# Year 3 Curriculum Summer Week 2

| To do throughout the week... | |
|---|---|
| **Wellbeing 'Thought for the day'** | Question: **Can kindness change the world?**<br>Is it more important to be kind to yourself or to others, or is it of equal importance?<br>Activity: Do something kind for each person in your household including yourself! |
| **Daily Exercise** | Keep active! Make sure you do something active each day. Try some exercises from here. |
| **The Great Eight** | The Great 8 are fun challenges suitable for the whole family. See below. |

**Here are the curriculum activities for the week. You can do these in any order you choose. Try to do these this week as next week's activity will follow on in each subject.**

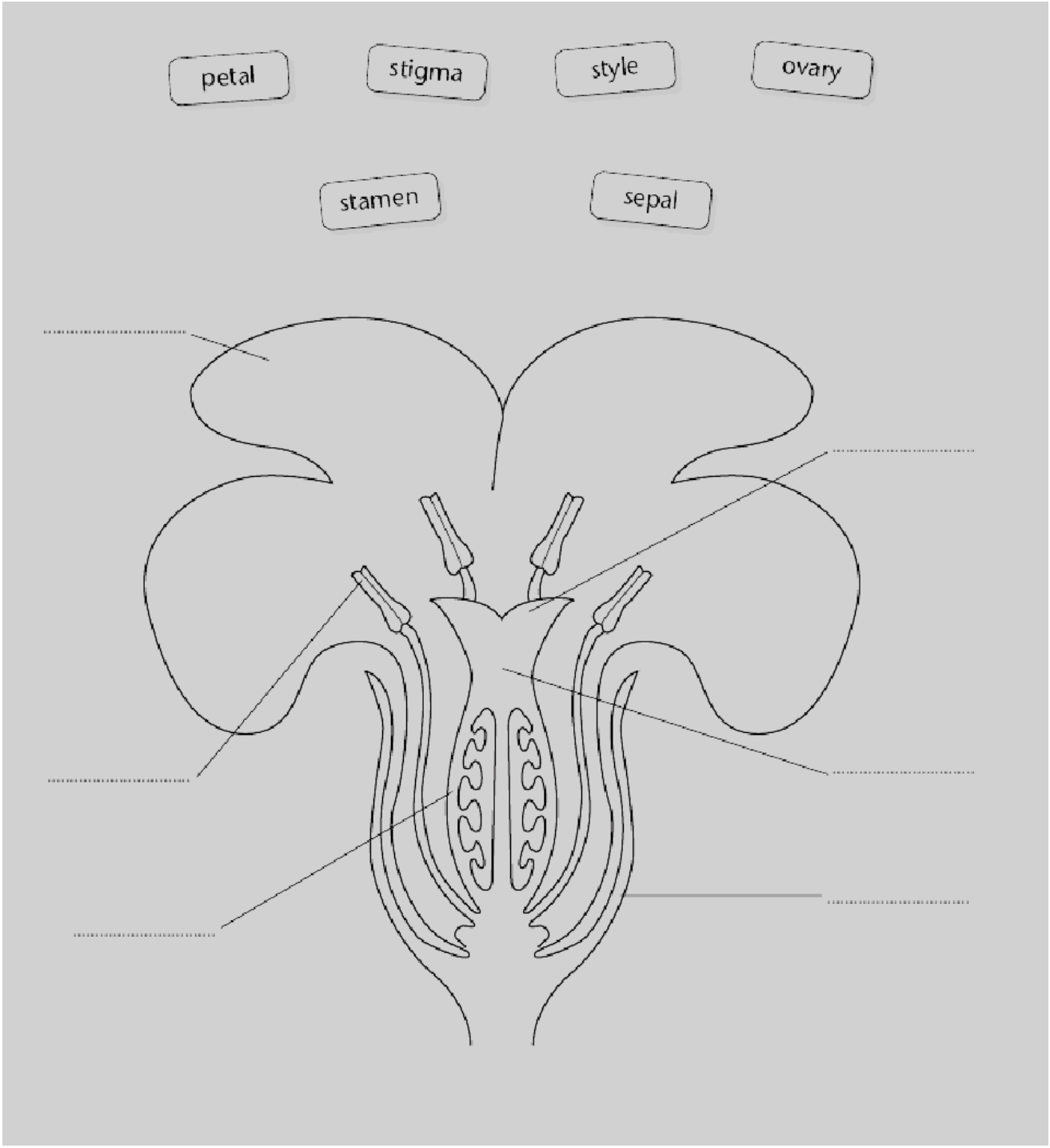
| | |
|---|---|
| **Science** | **Can you name the parts of a flower?**<br>• Look around your house or the nearby area. Can you see any plants?<br>• Can you name any parts of the flower? Use this video to help you and make some notes.<br>• Draw a flower and label its parts, or use the worksheet below. |
| **History** | **What are the Stone, Bronze and Iron Ages?**<br>• Click here, scroll down and explore 'How do we know about prehistory?' Click on the images and record in words and pictures the main events for each prehistoric age.<br>• Create a timeline to explain to someone in your house the main events in the Stone Age, Bronze Age and Iron Age. |
| **Geography** | **How do we measure weather?**<br>• Watch today's weather forecast here. Does it match what you see outside your window?<br>• We use thermometers, rain gauges, and anemometers to measure weather. Find out how here.<br>• Make a rain gauge for your garden or windowsill (see instructions below). Record how much it rains this week. |
| **PE** | **Jumping**<br>• Investigate- the 5 different ways to take off & land. How many feet? Which feet? (Left or right foot?)<br>• Explore-Which jump helps you jump the furthest?<br>• Create your own jump sequence by linking 3 of the jumps together e.g. hopscotch-leap-hop. Which sequence helps you jump the furthest? |
| **RE** | **Finding 'awe and wonder' in our natural world**<br>• Watch video<br>• Find something in the natural world that makes you say 'wow'. (In the house/garden/through your window).<br>• Draw your wow image in the 'view finder' below. |
| **Art** | **Drawing Negative Space** For this project you will be drawing what is not there!<br>• Pick a simple-shaped object with a clear outline and put it against a plain background so you can see the outline clearly.<br>• Using charcoal, crayons, chalks or paint draw the area around the object, not the object itself.<br>• Keep on filling in the space until you get near to the outline of the object and then use a pencil and your colouring materials to shape and finish it. |
| **Computing** | **Scratch Coding Part 1**<br>• We are using our computational thinking to code projects in Scratch.<br>• Watch this video to help you get started.<br>• Choose a project to complete using Scratch.<br>• Remember to test your code as you go along, as debugging is a fabulous coding skill. |

**Here are some fun challenges suitable for the whole family.**

| Summer Week 2 | | What to do What you need |
|---|---|---|
| 1. To talk about | Would you rather have wings or four legs? Why? | |
| 2. To do | Master the Crow pose  | Space<br>A soft surface |
| 3. To investigate | Are people's left and right feet the same length? | Compare your own feet<br>Compare the feet of your family members |
| 4. To find out more about | The fastest things on the planet | Ask someone in your house or research online |
| 5. To design | A new logo for your school | |
| 6. To learn | Five or more bones of the human body | Ask someone in your house or research online |
| 7. To draw | Your teacher | Draw from memory<br>Use the school website |
| 8. To create | An origami animal | Use a website.<br>Be creative and make your own |

## Science: Parts of a flower

Label the diagram of the flower using the words below. You can do this on the computer, print the sheet off or draw your own picture of a flower to label.




Challenge: What is the function of each part?

## Geography: Instructions for making a rain gauge

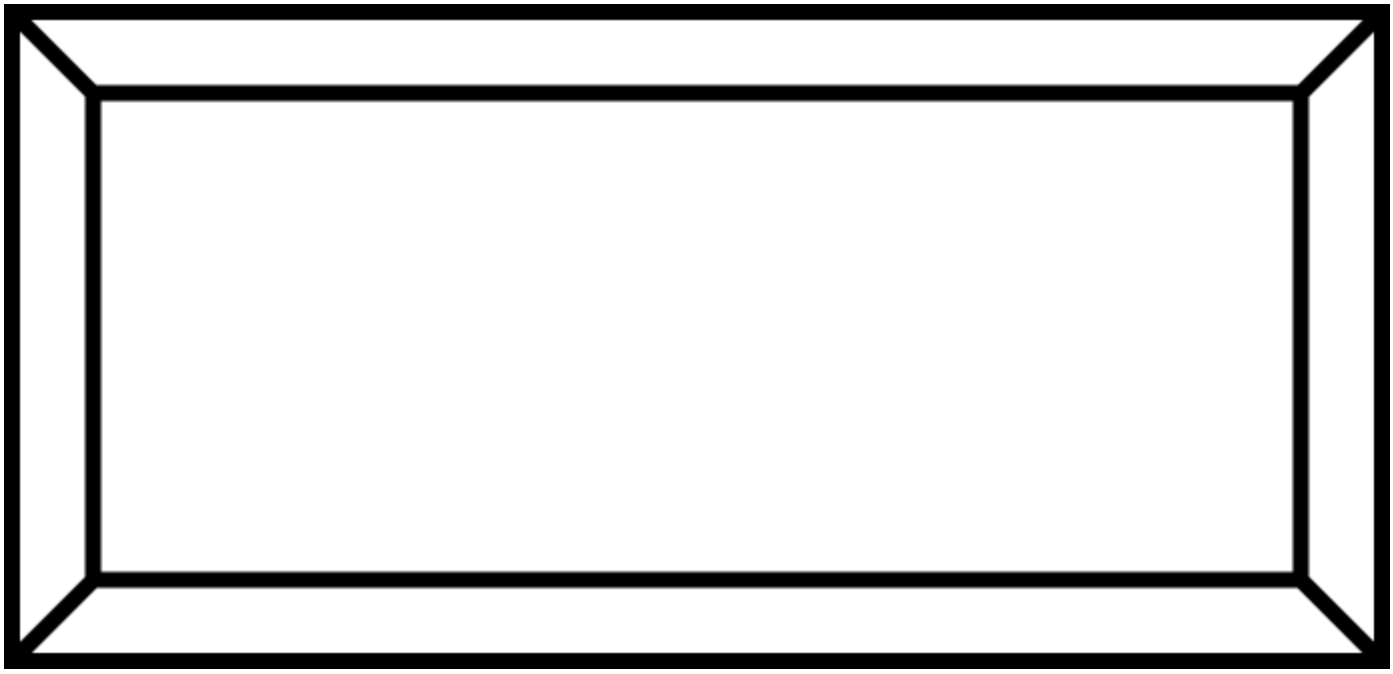
**You will need:**

- A plastic bottle
- Some stones or pebbles
- Sellotape
- Marker (felt pen)
- A ruler
- Sharp scissors

Instructions:

1. Cut the top off the bottle.
2. Place some stones in the bottom of the bottle.
3. Turn the top upside down and tape it to the bottle (see photo).
4. Use a ruler and marker pen to make a scale on the bottle.
5. Pour water into the bottle until it reaches the bottom strip on the scale.
6. Put your rain gauge outside where it can collect water when it starts raining.
7. Each day check to see how far up the scale the water has risen and record how much it has rained.

# RE: Viewfinder



# Computing

Follow the instructions below or watch this video:

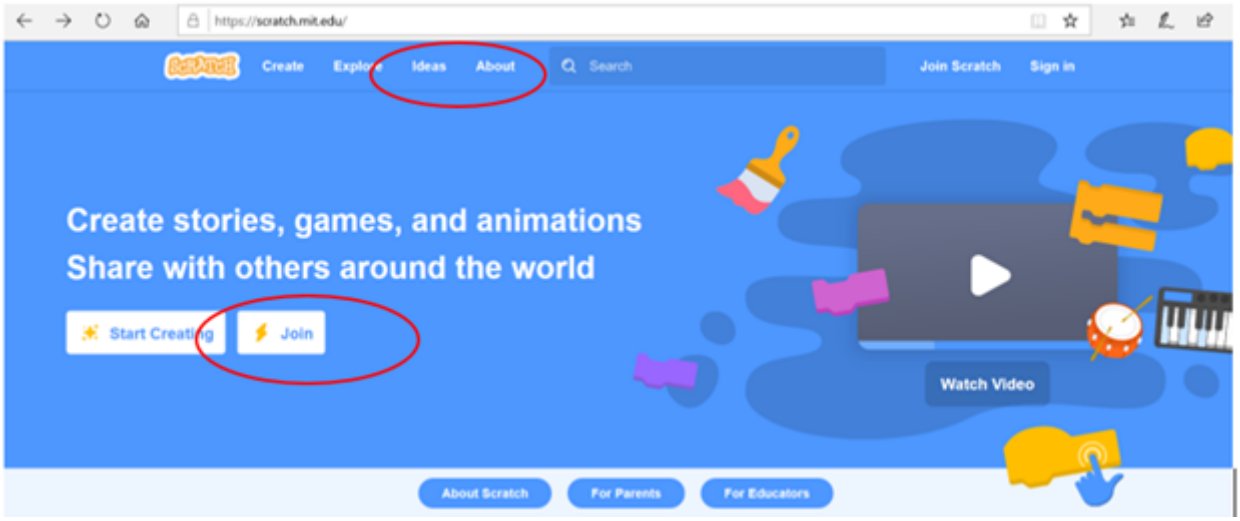
Introduction to Scratch

https://vimeo.com/408423558/83b26d7f6e

To find the Scratch website, google Scratch or click here.

If you want to save your projects, click 'Join'. You will need an email address. You can still create projects without saving them, and it is just as fun.

Click 'Ideas'.




Click 'Choose a Tutorial'.

If you are new to Scratch, I recommend you start with the Getting Started tutorial, or choose from the other tutorials on the site. Don't forget that debugging (fixing errors) is an important part of thinking like a computer programmer!

# Art

When filling in the space around the object, look for simple shapes that you can see – circles, triangle, squares and fill them in (see fig i)- this will help you to create the right shape for your object.

Always keep your mind on the shape of the space.

Why not try using two objects standing together? You could also experiment with doing your artwork using newspaper to draw/paint on. It will need quite thick coats of whatever colouring material you are using (several coats of paint or chalk for example) but will leave a striking image with the object being covered in newsprint.

As you get more confident why not try objects with more detailing? A houseplant or a vase of flowers for example.?

PE

Quality First Education Trust

# I can jump!

- Go and jump! Explore the 5 different ways
- Think about take of foot and landing foot (or feet)
- How may different combinations can you do?
- Can you name these types of jumps?

Get your trainers on! Find a safe space.
Use your arms for balance
Soft landing, bending your knees to land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# DID YOU DO ALL 5 ?

Now lets explore these 5 jumps more

1. Find a good space where you can jump several times for distance
2. Starting with number 1 (hop left-left) count how many hops it takes you to reach the end of your area

For each jump- see if you can jump over the area in less jumps
What will help you jump further?
Remember to- swing arms
Bend knees
Reach up ad forwards in the jump
Use speed to help momentum

1. HOP- LEFT FOOT TO LEFT FOOT
   OR
2. HOP- RIGHT FOOT TO RIGHT FOOT
3. LEAP - LEFT TO RIGHT (ALTERNATE FEET)
4. HOPSCOTCH- ONE FOOT TO 2 FEET
5. 2 FOOT JUMP- 2 FEET TO 2FEET

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