

Writing: Year 3 – Summer 2 Week 7

	Lesson 1 Activity	Lesson 2 Activity	Lesson 3 Activity	Lesson 4 Activity	Lesson 5 Activity
Writing	<p>Gather information</p> <p>This week you will be writing an explanation text on why we should care for our world.</p> <p>Read the information pages below (Resource 1A) about the following topics: plastic, the climate and food.</p> <p>Sort the information in Resource 1B under the question headings in the tables below (Resource 1C)</p> <p><i>What is the general problem? What are we doing to cause this problem? What should we do now?</i></p> <p>You may also be able to use your learning and information from your RE activities.</p>	<p>Plan an explanation text</p> <p>Today you will be planning your explanation text to explain why we should care for our world.</p> <p>Read through the notes you organised into the table yesterday.</p> <p>Watch this video on GS3 introductions again if you need to.</p> <p>Use or draw the planning grid (resource 2A) to plan your explanation text.</p> <p>The example plan (Resource 2B) will help you to transfer your information from your tables to your plan.</p>	<p>Write an explanation text</p> <p>Read your plan from yesterday. Read the model causal/factorial explanation text (Resource 3A).</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Include a question title and GS3 introduction • Separate your ideas into different paragraphs • Give reasons using the conjunctions; because, as and so • Add details to support your ideas • Include a conclusion linked to your title <p>Read through your writing again. Revise your writing using ARMS.</p> <p>A – Add missing details R – Remove parts you don't like M – Move details to the correct paragraphs S – Substitute dull words and sentences for more interesting ones.</p>	<p>Publish your writing</p> <p>Read through your writing for a final time. Edit your writing using CUPS.</p> <p>C – Capital letters U – Use of words P – Punctuation S – Spelling</p> <p>Use the below (Resource 5A) to publish your work. You can use more than one page if you need to.</p> <p>Remember to:</p> <ul style="list-style-type: none"> • Use your best handwriting • Include your revisions and changes. <p>Upload your published work to your seesaw class blog for tomorrow's celebration. Make sure it is a clear photo so your classmates can read it clearly.</p>	<p>Celebrate each other's writing achievements</p> <p>You have now written your final piece of writing in Year 3. Today you are going to recognise and praise each other's writing achievements.</p> <p>Choose one of your classmate's writing to read. Once you have read it, write a positive comment about their writing.</p> <p>Try to write comments about a remember to they have used. Use the list from Lesson 3 to remind you.</p> <p>E.g. I loved reading your writing Sam! I really like that you have used a variety of conjunctions to join your ideas together. Well done!</p> <p><i>Rather than</i></p> <p>Your writing is great Sam! I like your neat handwriting.</p> <p>You can leave a positive comment on as many different children's work as you like.</p> <p>Show the CARE values by making sure every piece of work uploaded has a positive comment.</p>
Resources	Resource 1A Resource 1B Resource 1C	Resource 2A Resource 2B	Resource 3A	Resource 5A	



Reading: Year 3 – Summer 2 Week 7

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole class	The Adventurers and the City of Secrets, Chapters 25, 26 and 27	The Adventurers and the City of Secrets, Chapters 28 and 29	The Adventurers and the City of Secrets, Chapters 30 and 31	Too Small Tola, Part 1	Too Small Tola, Part 2	
	Independent	*	From Tadpole To Frog (pages 1-10)	From Tadpole To Frog (pages 11-20)	From Pup To Rat (pages 1-10)	From Pup To Rat (pages 11-21)	Hansel and Gretel: A Retelling of the Grimms' Fairy Tale
	*	Sorting Fur, Feathers, Tails and Scales	Animal Stories: Writing Stories	Rocky and Daisy Go Home	Buzz Beaker and The Putt-Putt Contest	Buzz Beaker and The Outer Space Trip	
	*	What If There Were No Grey Wolves?	Dogs: Animal Family Albums	Mighty Murphy (pages 1-19)	Mighty Murphy (pages 20-38)	Mighty Murphy (pages 39-58)	
Spelling		<p>Practice these words this week using the spelling strategies below: fairness, kindness, wickedness, painful, colourful, dreadful, flour, flower, here, hear</p> <p>Make sure you know the definition of the homophones by using each word in a sentence. Can you think of a way of remember how to spell each homophone?</p> <p>Challenge: Choose more words from the spelling list below to practice spelling.</p>					

See below for: Daily Resources and Spelling Resources.



Resource 1A: Information Pages

Plastic (https://www.wwf.org.uk/sites/default/files/2020-02/WWF_Plastics_Explainer.pdf)



PLASTIC IS NOT FANTASTIC

It's long-lasting, cheap to produce and very useful, but plastic is causing huge damage to our incredible planet.



358

There are **358 items of litter** per square km on Britain's sea floor (on average).



REDUCE, REUSE

Although many of us recycle single-use plastics, only 9% of the world's total is actually recycled. So it's better to use less in the first place, for example by using reusable water bottles. Around **33% of all plastics** find their way into fragile ecosystems, like rivers and oceans.



99%

Once it's in water, plastic breaks up into small particles called microplastics. By 2050 **microplastics could be found in 99% of all seabird species.**



2050

By 2050, oceans could contain more plastic than fish.



TURTLE-LY EPIC!

Rare Olive Ridley turtles hatched on a beach in Mumbai after volunteers spent **two years** clearing tonnes of plastic. Turtles hadn't been seen there for decades before people worked together to clean up the beach.



A LOT OF BOTTLE

Globally, **one million** plastic water bottles are used every minute and 91% of them are not recycled.

400

It takes **400 years** for a plastic water bottle to degrade. That's why single-use plastic items (like plastic straws, bottles and bags) are particularly bad – sometimes they're only used for seconds, but they stick around for centuries.

TUMMY ACHES

Animals can mistake plastic rubbish for food, get tangled in packaging or old fishing lines, or choke on plastic-clogged water.



MORE, MORE, MORE

We are producing around **20 times more plastic** than we did 50 years ago and this could double again in the next 20 years.

SAVE THE WHALES

WWF is monitoring levels of pollutants, including plastics, in whales by taking skin and blubber samples from them.



WE CAN FIGHT AGAINST PLASTIC!

Visit the WWF website for more engaging classroom resources and activities.
www.wwf.org.uk/schoolsandplastic

#FORYOURWORLD

Illustration: Numpy pads. Safety: Not to scale.



CLIMATE CRISIS!

An increase in the amount of carbon dioxide (CO₂) in the atmosphere is changing Earth's climate and it's affecting every part of our world.



30%

Experts have calculated that if Earth's temperature rises by just 1.5°C, up to 30% of species may be at risk of extinction. If temperatures increase by 2°C most ecosystems will struggle.

BOO TO TOO MUCH CO₂

This increase in CO₂ has been caused partly by **deforestation** (clearing rainforests to create space for food and fuel), and by the burning of **fossil fuels** (the coal and natural gases that power our world).



NICE ICE

Warmer temperatures mean that **sea ice is melting**. Polar bears need sea ice to hunt and to get onto land to have cubs. It's also home to minute algae – a vital food for marine life. Melting ice means rising sea levels, which causes land to flood.

WILD WEATHER

Climate change means more extreme **weather events**. Forest fires, floods and droughts are already becoming more common.



2020

Scotland is harnessing its windy weather and stormy seas to generate clean energy. They're on track to generate all of their electricity from **renewable energy** (like these wind turbines) by 2020.



WE NEED NATURE!

Nature can protect us from intense weather. Forests help drain water and reefs act as **flood barriers** – but we need to look after nature so it can look after us!



ACID OCEANS

Sea water usually absorbs CO₂, but increased CO₂ levels in the atmosphere (combined with higher water temperatures) are making oceans more **acidic** so they can't do their job.



REEFS AT RISK

Warm, polluted, acidic seas **kill coral reefs**, which are an important home to over 2 million species.



1 IN 6

One in six species are at **risk of extinction** due to climate change.

WANT TO HELP TACKLE CLIMATE CHANGE?

Visit the WWF website for more engaging classroom resources and activities.
www.wwf.org.uk/schoolsandclimate

#FORYOURWORLD

Illustration: Pigeon post, Getty, Not to scale



FOOD FOR THOUGHT

Like every living thing, humans need food – and our amazing planet provides everything we eat. But the amount we grow and the way we produce it is causing big problems.

THE PALM OIL PROBLEM



We demolish tropical rainforests to grow palm oil, a crop that is used in almost 50% of packaged products. This **destroys the homes of orangutans, elephants, tigers** and many more species. Next time you go shopping, look out for the sustainable palm oil logo.

75%

Around 75% of the world's food comes from just **12 crops and 5 animals**. It's good for us and for the environment to eat a wider variety of fruit and vegetables.

WHAT A WASTE!

We produce enough food to feed 9 billion people – more people than live on Earth! But in the UK, **one third** of all food bought is **wasted**. Try to reduce your food waste by turning your leftovers into new meals.



FISHING FOR TROUBLE

Almost **6 billion tonnes of fish** and invertebrates (like shellfish) have been taken from the world's oceans since 1950. We're taking fish out of the sea faster than they are able to reproduce.

THANK YOU, BEES!

Bees are top pollinators and are responsible for **one in three mouthfuls of our food**. But their numbers are dropping because of chemicals used in farming and destruction of their habitats.

70x

Producing **1kg of beef** requires **70 times more land** than 1kg of vegetables. Over 40% of grain grown worldwide is fed to farm animals. Changing land upsets the natural balance of the planet.



A RECIPE FOR GLOBAL WARMING

Carbon dioxide, or CO₂, is a greenhouse gas that is making our planet dangerously warm. CO₂ is released at every stage of food production. Here's how:

- Clearing forests and disrupting soil for farmland
- +
- Making fertilisers, pesticides and farm machinery
- +
- Processing meat and crops in factories
- +
- Transporting food worldwide in trucks, boats and planes
- +
- Keeping food refrigerated, which uses more energy
- +
- All the energy used in food shops and supermarkets
- +
- Chilling and cooking food in our homes
- =

A LOT OF CARBON DIOXIDE!

WHAT CAN WE DO?

Visit the WWF website for more engaging classroom resources and activities.
www.wwf.org.uk/schools

#FORYOURWORLD

Illustration: Pignatelli, Getty, Notino/stock

Resource 1B: Information to sort into tables

Plastic

Allowing plastic to get in the water which animals choke on

Animals think plastic rubbish is food and eat it

Buy reusable water bottles

Clean plastic off beaches

Plastic is causing huge damage to our incredible planet

Plastic packaging ending up in the sea and animals get tangled up in it

Recycle more plastic bottles

Small pieces of plastic are ending up in the sea

The Climate

Burning fossil fuels like coal to create power which releases harmful gases

Clearing rainforests which use up carbon dioxide in the atmosphere

Increase in the amount of carbon dioxide in the atmosphere is changing the earth's climate

Use renewable energy like wind turbines to create energy

Food

Demolishing rainforests to grow palm oil crops which means animals lose their habitat

Eat a wider range of fruit and vegetables that are grown in different ways

Eat more fruit and vegetables

Growing too much food

Not growing and producing food in responsible ways

Only buy sustainable palm oil foods

Producing enough food to feed more people than there are on earth

Producing too much beef that requires a lot of land

Taking fish out of the sea more quickly than they can be replaced

Use leftovers that might be thrown out to make new meals

Wasting one third of all the food we buy on average

Resource 1C: Tables to organise notes/information

Example

What is the general problem?	What are we doing to cause this problem?	What should we do now?
<i>air is filled with pollution</i>	<i>using cars and aeroplanes too often for travel</i>	<i>walk or cycle where possible</i> <i>try to only use public transport for travelling longer distances</i>
	<i>factories releasing a lot of emissions and gases into air</i>	<i>buy products and items that are made in an environmentally-friendly way</i>

Plastic

What is the general problem?	What are we doing to cause this problem?	What should we do now?

The Climate

What is the general problem?	What are we doing to cause this problem?	What should we do now?

Food

What is the general problem?	What are we doing to cause this problem?	What should we do now?

Resource 2A: Explanation Text Planning Format



Who are you writing for? (Audience)	
Why are you writing? (Purpose)	

Title	
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Introduction	G:
	S:
	3: • • •
Firstly, →	
Detail	
Detail	
→ Secondly,	
Detail	
Detail	
→ Thirdly,	
Detail	

Detail	
→Conclusion	

Resource 2B: Model Explanation Plan

Firstly, → (Topic sentence)	<i>air is filled with pollution</i>
Detail	<i>using cars and aeroplanes too often for travel</i>
Detail	<i>walk or cycle where possible</i>
→ Secondly, (Topic sentence)	

Resource 3A: Example causal/factorial explanation text

Why should we practise mindfulness?

Have you ever why people practice mindfulness? If we understand our own and others' feelings, keep positive and develop appreciation and gratitude, we will be happier. Mindfulness is an important activity to keep ourselves mentally healthy.

Firstly, we should practice mindfulness so that we understand our own and each others' feelings and emotions. If we take time to reflect on the emotions we are experiencing, we will be able to make changes. We will also be able to tell when other people are experiencing more negative feelings and know how we can help them. We can understand our feelings and emotions by writing them down and talking to others about them.

Secondly, we need to practise mindfulness so that we are calm. We must take time each day to be still as this will help us to be calm and make positive choices that we have thought about carefully. We should try and spend ten minutes each day to breathe calmly.

Lastly, we need to practise mindfulness so that we appreciate everything we have. We must take time to think about everything that we are grateful for, including very basic things like clean water as otherwise we will forget that we are very fortunate. We should try and write down a couple of things that we have been grateful for at the end of each day.

And that is why we should all practise mindfulness!

Resource 5A: Publishing page

Blank rounded rectangular box for a title or header.

Lined writing area with 18 horizontal lines for text.

