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| **Year 3 Home Learning Summer 2nd Half Theme: Farm To Fork** | | | | | |
| Each week the children choose one learning activity from below and record into your home learning books. How the children research or present their findings is entirely up to them. They can use computers, books, observation, questioning or experimenting; draw, paint, write or build. The only requests are that the work be carefully and attractively presented and that children don’t copy out screens from the internet or books.  Throughout the week we set aside some class time for sharing the homework. Your support while your child is doing their homework is greatly appreciated but **please do not be tempted to do it for them.** The important things are that your child enjoys what they are doing, discovers something new and practises learning independently.  Your child should also read daily, practise spellings within their homework book and learn the statutory list for Y3/4 (some may still be working on Y1 and 2 spellings). They need to learn multiplication / division tables (you can use My Maths) for their Around the World Maths Assessments. Thank you for your continued support. | | | | | |
| **Please bring homework books in for a Wednesday to be reviewed and returned by Friday. Larger homework projects/ computer based project can be brought in at any time and will be shared at the end of a day with the class.** | | | | | |
| 1 Dojo Home Learning Point You have completed your home learning and made some effort. We would like to see more consideration over the content and /or presentation of your learning. | | 2 Dojo Home Learning Points This is good home learning; you’ve clearly put some thought into it and put a sensible amount of time into your learning | | 3 Dojo Home Learning Points Very impressive learning! You must have put lots of thought and effort into this learning and it’s clear that you enjoyed doing this. | |
| **Maths**  **LI = (Learning Intention)** | **LI: to compare durations of events.**  Make a note of some activities you do at the week end or evenings, when you start, when you finish and calculate how long you have spent doing them. | | **LI: To add and subtract fractions with the same denominator.** | | **LI: to apply known number facts and methods to solve problems.**  For one of your meals calculate roughly the distance it has all travelled to get to your plate. For example potatoes from Jersey to Cornwall travelled about 144miles. Tomatoes from Essex to Cornwall about 310 miles, etc. What is the furthest something has travelled? What’s the difference between the furthest and closest distance? |
| **English** | **LI: To apply spellings (including topic words)**  Choose at least 5 words that you are learning at the moment and use them each in a sentence.  Can you also find the definitions of your words? | | **LI: to understand the features of poetry**  Can you write a poem for the theme of food? It could be a shape poem, acrostic poem, any style!  Do you know a good poem on the theme of food that you could bring in to share or have learnt? | | **LI: To understand the features of persuasive writing.**  Can you write a persuasive argument for why people should eat healthily? Can you find examples of persuasive writing? |
| **Theme**  **Farm To Fork**  **Concept: Trade and Growth** | **Geography: LI To locate the world’s countries, using maps, identify key physical and human characteristics**  Using a world map match food and their country of origin. Show in your home learning book.  Research and find out why food is grown there. What is special about the land? The temperature? The climate? | | **DT: LI To understand and apply the principles of a healthy and varied diet**  Research and find out about healthy diets. Prepare a presentation about healthy eating. | | **DT: To understand seasonality, and know where and how a varity of ingredients are grown, reared and caught**  Idenify where different food sources come from and present into a data format. |
| **Geography: LI To name and locate counties of the United Kingdom, geographical features and identifying human and physical characteristics**  What foods are grown, reared and caught in the UK? Research and decide how to present to the class- poster, presentation, research book? Dojo video? |
| **Science**  **Animals and Humans** | **LI To identify that animals, including humans, need the right types of and amount of nutrition**  Choose an animal what food/ nutrition do they need and why? | | **LI To recognise that animals cannot make their own food, and they get nutrition from what they eat**  How do wild animals get food? | | **LI To identify that humans and some other animals have skeletons and muscles for support, protection and movement**  Name and group animals with and without skeletons. Observe and compare their movement. Are there any differences? What would happen in humans did not have skeletons? |
| **Essential Home Learning:**   * Know your multiplication facts for 2/3/4/5/8/10 * Be able to spell in words numbers to 100 * Be able to spell all the words from the Year One and Two list * Read every day, on some days complete a reading menu activity and record in your yellow reading record or your home learning book. | | | | | |
| **Enjoy!** | | | | | |