

English: Newspaper Reports

Topic: Flow

Our new topic this term is called ‘Flow’. Over the next seven weeks we will be learning about rivers – if possible, you can visit a local river or stream to find out what lives there, where the river is going and how fast it’s travelling. At the river, you could collect water and soil samples and catch river creatures. Examine the samples to investigate how clean the water is.

We’ll use our creativity to write journals as river travellers and journey on an imaginary boat to rivers around the world. Hopefully we’ll make working models of water wheels, investigate the water cycle and use natural materials to make models that demonstrate river formation. We’ll also learn about map reading and research skills will help us to find out about world famous rivers.

From humble beginnings, the river flows down the mountain and into the sea. Pull on your wellies and wade right in. How deep does it go and how fast does it travel? What soil types can you find by the river? Which animals make their homes there? Let’s get down to the river bank and find out. Now hop on an imaginary boat and travel some of the world’s most majestic rivers – the Ganges, the Thames, the Amazon and Nile – and keep a journal as you follow their course. Time to investigate. As part of the local news team, it’s your task to track down the source of some mystery pollution. Where did it come from and who is to blame? Let’s meander through the world of rivers, taking a dip into their watery world.

Monday	
P.E	PE with Joe Wicks - 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ Jump Start Jonny https://www.jumpstartjonny.co.uk/free-stuff
Assembly	Watch the Oak National Academy weekly assembly – Resilience https://youtu.be/7lwI5DBqk1c This assembly is led by former England football captain Stuart Pearce, who is talking about the highs and low of his international football career We also have a special message from WWE World Champion, Drew Mc Intyre and Childline.
English – Grammar	<p>Grammar – Word Families - <u>Root Words, Prefixes and Suffixes</u></p> <p>Work through the powerpoint and copy the work into your book (like we do in class). The powerpoint is in the Drop Box file.</p> <p>(Don’t do the whole powerpoint today, only spend 15-20 mins)</p>

Memorable Experience	<p>If you are able to, visit a local stream or river to find out more about its characteristics.</p> <p>Encourage the children to answer geographical questions, such as 'What river features can be seen? Which animals and plants live there? How fast does the river flow? What is the soil like in the area? Is there any human activity taking place along the river?'</p> <p>If you are able to, dip nets and jars in the water to catch, identify and record a range of water based creatures. Observe how fast a stick, unpeeled orange or plastic ball travels along the same distance of three different sections of the river (try to get sections of the river with different features, such as straight section, a meander, a rocky section, a deep section, or a shallow section). Where does the river flow fastest?</p> <p>If possible, collect soil and water samples from various locations along the river bank to take back home for further investigation. Help children to spot and name the river's fascinating physical features, like meanders, oxbow lakes and tributaries. If possible, capture images with a digital camera and use clipboards to record data and sketches.</p> <p>Please collect water and soils samples as they will be used throughout the week.</p>
Maths	<p>Daily Practice on TT Rockstars: https://play.ttrockstars.com</p> <p>Lesson 1 – White Rose</p> <p>Year 3 – To be able to add three digit numbers https://vimeo.com/420240608</p> <p>Year 4 – To be able to add 2 or more fractions https://vimeo.com/420682145</p>
Science	<p>Soil Study – To be able to investigate soils from the local environment, making comparisons and identifying features.</p> <p>Compare the colour and contents of the soil samples collected during your river visit. Use a magnify glass if possible, to take a close look at the samples. Quarter fill clear jam jars with the soil samples, adding water so the jars are half full. Mix thoroughly with a clean spoon, screw the lid on firmly, then shake well.</p> <p>Leave the jars over night, then examine the settled layers, measuring and recording their depths. Record their observations in a table or graph and explain how and why the soil samples are similar or different.</p> <p>Note: The soils separate out according to the particle size, with the largest particles at the bottom. Stones and sand are the biggest and weigh the most so sit at the bottom, next is silt, then clay, then water and finally organic matter, which will float on the top. Layer depth will vary, with the soil type (sandy, silty, loamy or clay) being the predominant layer.</p>
Reading	<p>Read a book to an adult for 10 mins daily.</p> <p>Have a go at exploring the website – Get Epic https://www.getepic.com/educators?share=24460092637&utm_source=t2t&utm_medium=link&utm_campaign=rsa_teach_app</p>

Tuesday

PE	<p>PE with Joe Wicks - 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Jump Start Jonny https://www.jumpstartjonny.co.uk/free-stuff</p>
English – Spelling	<p>Spelling Frame – https://spellingframe.co.uk/</p> <p>Continue working on spellings.</p>
English - Grammar	<p>Grammar – Word Families - <u>Root Words, Prefixes and Suffixes</u></p> <p>Continue to work through the powerpoint and copy the work into your book (like we do in class). The powerpoint is in the Drop Box file.</p> <p>(Don't do the whole powerpoint today, only spend 15-20 mins)</p>
English	<p>English – Newspaper reports – To be able to use interesting adverbial phrases and noun phrases in a discussion or presentation</p> <p>Look back at any photos that you took from Monday's river visit. Think about what you discovered during each of the activities. While recounting your experiences, jot down key words, phrases and questions for use in future work.</p> <p>Use a dictionary to find out the meanings of useful technical language for this topic.</p> <p>Investigate the meanings of important technical terms, such as river mouth, estuary, meander, tributary, deposition, transportation, downstream, upstream, flow, erosion, river bed, sediment, current and pollution.</p> <p>Either use the river glossary template (in Drop Box) or write the definition in your work book.</p>
Maths	<p>Daily Practice on TT Rockstars: https://play.ttrockstars.com</p> <p>Lesson 2 – White Rose</p> <p>Year 3 – To be able to subtract 3-digit numbers https://vimeo.com/420240853</p> <p>Year 4 – To be able to subtract 2 fractions https://vimeo.com/420682290</p>
French	<p>https://www.bbc.co.uk/bitesize/subjects/z39d7ty</p> <p>Choose one of the French lessons to watch. Complete the tasks on BBC Bitesize.</p>
R.E	<p>What are the Parables of Jesus?</p> <p>https://www.thenational.academy/year-3/foundation/what-are-the-parables-of-jesus-year-3-wk6-1#slide-1</p>

	Complete the task on Oak National Academy.
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Wednesday

PE	<p>PE with Joe Wicks - 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Jump Start Jonny https://www.jumpstartjonny.co.uk/free-stuff</p>
English – Spelling	<p>Spelling Frame – https://spellingframe.co.uk/</p>
English - Grammar	<p>Grammar – <u>Word Families – Identifying Word Families</u></p> <p>In the previous lesson; root words, prefixes and suffixes were covered. In the next two lessons, children will begin to identify word families and recognise these as groups of words with common root words, understanding how these words are related both in form and meaning.</p> <p>Some root words are not complete words used in modern English as they originate from Greek or Latin, e.g. <i>bi</i> meaning <i>two</i>; <i>auto</i> meaning <i>self</i>. These partial root words add prefixes and suffixes to create more recognisable English words, e.g. <i>bicycle</i>.</p> <p>Although some words may have different meanings, they can be related to original root words. Children should be able to determine the meaning of words by using the root word and the definition of the prefix and/or suffix. Children should also be able to work out the spellings of words using partial or whole root words and adding the appropriate prefix or suffix.</p> <p>Work through the powerpoint and copy the work into your book (like we do in class). The powerpoint is in the Drop Box file.</p> <p>(Don't do the whole powerpoint today, only spend 15-20 mins)</p>
English	<p>Newspaper Reporters – Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary</p> <p>Remind the children of the essential features of an effective newspaper report, including: a good opening sentence and paragraph that captures a reader's attention and lets them know the report's theme; organising main ideas into paragraphs; sub-headings for each main idea; questions and a final paragraph that summarises the report's main points.</p> <p>Plan a newspaper report to tell their community about the local river or stream. Work as newspaper reporters to draft ideas in your book, jotting down up to 10 important points to include in their article. When they have collated their lists, begin to think about how best to organise their report.</p>
Maths	<p>Daily Practice on TT Rockstars: https://play.ttrockstars.com</p> <p>Lesson 3 – White Rose</p> <p>Year 3 – Subtract 3-digit numbers</p>

	https://vimeo.com/420240964 Year 4 – Calculate fractions of a quantity https://vimeo.com/420682496
Geography	<p>Locating physical and human features - Use four-figure grid references to describe the location of objects and places on a simple map.</p> <p>Find the location of the River that flows through Malmesbury on an Ordnance Survey or digital map. Follow its course, noting significant physical features, such as its source, mouth and tributaries and observe and read their four-figure grid references. It important the children understand that the source of a river is where it begins and there may be more than one. The mouth is the place where it enters another body of water and that tributaries are smaller streams or rivers that join the main watercourse. If possible, mark the physical features on a printed or photocopied version of the map. Plot human features along its course, including local towns or cities, to show where the river flows in relation to human settlements.</p> <p>Useful Link: https://osmaps.ordnancesurvey.co.uk/51.58561,-2.10136,11/pin http://www.onegeology.org/extra/kids/earthProcesses/rivers.html</p>
Go Noodle	Choose your own Go Noodle https://app.gonoodle.com

Thursday

PE	<p>PE with Joe Wicks - 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Jump Start Jonny https://www.jumpstartjonny.co.uk/free-stuff</p>
English – Spelling	<p>Spelling Frame – https://spellingframe.co.uk/</p> <p>Practice the different strategies above for some of the spellings that you find tricky.</p>
English - Grammar	<p>Grammar – <u>Word Families – Identifying Word Families</u></p> <p>Continue to work through the powerpoint and copy the work into your book (like we do in class). The powerpoint is in the Drop Box file.</p> <p>(Don't do the whole powerpoint today, only spend 15-20 mins)</p>
English	<p>Newspaper Reports – To begin to group related ideas into paragraphs.</p> <p>Begin to write their individual paragraphs using stopping points to stop and read your work out loud for editing. Think about the flow of your writing.</p>
Maths	<p>Daily Practice on TT Rockstars: https://play.ttrockstars.com</p> <p>Lesson 4 – White Rose</p> <p>Year 3 – To be able to estimate https://vimeo.com/420241173</p> <p>Year 4 – To be able to calculate quantities https://vimeo.com/420690130</p>
Science	<p>Water Study - Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.</p> <p>Using the water samples collected earlier in the week, analyse the water samples and grade its overall cleanliness. Look closely at each sample, identifying any differences in the water's colour or cleanliness. Then thoroughly mix each water sample and, carefully drop some on a circle of kitchen roll.</p> <p>Leave the paper in a warm, dry place and observe what happens when all the water has evaporated. Make predictions, thinking about what they expect to see. Suggest other ways in which they could test the water's cleanliness.</p> <p>Note: A great water clarity measuring resource called the OPALOMETER. It allows you to grade water clarity according to the grey scale visible through the water. (see drop box)</p>
Cosmic Yoga	<p>Yoga, mindfulness and relaxation https://www.cosmickids.com/</p>

Friday

PE	<p>PE with Joe Wicks - 9:00am https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> <p>Jump Start Jonny https://www.jumpstartjonny.co.uk/free-stuff</p>
English – Spelling	<p>Spelling Frame – https://spellingframe.co.uk/</p> <p>Practice the different strategies above for some of the spellings that you find tricky.</p>
English - Grammar	Grammar – Catch up with any grammar not completed.
English	<p>Newspaper reports</p> <p>Continue writing your newspaper report. Checking for spelling and grammar and edit when needed,</p>
Maths	<p>Daily Practice on TT Rockstars: https://play.ttrockstars.com</p> <p>Lesson 5 – White Rose</p> <p>Year 3 – Friday Challenge (TBC)</p> <p>Year 4 – Friday Challenge (TBC)</p>
Science	<p>The Water Cycle - To be able to draw and label a diagram of the water cycle</p> <p>Watch animations of the water cycle to identify the four main stages (evaporation, condensation, precipitation and run-off). Look through the diagram in the drop box file.</p> <p>Draw and label your own picture of the Water Cycle, make sure it's clear and informative.</p> <p>Useful Links</p> <p>An introduction to the water cycle (part 1) – BBC Primary Geography</p> <p>An introduction to the water cycle (part 2) – BBC Primary Geography</p> <p>Water cycle – DKfindout!</p>
Go Noodle	<p>Go Noodle – Water cycle</p> <p>https://app.gonoodle.com/activities/water-cycle?s=Search&t=water%20cycle</p>