a smudge of green appeared on the horizon. As the crates drifted closer, the soft green shapes slowly sharpened into the hard edges of a wild rocky island.

The first crate rode to shore on a tumbling, rumbling wave and then crashed against the rocks with such force that the whole thing burst apart.

- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?
- Talk about how this story opening makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How?
- Think about how it is written. What parts of this really stick in your mind? Which words and phrases do you like the best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind? What do other people think?

2. Illustrate it

After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe other people in your family want to draw what they imagine as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

To get started, ask yourself:

- Where does our story begin?
- What happens? How do you know?
- How does it make me feel? Does this change?
- How can I show this in a drawing?

Re-read the opening and write some words and phrases that have helped you make your picture.

Share your drawings with each other or talk about what you have drawn with someone else:

- What do you like about each other's drawings? What is the same or different about your drawings?
- Why have you chosen to draw it this way? Which words and phrases helped you make a picture?

3. Talk about it

- Find and copy any words and phrases which show how forceful the hurricane was.
- Why did so many crates sink? What do you think happened to them?
- Think about the events on the night of the storm and in the following days. How would you report it on the news?

4. Imagine it

Look at the opening illustration:

Think about this:

- What do you think is inside the box?
What makes you think that?
- What other stories do you know about in books, on television or in films that have scenes like this?
- What happens in these stories?



5. Create it

Look at the front cover of the book. Is this what you expected? Why? Why not? Draw what you think this place is like.

- What kind of story world does the wild robot live in now?
- Who else might live here?

Look for clues in the illustrations and what you have read so far.

Use your story world drawing to map the robot's story. What story are you creating? What if it were a different character? What story could you make then?

Draw and write your story, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.