CURRICULUM ACTIVITIES – 2 WEEKS COMMENCING 1.6.20

DAY 1: PE

https://www.youtube.com/watch?v=Ojblhvzvjsk
Today, have a go at learning this supercool dance routine to *Can't Stop This Feeling* from the first Trolls movie! You will need lots of energy, some space around you and lots of water! As an extra challenge, once you've learned it, you could try teaching it to you parents or siblings!

DAY 2: SCIENCE – Rocks & Soils

Warm up : Can you remember the Trolls dance from yesterday? Have another go!

Main: Perhaps you have been out in the garden during lockdown. Some of you might even have been doing some gardening. Do you remember when we set up our 'What do plants need to grow?' investigation and we planted some of our seeds in sand? We did this to test whether or not soil plays an important part in plant growth … or not. We know from our science learning that soil contains nutrients. Today we're going to find out a little bit more about the stuff we usually just think of as 'mud' or 'dirt' (poor soil!)

Watch https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/ztvbk2p
…and then read the information underneath the clip.
You can also then have a go at the 2 activities further down on the web page.

Next, watch the clip https://www.bbc.co.uk/bitesize/clips/z7rb4wx

Then go out in the garden or to the park and look for some soil. Try to decide what sort of soil you have found – is it sandy, or sticky? What do you notice about the particles…?
Next time you're out you could collect different soil samples in pots or plastic bags (perhaps in the woods and parks near your house). If the soil is wet, let it dry out for a day or two. When it's dry, dig around in your soil sample:

- what do you notice about the different soils?
- Do they look the same or different? How?
- How do they feel?
- Could you decide what type of soil it is?

Use the DAY 2 - SOIL FACT SHEET document to help you.

***** remember to wash your hands after touching soil *****

DAY 3: SCIENCE – Rocks & Soils

Soil may not look all that interesting, but it's teeming with life and is vital to the growth of pants. Find out what's living under your feet and what your soils is made up of in these investigations. Try one or both!
Open the slides DAY 3 SOIL SCIENCE in your home learning pack. Choose which activity to do - and don't forget to let me know what you discover!

DAY 4 & 5: Art & Design
In your learning pack you need to open ART & DESIGN 1 – SLIDES. You are going to learn about the 19th Century craze of making miniature books – and then make one of your own!

Day 4 - Look through the slides to learn about Miniature books. Think about what you might write in your own miniature book – and who you could write it for.

Day 5 - follow the instructions to make, write and illustrate your own miniature book (ART & DESIGN 2 – MAKE A MINI BOOK)!

DAY 6: PE
Mr Lewis's has prepared a second PE Challenge – especially for Year 3!
You will find it in your home learning pack (MR LEWIS'S CHALLENGE 2). It's all about jumping – which is a fantastic thing to do to get your heart pumping and muscles working. Enjoy!

DAY 7: GEOGRAPHY – comparing your local area
Have you always lived in the place you live now? If not, can you remember living anywhere else? What would it be like to live:

- in a big city like London?
- On an island off the coast of the UK?
- in a tiny hamlet in the middle of the countryside?
- in a very similar sort of place to where you live now, but … different?

When geographers compare places in the UK they look at lots of different features. What do you think makes one place different from another? Think back to a time when you've visited another place – perhaps when you've been visiting someone or been on holiday. What makes it **different** to home? What features make it **similar**?

DAY 7 - ACTIVITY
Think of a place in the UK that you have been to by visiting a relative or family friend – for example where your grandparents, cousins or family friend. Ask a grown up for the name of the hamlet, village, town or city name if you can't remember. Over the next two days you're going to compare this place with Berkhamsted (or if you live outside Berkhamsted, your home village or town).

In your home learning pack is a table use (DAY 7 & 8 COMPARISON TABLES – slide 1) – or you could draw your own. You will also see some ideas to think about (slide 2) which should help organise your thoughts.

When you have added your ideas, you could ask a grown up if you can phone or facetime your relative or family friend. They might be able to give you even more information about where they live.

DAY 8: GEOGRAPHY – comparing your local area

Today you're going to find out a bit more about the place your relative or family friend lives, using *Digimaps for Schools*. If you had a go at the activity in the last home learning pack, you will be familiar with it. Use the slides in your home learning pack (DAY 8 – DIGIMAP) which talk you through how to log in. Next, follow the activities detailed in the slides.

When you have made a list of similarities and differences, you need to present your findings. Choose either:

- A poster for the tourist board, advertising some of the fantastic geographical features of your friend or relatives local area
- A slideshow (PowerPoint) to show the similarities and differences between where you live and where your friend or relative lives
- A postcard from your friend or relative's home (there is a template in the home learning pack DAY 8 – POSTCARD).
- Your choice – can you think of a different way to show what you have learned over the last two days?

DAY 9: FRENCH

British summer weather can be quite changeable. Watch the short clip about the Weather and practise saying how to say what the weather is like in French! It's also an opportunity to practise your French numbers.

https://www.bbc.co.uk/bitesize/clips/zj6w2hv

As you hear new French words and phrases, try to repeat them back. The 'Translation Hat' in the clip should help you translate what they mean!

Next, work through the slides (DAY 9 – FRENCH SLIDES), clicking on the sound arrows to listen to the French phrases. Practise saying each of them out loud, whilst focusing on the meaning.

Lastly, if you would like, you could make a French weather fortune teller! I have saved an example which you could print if you're able (DAY 9 – FORTUNE TELLER) , or if you're feeling creative, you could design your own!

DAY 10 – PSHE: Anger

The last few months have been very strange for everyone. We have all experienced a huge range of emotions (feelings) in response to what is going on around us.

A lot has changed since 20th March when we finished school. I'm sure at times you have felt sad, confused, relaxed, happy, anxious, disappointed… and many other feelings. This is normal (I have felt all these emotions too!).

I bet at some point you have felt angry. I know I have! Anger is a very normal feeling and it is good to acknowledge and accept feelings of anger. BUT anger can get out of control so you need to know how to manage feelings of anger – and this takes practise!

DAY 10 - Activity

Think back to a time when you were really angry (perhaps the most angry you have ever been). Sometimes this is described as a time when we have 'lost it'. If possible, discuss the situation with a grown up. Give yourself time to properly remember the event. What do you remember? What led up to you feeling so angry?

- What words can you use to describe the anger you felt?
- Did anyone try to calm you down? How did that feel? Did it work?
- Did anyone try to punish you? How did that feel? Did it work?
- What did the other people do?
- How long did it take to calm down afterwards?
- How did you feel afterwards?

And then consider…

- What is the best thing for you to do if you 'lose it' again?

Anger is a bit like a firework. A firework is lit by a match, it has a short fuse and then an explosion – as the rocket zooms into the sky and… BANG!

Use the Fireworks sheet in your home learning pack to help organise your thoughts (DAY 10 FIREWORKS) :

STAGE 1: The first stage (represented by the match) is the thing that triggers the anger. What sort of things do you think could make you really angry?

Discuss or write down your personal 'triggers'.

STAGE 2: The second stage of the build up of the anger is represented by the lit fuse and the firework shooting into the air. This is the stage when our bodies and minds start changing and reacting.

Write down what you might be thinking or feeling during this stage.

(What do you think it means when we say someone has a 'short fuse'. Do you think the length of our 'fuse' might vary depending on, for example, how tired we are, what has happened already, or how we are feeling?)

STAGE 3: The last stage is the explosion – when we 'lose it'.

Write down what happens then. How does your body feel? What sort of things might you say or do?

Fortunately, we can distinguish (put out) the explosion. In fact we can put out the match before it triggers the fuse and sets the firework off! How do we do this? We use buckets of water! You could think of these as strategies to calm ourselves down when we feel anger building.

Look at the second slide. What strategies could you use to help calm you down when you feel anger developing to prevent an explosion? Talk to a grown up or sibling. What strategies do they use? Have you used the same strategies? When you have had time to think and discuss:

write down your 'bucket list' of strategies by labelling the buckets of water.

Remember to use these strategies next time you are feeling anger building.