| **Key Stage 2** Weekly Learning | | |
|---|---|---|
| **Year** 3, Hazel and Sycamore | **Theme**: Iceland<br>**Science:** Rocks | **Week beginning:** 27/4/2020 |

| **Daily Activities** | |
|---|---|
| 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.<br>We have also added a reading sheet for you to work with. This work is on the book Oliver and the Seawigs by Philip Reeve and Sarah McIntyre.<br>You do not need the book – all the tasks are within the sheets provided.<br>This week focus on Tasks 3 and 4. |
| **Maths**- 20- 30 mins | Use a Maths website to practise multiplication as well as continuing to work on your addition and subtraction skills. Have a go at solving some multiplication word problems and if you are looking for an extra challenged try some of the muliplticationproblems suggested on the Nrich website.<br>https://www.topmarks.co.uk/maths-games/7-11-years/multiplication-and-division |
| BREAK | Eat a healthy snack, exercise or relax with some mindfulness. |
| **Tues and Thurs @11**<br>Story time with your favourite author | Spend some time each week listening to your favourite author reading to you.<br>Here is the link to David Walliams that we thought you would enjoy.<br>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 | Have a look at the book cover and explain your opinion about it, using the questions to help you. Remember to write in full sentences as include as many ideas as you can for each question. |
| **Homework Menu** | Have a look at our themes this term.<br>Can you think of ideas for a task for our homework menu?<br>Email ideas to Mrs Sibbit and Miss Phillips and we will include them in a furutre weekly menu! |

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 |
|---|---|---|
| • Count in 2's, 3's, 4's, 5's and 10's<br>• x2, x3, x4, x5, x8 x10<br>• Order numbers to 1000<br>• Order fractions<br>• Solve addition and subtraction questions up to 3 digits<br>• Add and subtract fractions<br>• Identify equivalent fractions<br>• Write x and ÷ statements<br>• Double and halve 2 and 3 digit numbers<br>• Estimate, read and compare time<br>• Tell analogue and digital times<br>• Add and subtract amounts of money using £ and giving change<br>• Check my answers | • Use phonics to decode new words.<br>• Summarise what has been read<br>• Predicting what will come next<br>• Sharing opinions using the text<br>• Retrieving facts<br>• Making inferences (e.g. I think she is feeling sad because she was sitting by herself)<br>• Identify the meaning of new words | • Capital letters at the start of a sentence and for proper nouns<br>• Neat, joined handwriting<br>• Conjunctions to join ideas (and/but/so/because/which)<br>• Adjectives to describe<br>• Using past or present tense<br>• Using 1st person (I) or 3rd person (he/she/they)<br>• Inverted commas for speech “”<br>• Adverbs (then/next/after)<br>• Prepositions (below/in front of/under) |

<table>
<tr><th colspan="2">Weekly Activities</th></tr>
<tr><td>Geography<br><u>Iceland</u><br>Research the flag of Iceland. What does each colour represent? Design a flag that represents you. Think about things that are important to you and draw a symbol for each of these.<br><br>Iceland is a country that has a fascinating landscape. Using https://www.kiddle.co/ or the sheet provided look at images of Icelandic landscapes. What do you notice? Now look at UK landscapes. How is Iceland different to the UK? Is there anything you can spot that is similar?<br>Use bullet points to answer the questions below.<br>Where are all the trees in Iceland?<br>https://www.skogur.is/en/forestry/forestry-in-a-treeless-land/history-of-icelands-forests-for-kids<br>https://www.reference.com/geography/trees-iceland-e18f5d6a1cffef21<br>Remember to look up unfamiliar words in a dictionary or to ask an adult.<br>Create a fact file of your findings. Think about:<br>-The most common tree planted in Iceland.<br>-What trees in Iceland were used for by the first settlers.<br>-Why there aren't more trees in Iceland now.<br>-Why it is important to plant more trees in Iceland.<br>Can you add to the mind map you created last week?</td><td>Science<br>In Science we are investigating the different types of rock that make up our Earth. We are going to look at sedimentary, igneous and metamorphic rocks, how they are formed and where they fit in the rock cycle.<br><br>Use the information sheets to explore how each type of rock is formed. This website also explains how the rock cycle works.<br>https://www.geolsoc.org.uk/ks3/gsl/education/resources/rockcycle.html<br><br>Using the sheet provided or your own design, complete the labels for each stage of the rock cycle. Remember to look up the meaning of a word if it is new.<br><br>You could also try using some chocolate to recreate the rock cycle at home using the instructions included this week. We would love to see pictures of your experiments.</td></tr>
<tr><td>RE<br>In RE we are going to be looking at Ramadan and Eid ul-Fitr. Ramadan began in the UK on 23rd April until 23rd May. Ramadan is a special time for Mulsims and lots of Muslims fast during this time. This week use the websites below and your own knowledge to research and explain what Ramadan is and why it is an important time for Muslims. Use the sheet provided to help you organise what you have found in to headings.<br>https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm<br><br>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8</td><td>Computing<br>In class we have been using Purple Mash to practise our coding. This week we have set you 3 coding challenges!<br>Log on to Purple Mash<br>https://www.purplemash.com/sch/cherry-wd24<br><br>Click on Computing and then click on 2Code. Have a go at the following challenges: Jumping Monkeys, Superheroes, Sparklers. Remember to order each line of code carefully.<br><br>If you are looking for an extra challenge have a go at the activities on Hour of Code Grades 2-5 or have a go at some of the coding activities on Blockly.<br>https://hourofcode.com/uk/learn<br>https://blockly.games/?lang=en</td></tr>
<tr><td colspan="2">Jigsaw<br>Our Jigsaw theme this term is Relationships.<br>This week we are focusing on staying safe online and whether we can trust everything we see online.<br>Discuss what an app is. What is an in-app purchase? Can we trust all the reviews we read? Who wrote them? Look at the top tips for staying safe online. All of these are important but which do you think are the most important and why? Put them in order from most important to least important. Can you explain your opinion to someone else in your home? Does someone else in your home have a different opinion. Are there any more tips you could add to this list?</td></tr>
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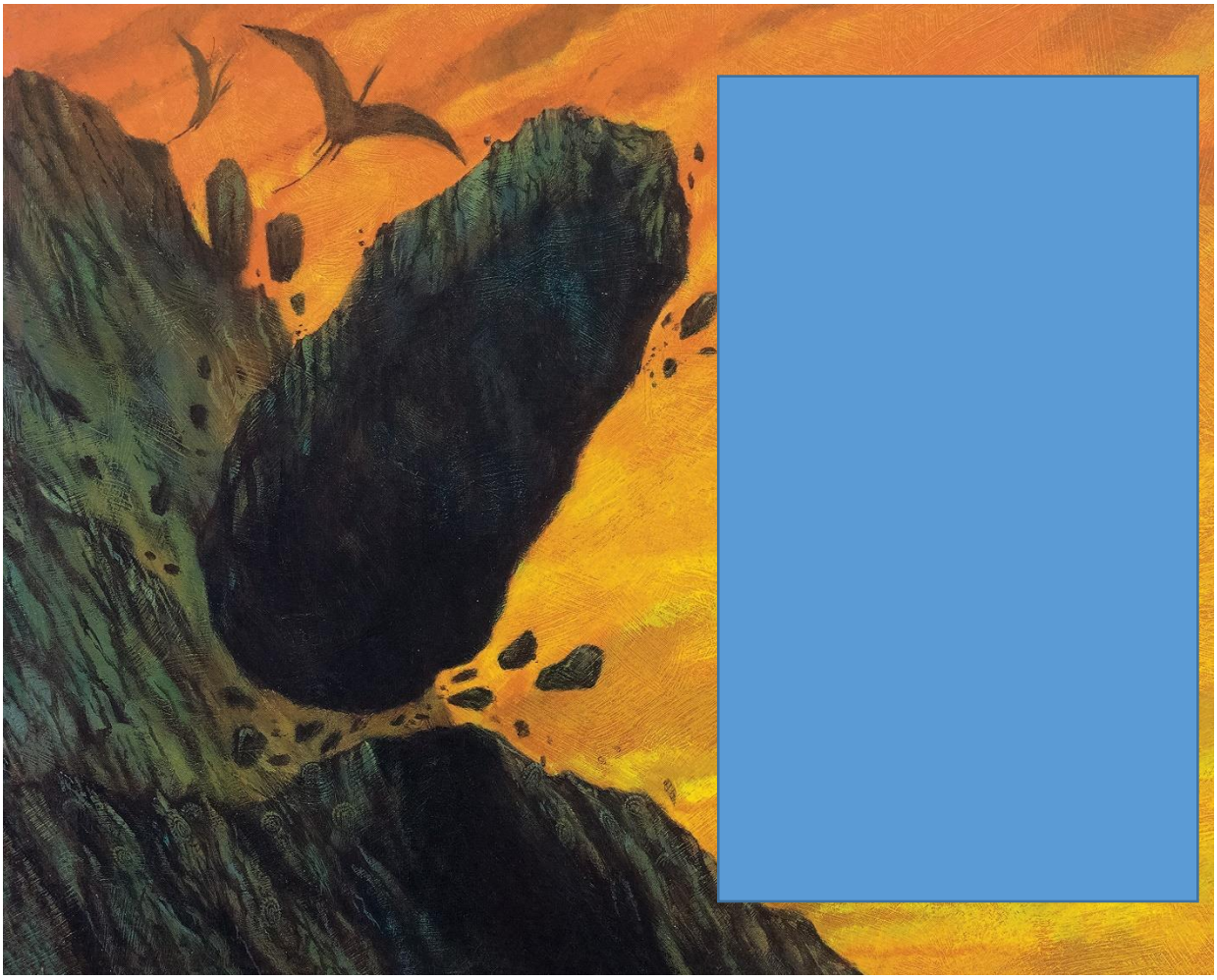
# English

Have a look at this book cover:



Answer the following questions in your pink book or on a piece of paper:

What do you notice about this illustration?

What do you like about the cover?

What do you dislike about the cover?

How does it make you feel?

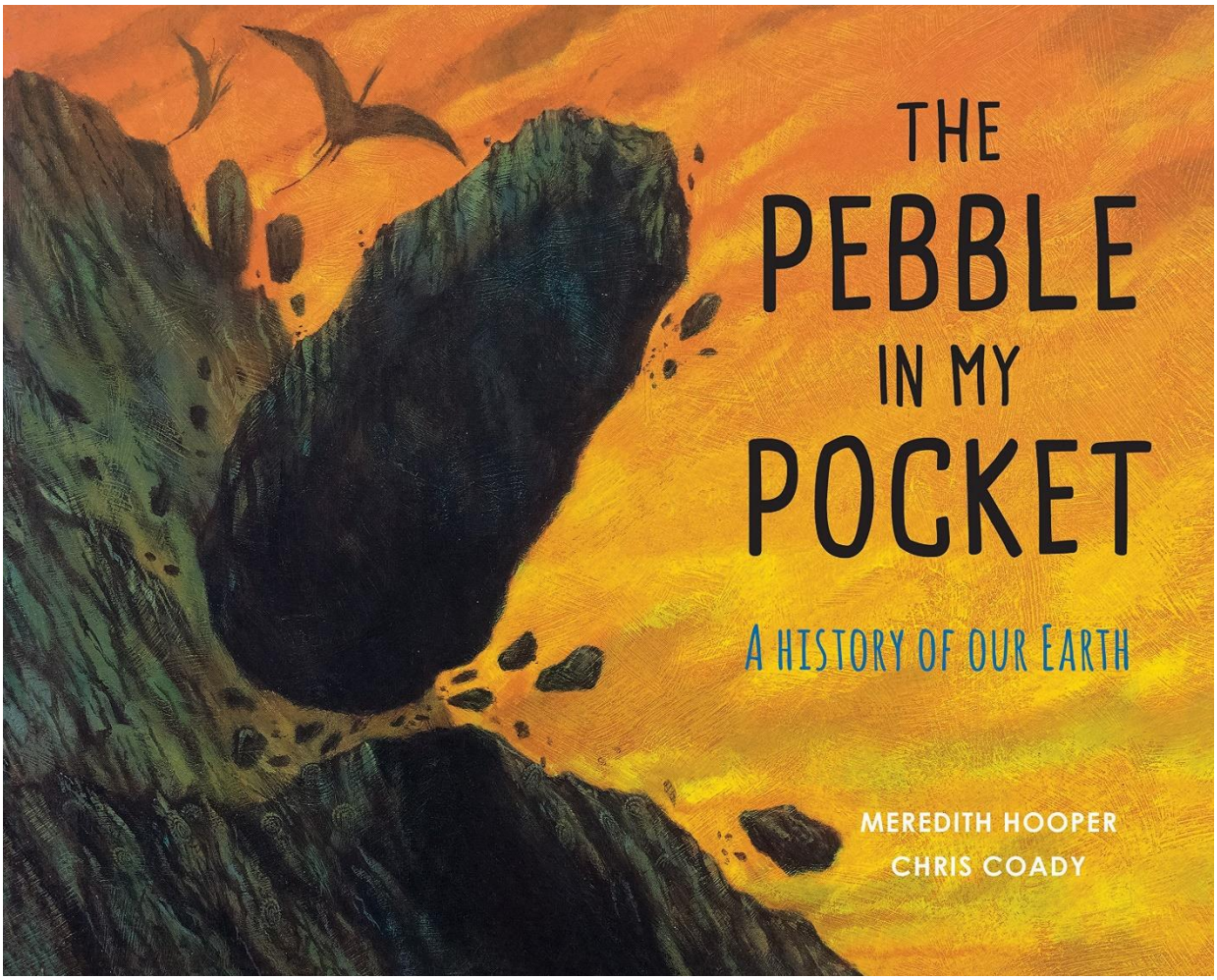
What do you think this book is about?

Does the cover remind you of another book you have read?

What might this book be about?

What questions do you have after looking at the cover?

Now look at the full cover:




What do you think this book is about now?

Does revealing the title change what you thought?

What do you like or dislike about the title?

The Ancient Egyptians civilisation existed 5000 years ago and the Ancient Mayan civilisation existed 4000 years ago.
This book begins 480,000,000 years ago! What do you think the Earth was like back then?

# Lanscapes in Iceland

# UK Landscapes

# Landscapes in Iceland

## What do you notice about the landscape in Iceland?

## What about the landscapes is similar to the UK?

## What about the landscapes is different to the UK?

# My Flag

What do each of your symbols represent?

## Relationships

Top Tips Cards - Ages 7-8 - Piece 3

Only add people you know and trust in real life as friends.

Treat people online with respect.

Don't say unkind things to others online.

Only chat or message people who you know and trust in real life.

Don't give anyone your passwords.

If someone is asking you to keep a secret online, discuss this with an adult you trust. Some secrets are 'worry secrets' and should be shared.

Check out any new apps and websites you want to use with somebody you trust, and get permission to use them.

Don't send pictures of yourself, or give details like your age, school and address to people online. If someone online is asking, check it out with an adult first, it is not always safe.

If you are worried about anything you have done or seen online, don't keep it a secret. Talk to an adult you trust.

# Multiplication Word Problems

Have a go at these multiplication word problems. Remember to use drawings, the bar model or your times table facts to help you. There is an optional template for bar models below.

## The Bar Model

Zoe has 3 friends and wants to give 3 arcade tokens to each of them. How many tokens will she give to her friends?

| ? | | |
|---|---|---|
| 3 | 3 | 3 |
| *** | *** | *** |

3 groups of 3 = ___

3 x 3 = ___

| Challenge 1 |
|---|
| 1. John wants to give 4 friends 3 sweets. How many sweets will he need altogether? |
| 2. 3 children need 5 colouring pencils each. How many do they need altogether? |
| 3. There are 4 football teams in a competition. Each team has 5 children. How many children are in the competition all together? |
| 4. Ruby has 10 children coming to her party. Each child needs 2 toys in their party bag. How many toys will she need? |
| 5. There are 5 bags holding a group of 5 hula hoops. How many hula hoops are there altogether? |
| 6. Josh has 12 people coming to his party. Each will get 2 slices of cake. How many slices will he need? |
| 7. There are 4 fireworks in a box and Nathan has 2 boxes. How many fireworks does he have? |
| 8. James has 8 CDs in a rack. He has 3 racks. How many CD's does he have? |
| 9. There are 8 biscuits in a pack and John had 4 packets. How many biscuits will he have? |
| 10. Claire has 5 stickers on each page of her book. There are 6 pages in total. How many stickers does she have? |

| Challenge 2 |
| --- |
| 1. John wants to give 4 friends 12 sweets. How many sweets will he need altogether? |
| 2. 3 children need 9 colouring pencils each. How many do they need altogether? |
| 3. There are 4 football teams in a competition. Each team has 7 children. How many children are in the competition all together? |
| 4. Ruby has 11 children coming to her party. Each child needs 10 items in their party bag. How many items will she need? |
| 5. There are 5 bags holding a group of 6 hula hoops. How many hula hoops are there altogether? |
| 6. Josh has 12 people coming to his party. Each will get 8 slices of cake. How many slices will he need? |
| 7. There are 6 fireworks in a box and Nathan has 7 boxes. How many fireworks does he have? |
| 8. James has 8 CDs in a rack. He has 9 racks. How many CD's does he have? |
| 9. There are 9 biscuits in a pack and John had 11 packets. How many biscuits will he have? |
| 10. Claire has 11 stickers on each page of her book. There are 12 pages in total. How many stickers does she have? |

# Multiplication Problems

Practise your multiplication and reasoning skills with these problems:

What is a Ziffle?

https://nrich.maths.org/951

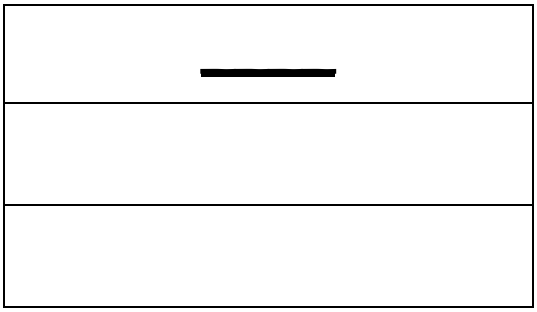
Missing Multipliers

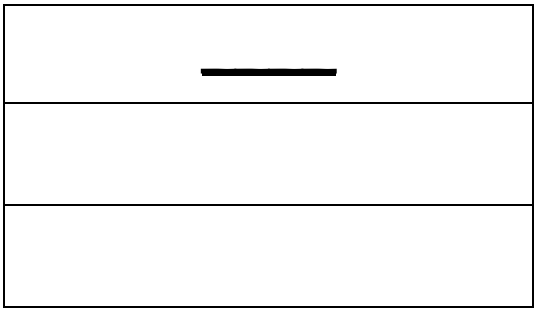
https://nrich.maths.org/mobile

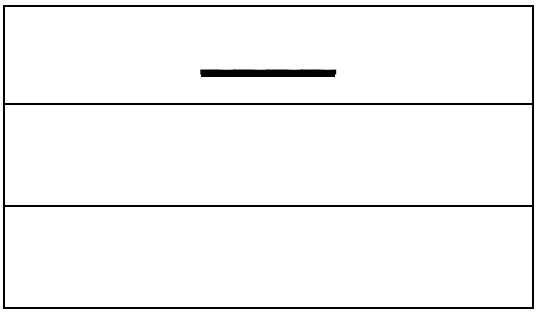
Surprising Split

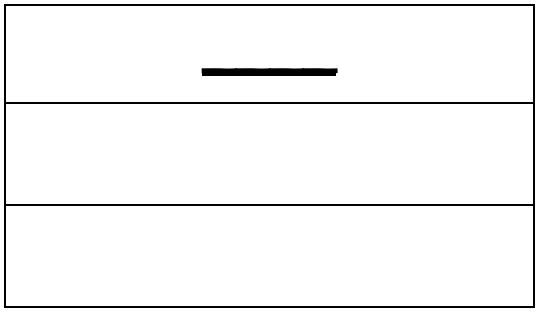
https://nrich.maths.org/14311

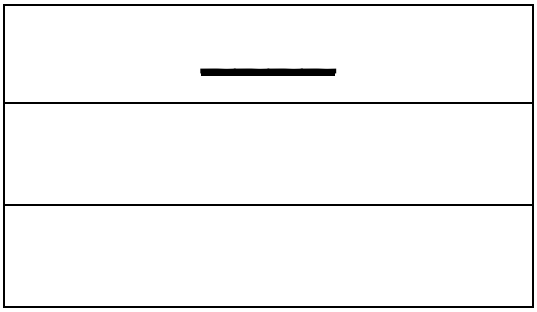
# Bar Model Templates

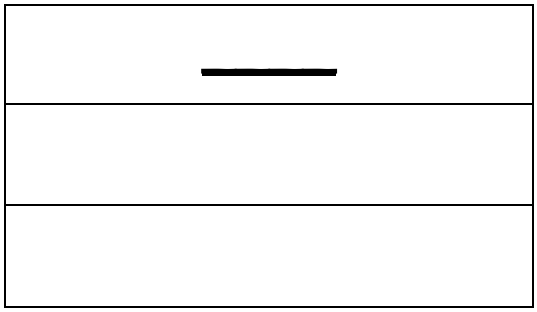


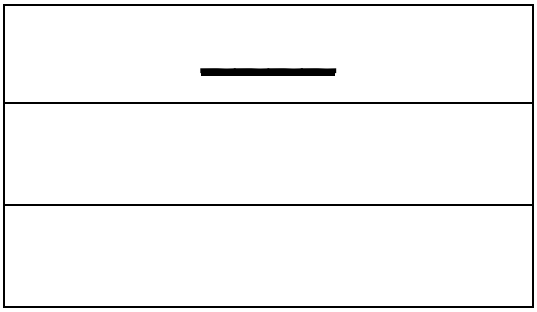


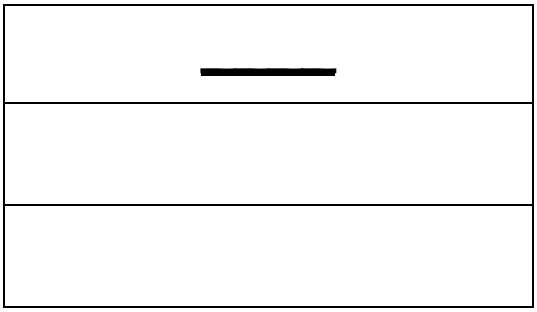


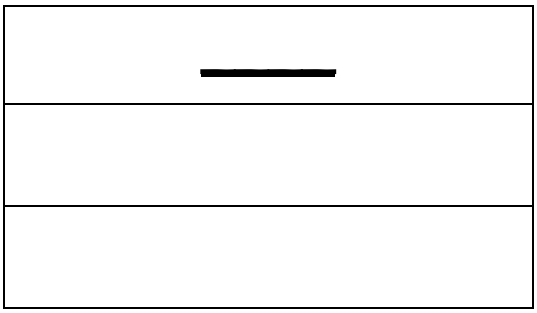


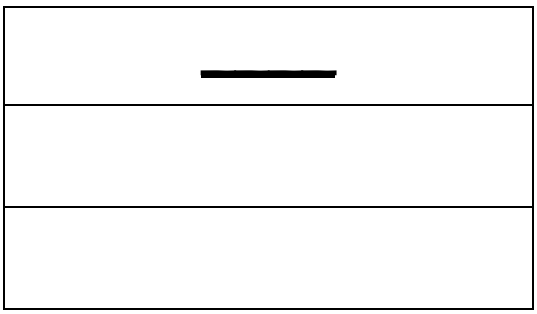






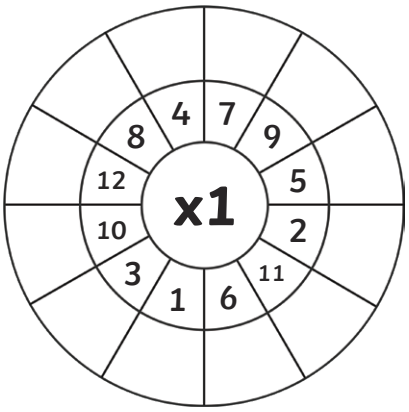


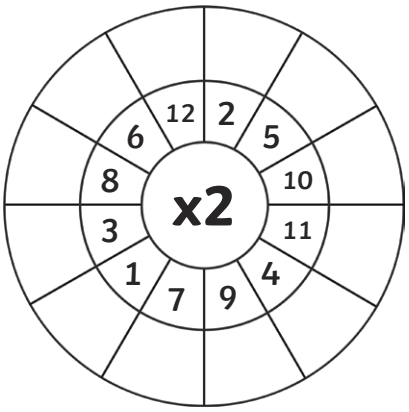


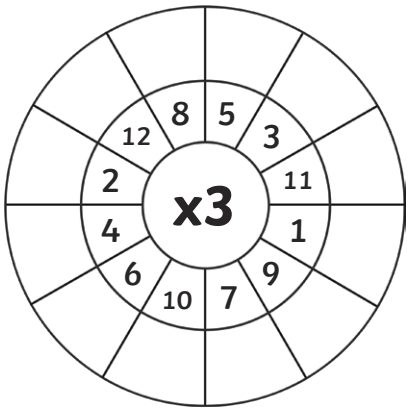


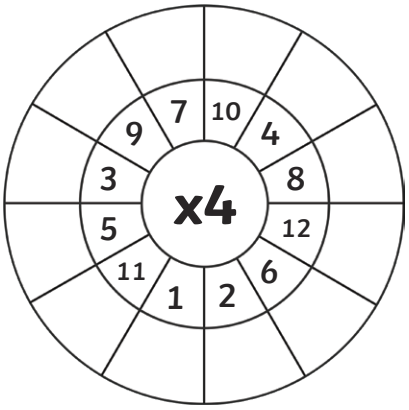
# Multiplication Wheels

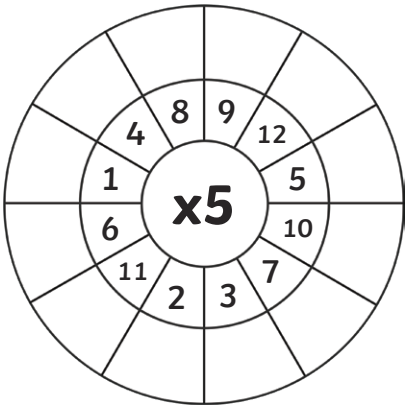
Multiply the numbers by the middle number.

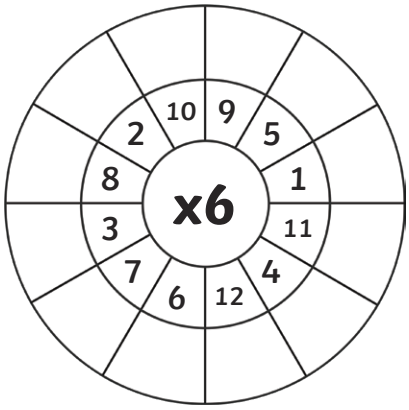


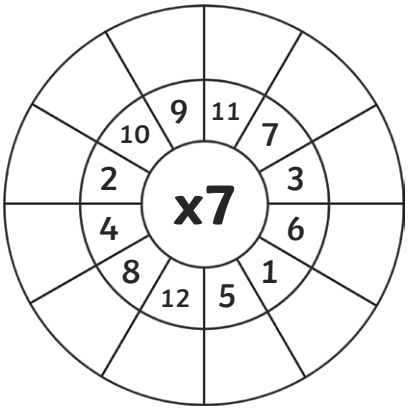



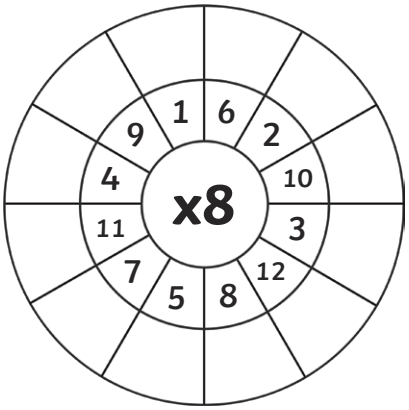



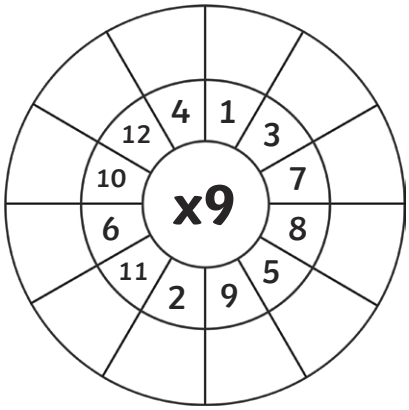



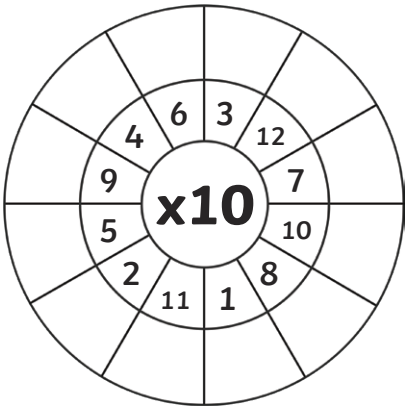



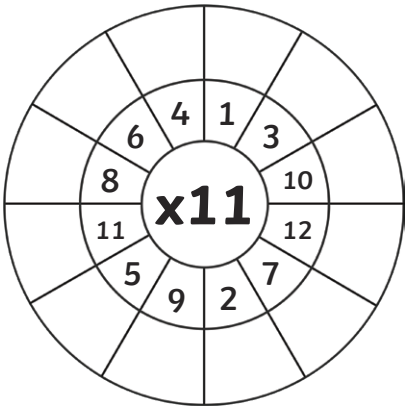



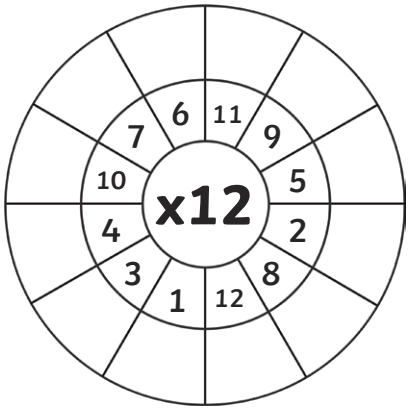



# Multiplication Triangles

Fill in the blanks in these multiplication triangles.

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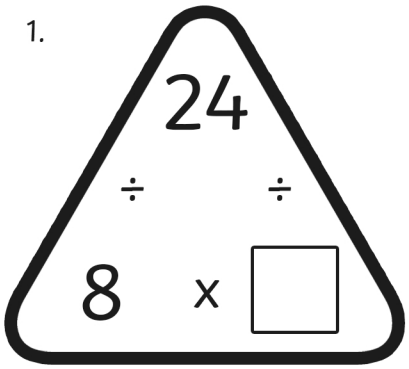


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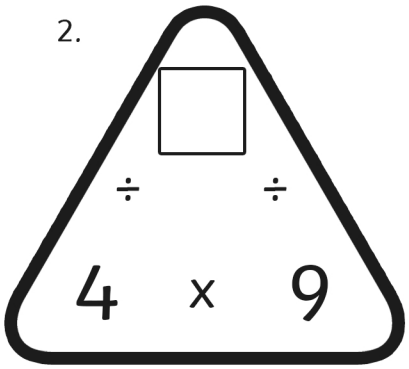


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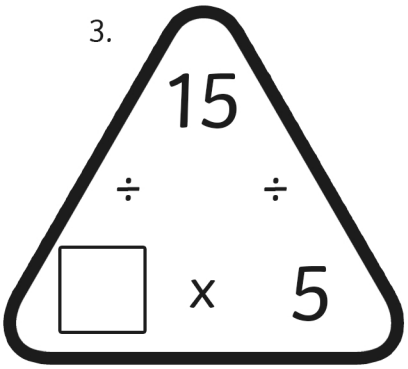


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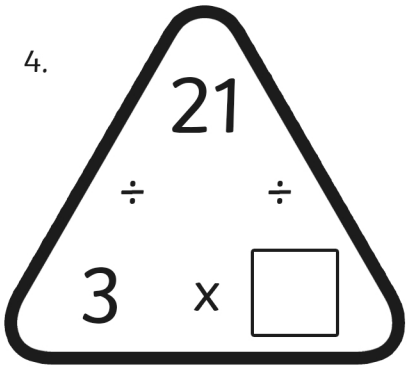


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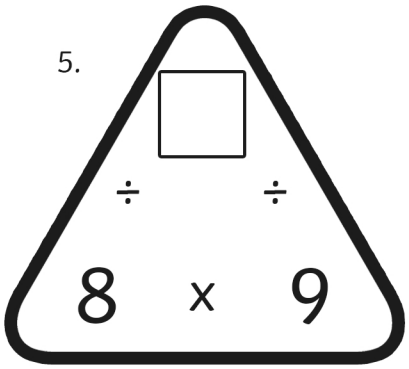


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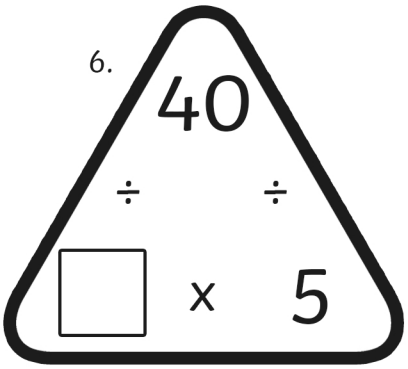


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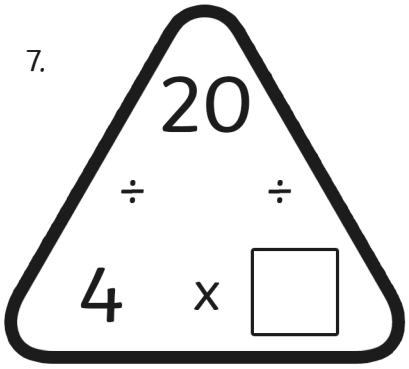


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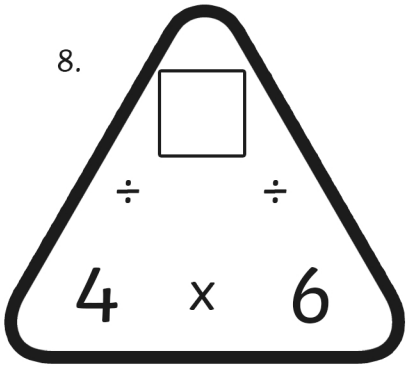


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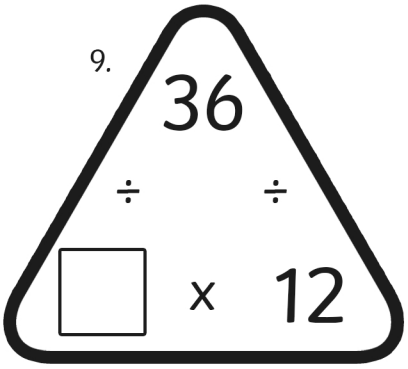


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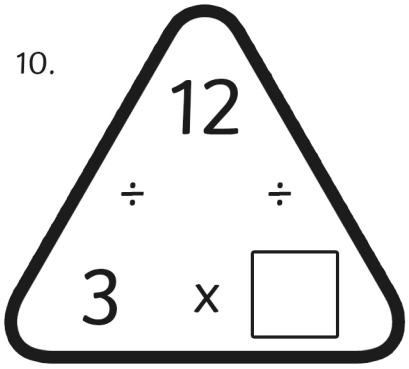


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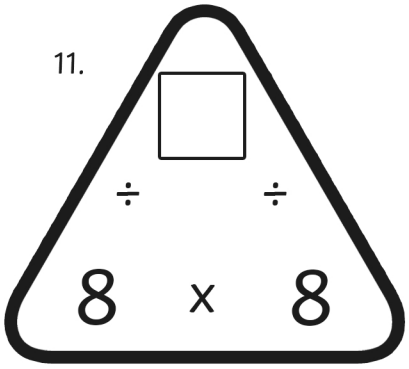


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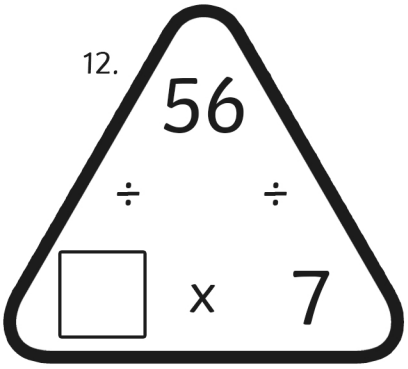
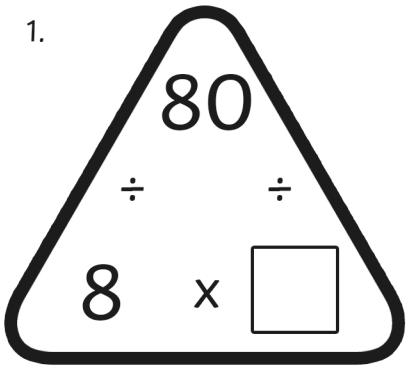


# Multiplication Triangles

Fill in the blanks in these multiplication triangles.

1.

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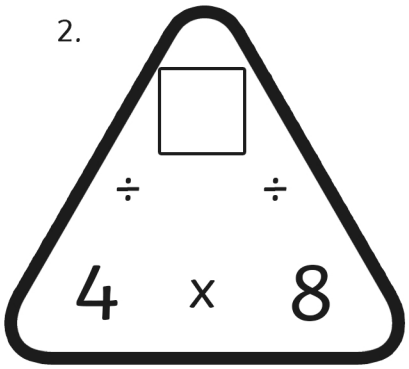


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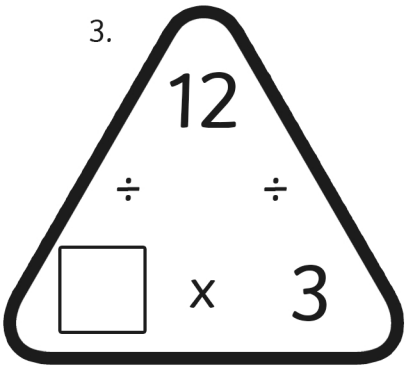


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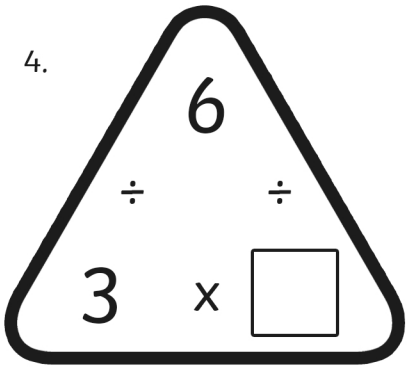


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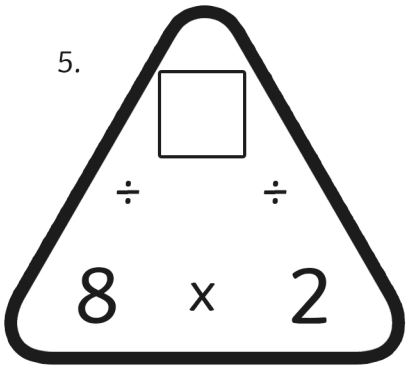


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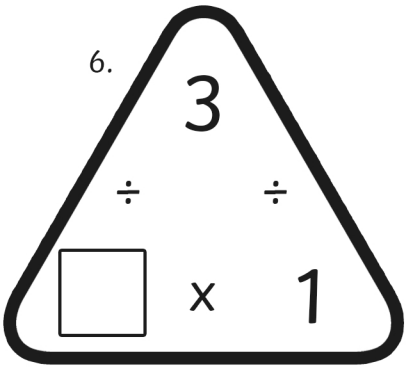


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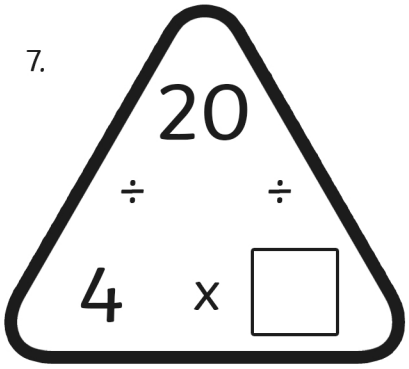


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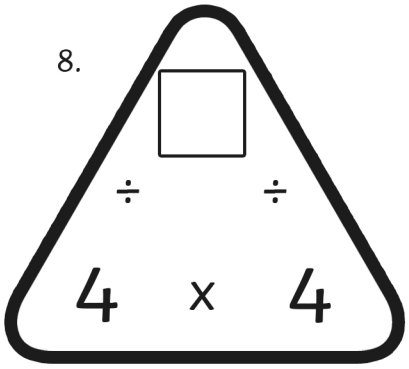


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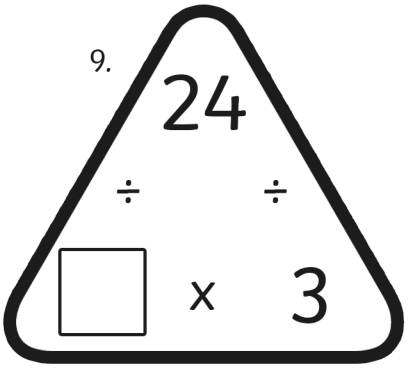


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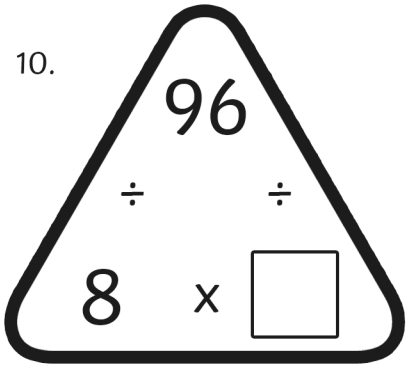


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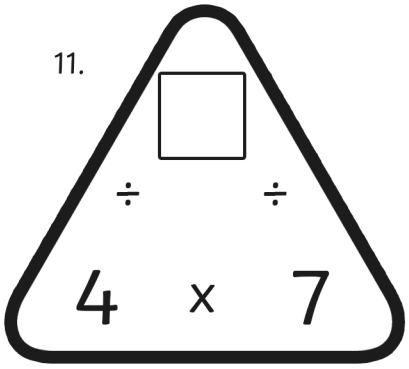


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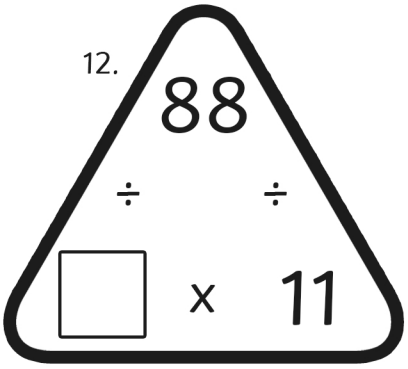


# Multiplication Triangles

## Answers

Sheet 1

1. 3
2. 36
3. 3
4. 7
5. 72
6. 8
7. 5
8. 24
9. 3
10. 4
11. 64
12. 8

Sheet 2

1. 10
2. 32
3. 4
4. 2
5. 16
6. 3
7. 5
8. 16
9. 8
10. 12
11. 28
12. 8

# ما هو رمضان؟

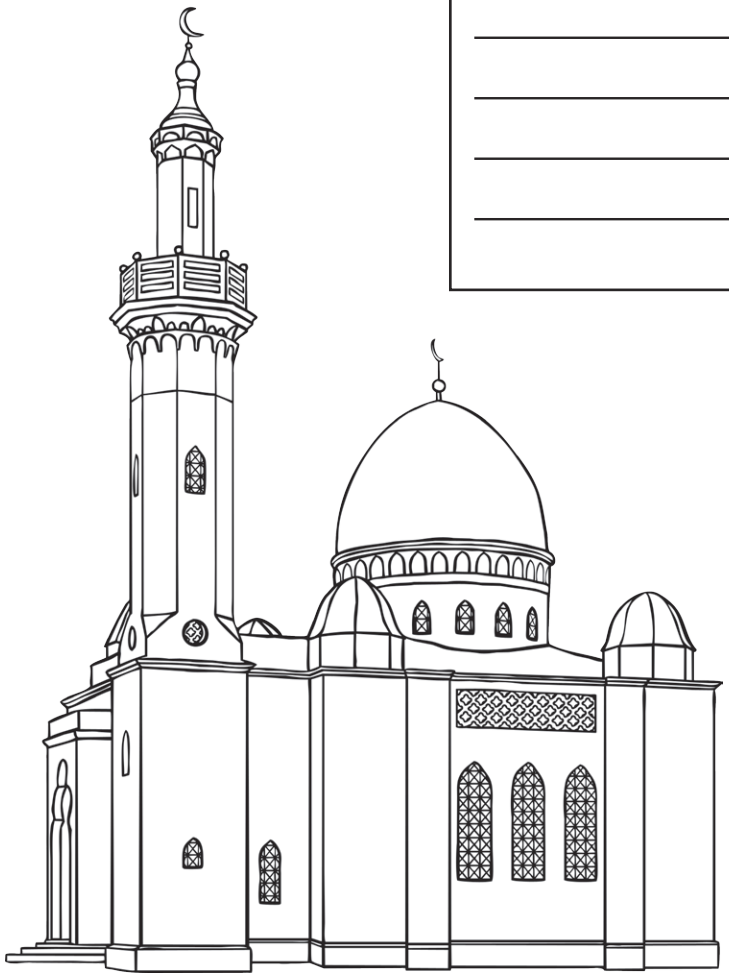
# What Is Ramadan?

ما هو الغرض من رمضان؟

**What is the purpose of Ramadan?**

ماذا يفعل المسلمون في رمضان؟

**What do Muslims do during Ramadan?**



بماذا يؤمن المسلمون؟

**What do Muslims believe?**

كلمات مفيدة:

**Useful words:**

قرآن
Qu'ran

أركان الاسلام الخمسة
Five Pillars of Islam

سحور
suhoor

إفطار
iftar

عادات
habits

صلاة
prayer

عبادة
worship

الله
Allah

أعمال
deeds

# THE ROCK CYCLE

www.geolsoc.org/factsheets

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## YOU WILL NEED:

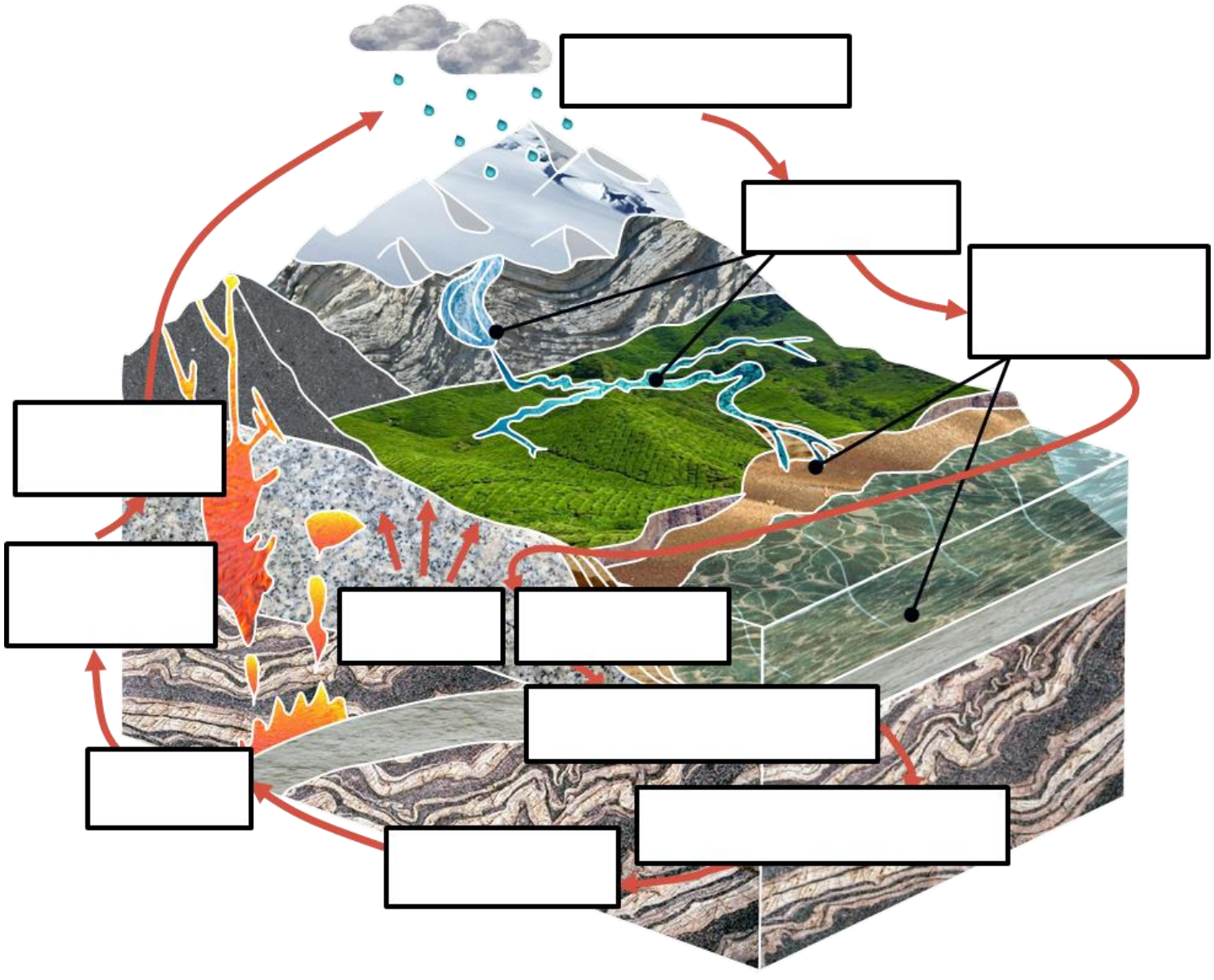
- Geological Society 'The Rock Cycle' factsheet
- Colouring pencils
- Basalt and granite rock samples (optional)

**There are three main types of rocks: igneous, sedimentary and metamorphic rocks and these rocks all form in different ways. Fill in the questions below test your rock knowledge.**

## 1. THE ROCK CYCLE

Use the phrases in the word bank below to label the different **processes** and **rock types** in the rock cycle.

WORD BANK: Metamorphosis, Erosion & transport, Metamorphic rock, Crystallisation of magma, Weathering, Melting, Uplift, Sedimentary rock, Burial & compaction, Igneous rock, Deposition of sediments



# THE ROCK CYCLE

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## 2. SEDIMENTARY ROCKS

a) Use the space below to draw the stages in which a **sedimentary rock** might form.

**WEATHERING:** wind, rain & ice break up rock into fragments

**EROSION:** rivers, glaciers & wind transport the sediment away

**DEPOSITION:** sediments are laid down in layers in a sea or lake

**BURIAL & COMPACTION:** sediments are pushed deeper and compacted over time

**SEDIMENTARY ROCK:** sediments are cemented into a rock

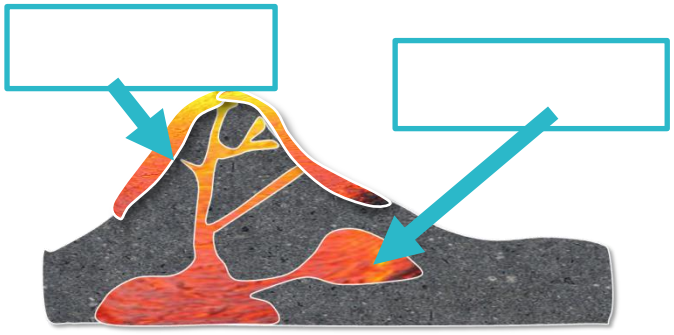
Basalt

Granite

## 3. IGNEOUS ROCKS

**Granite** and **basalt** are two types of **igneous rock**. Granite has large crystals whereas basalt has tiny crystals.

a) Label the diagram to show where each rock forms.



b) Why do you think granite usually has larger crystals than basalt?
Tip: Think about temperature.

_____

_____

_____

## 4. METAMORPHIC ROCKS

How can a sedimentary rock become a metamorphic rock?

_____

_____

# THE ROCK CYCLE

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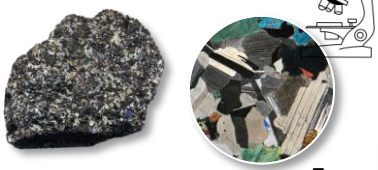
From left to right: Red Rock Canyon, Nevada, basalt columns on the Isle of Mull, folding in gneiss (Image: British Geological Survey, P521289), lava from Kilauea, Hawaii.

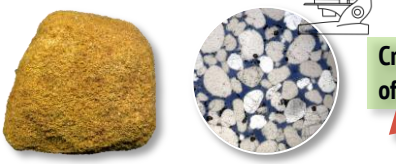
**The outermost layer of the Earth, called the crust, is made from rocks. All of the mountains, ocean floors, volcanoes, valleys and cliffs on our planet are made from rocks, but what exactly are rocks? How do they form and what are the different types? How can rocks change over time?**

## WHAT ARE ROCKS?

**Rocks** are made from a mixture of different **minerals**; these are solid **chemical compounds** that occur naturally on Earth. Some rocks are made from **interlocking** mineral **crystals** that fit tightly together whereas others are made up from broken fragments, or **grains**, of older rocks and minerals which have been **cemented** together.



Gabbro - a rock with interlocking crystals

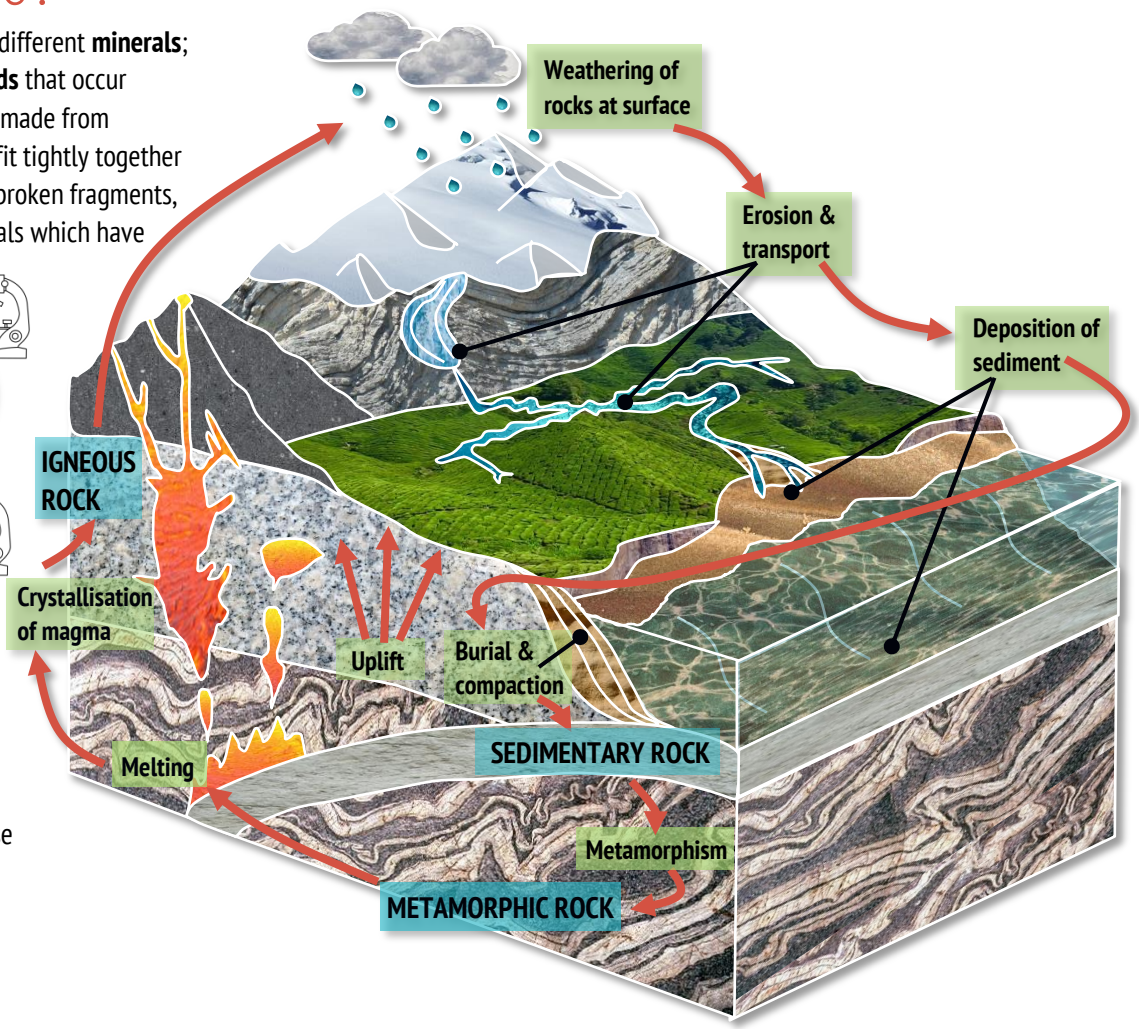


Sandstone - a rock made from fragments of older rocks

Depending on the way a rock has formed it will belong to one of these groups: **igneous, sedimentary** or **metamorphic** (find out more on the next page!).

## THE ROCK CYCLE

No rock stays the same forever. Over thousands and millions of years rocks are broken down, moved around and deposited in different places. Rocks can be compacted together and pushed deep into the Earth where they are **melted** or **deformed** by intense **heat** and **pressure** only to be **uplifted** again to the surface. All of these processes combine to make the **rock cycle**.




Rock images: Flickr/ James St John
Thin sections: Wikimedia/M.C.Rygel & Wikimedia/Siim Sepp

# THE ROCK CYCLE

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## SEDIMENTARY

Rocks on the Earth's surface are gradually broken down into smaller pieces by water, ice, wind, plants and animals (known as **weathering**). These broken up pieces are called **sediment** and are transported away, or **eroded**, by rivers, glaciers and wind. Sediments often collect at the bottom of lakes and oceans. Over time they are squashed and compacted together to become a **sedimentary rock** such as **sandstone**, **limestone** or **mudstone**.

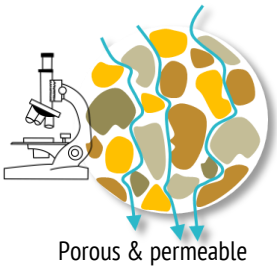
Sedimentary rocks are laid down in layers. They can contain **fossils** from animals and plants that become trapped in the sediment before it becomes a rock.

Ammonite fossil in a sedimentary rock

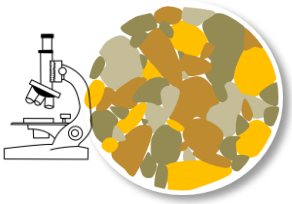
Beds of sandstone, mudstone and limestone in the Grand Canyon

Sedimentary rocks are made up of **grains** which can be **rounded** or **angular**. Under the microscope we can sometimes see gaps between the different grains – these gaps are called **pores**.

If the pores connect together, water, air or oil can flow through the rock, and the rock is called **permeable**. If a permeable rock is put in water you will see bubbles coming out as water pushes the air out.



Porous & permeable



Non-porous & impermeable

## IGNEOUS

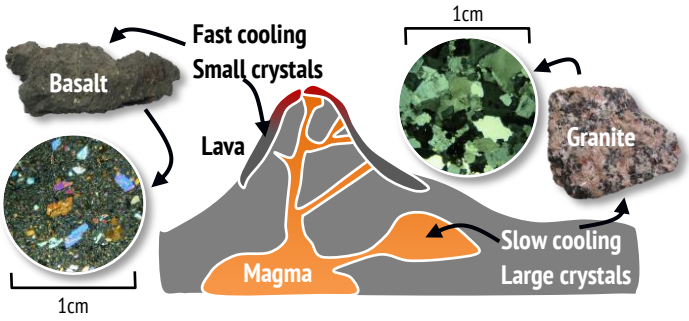
When rocks are pushed deep enough down into the Earth, they can melt to form **molten rock**. Below the surface of the Earth, molten rock is called **magma** but when erupted above the ground, usually through **volcanoes**, it is called **lava**.

**Igneous rocks** form when either magma or lava cools down and turns from liquid to solid. When this happens, igneous rocks form **crystals** and are said to **crystallise**.

Lava cools down very quickly because the surface of the Earth is cold. This means that igneous rocks formed from cooling lava, such as **basalt**, only have time to grow tiny crystals. Often gas bubbles can get trapped in these rocks too. **Obsidian,** or volcanic glass, cools so quickly that you cannot see any crystals at all!

Obsidian

Magma deep within the Earth takes thousands of years to crystallise because is it much hotter below the surface. Crystals have more time to grow, so they grow larger. If you look closely at an igneous rock that has formed deep within the Earth, for example **granite** or **gabbro**, you will be able to see the different coloured mineral crystals.




Rock & thin section images: © 2013 Imperial College London

## METAMORPHIC

**Metamorphic** rocks are rocks that have been **changed** over time. When rocks are pushed deep down into the Earth, grains and minerals can become stretched, squashed and slightly melted from the extreme **pressure** and **heat**. This is called **metamorphism** and it causes new metamorphic rocks with different textures and/or minerals to form. Metamorphic rocks are **crystalline** like igneous rocks however the minerals in metamorphic rocks tend to line up to form layers like in this gneiss from NW Scotland.

Image © Robert Stalham /CC-BY-SA 2.0

The metamorphic rock you end up with depends on 1: the **type of rock** you start with, and 2: the **amount of heat and pressure** the rock is put under. Here are a few examples of metamorphism that can occur:


Rock images: © 2013 Imperial College London

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13-19 October 2014
Earth Science Week

# THE CHOCOLATE ROCK CYCLE

## Materials

Blocks of Dark and white chocolate
Source of hot water
Aluminium foil and/or aluminium foil cake cups
Container to hold hot water
Simple scraping device e.g. plastic knife

## To make Sedimentary Chocolate

- Scrape some small sized shavings from your chocolate blocks
- Gather these scrapings onto a piece of aluminium foil and press down on them. You could fold the aluminium foil and then press on the chocolate shavings (Children may want to stand on the foil packages.) The coherent bunch of chocolate scrapings in the foil is now equivalent to sedimentary chocolate.

## To make Metamorphic Chocolate

- Place a small pile of your sedimentary chocolate into aluminium foil or a cake case. You could also add some of your unused shavings or one or two small chunks from your original block.
- Float this on hot water
- Watch as the heat from the water transfers to the foil and to the chocolate which should start to melt

- Remove the foil when the chocolate is soft to the touch (use the plastic knife or something to test this not fingers)
- Let the chocolate cool
- The partially melted and cooled chocolate is now the equivalent of metamorphic chocolate.

## To make Igneous Chocolate

- Place a small pile of sedimentary and metamorphic chocolate and some chunks from original block into aluminium foil or cake cup.
- Float this on very hot water
- Watch as the heat transfers from the water to the foil and then the chocolate and it starts to melt
- The chocolate should be allowed to melt until a smooth liquid forms
- Carefully remove the molten chocolate and let it cool. Your totally melted and cooled chocolate is now equivalent to igneous chocolate.

## Get in touch!

**We'd love to hear from you if you try out any of our lesson plans...**

Email us: ESWUK@geolsoc.org.uk

@geolsoc #ESW14

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www.flickr.com/geolsoc

## For more lesson plans and activities, visit www.geolsoc.org.uk/resources

Y3 Spanish Home Learning Spanish - Week 2 Summer 1 (27.04.20)

We have learnt lots of Geography and History about Gijon and Watford.

Think of one thing that is similar about Gijon and Watford and one thing that is different about them. Write a description or draw/paint a poster that explains the similarities and differences. This is the sort of work that we could include in our cultural shoebox project.