



## Home Learning Project – Week 8 – Under The Sea

### Age Range Y3/4

#### Weekly Maths Tasks – aim to do one per day

Ask your child to make a timetable of what you did or what you will do each day this week. Can your child write the times in 12 hour and 24 hour format?

Ask your child to time how long it takes in seconds to do everyday tasks such as brush their teeth. Then ask them to multiply that number by the amount of times they do that task per day. How long is that in minutes? How many minutes is that over a week?

Try drawing a clock on the ground with chalk. Then, get your child to use their body to make the hands of the clock. They could show just the hour or the minute by lying straight, or they could use their body to make both hands.

Your child can create a large grid on the floor to represent a map of the ocean, with various hazards included. Then, ask your child to make a paper boat and use directional language (half turn, quarter turn, clockwise, anticlockwise etc) to navigate their ship safely across the oceans.

Practise counting forwards and backwards from any given number in 2s. This can be done throughout the day.

#### Weekly Reading Tasks – aim to do one per day

Listen to your child read and encourage them to read with expression. Can they create a book review or write a summary of what they have read?

Try researching and reading online together about an ocean creature of your choice - here are some interesting facts about [turtles](#) to get you started!

Ask your child to listen to and read along with two of the poems in the Under the Sea collection [here](#). Compare the different uses of language in each one.

Can your child make an under the sea themed bookmark or reading area? They could include some of the new vocabulary they have developed over the week.

Ask your child to read this extract from [Ocean Emporium](#). They can use a [dictionary](#) to clarify any unfamiliar vocabulary.

#### Weekly Spelling Tasks – aim to do one per day

- Encourage your child to learn to spell the names of all of the world's oceans. Can they apply these into sentences?

Alphabetical order: List each letter of the alphabet and ask your child to think of a sea related word that corresponds with each letter.

Practise spelling these words: **forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation**. Can your child identify the spelling rule/s?

#### Weekly Writing Tasks – aim to do one per day

Visit the Literacy Shed for this wonderful resource on [The Lighthouse](#). Or ask your child to write their own under the sea rhyming poem.

Task your child with creating an information report about one of the world's oceans. This could include a map locating the ocean, what plants and animals live there and the impact humans have on it.

Ask your child to imagine they are a deep sea diver. Can they write a detailed description about the ocean and include specific species? Remind them to try to include adjectives to describe in detail what they saw. [Visit here](#).

Ask your child to put these words in alphabetical order and then use a [dictionary](#) to find the meanings of each word: marine, barnacle, crustacean, coral, mangrove & barracuda.

Practise the [Year 3/4 Common Exception words](#) or spelling rules for [Year 3/4](#) . Can your child include some of these words in their writing tasks? You can email your class teacher if you haven't got your login details for Active Learn

- Encourage your child to write a 'Finding Tale using Finding Nemo as a stimulus. Who gets lost in their story? How do they find them? For more of a challenge, they could write an adventure story based on Treasure Island.

- Ask your child to write an advert advertising a job to work on a submarine. How can they make the advert persuasive so that lots of people apply?

### Learning Project – to be done throughout the week

**The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.**

#### **Exploring the Blue Abyss**

Can your child remember the oceans of the world? Encourage your child to find out about the five different layers of the ocean (Sunlight Zone, Twilight Zone, Midnight Zone, Lower Midnight Zone or Abyss and the Trenches). [Sea creatures](#) adapt incredibly to live in specific layers where the conditions, such as the temperature and light levels, can change. Can your child explore the creatures that are found in each layer of the ocean and create a fact file for each ocean layer with a labelled diagram?

#### **Submarine Sculptures**

Ask your child to look at pictures of real submarines for inspiration and create their own model submarine from different materials found at home e.g. plastic bottles, paint, coloured pencils, string, paper mache, sweet wrappers, tin foil and cardboard. When your child is collecting materials, question them on the suitability of each material. Alternatively, children could design and create a boat to carry a load on the ocean using junk modelling. Remember to tweet a photo of their creation at #BeechGreenHomeSchool

#### **'Under the Sea' Stretches**

Ask your child to try some yoga using the [Cosmic Kids](#) Youtube channel. There are lots of 'Under the Sea' themed yoga workouts and even a [Moana-themed](#) adventure! Or simply get stretching to some relaxing [deep sea sound effects](#).

***Recommendation at least 2 hours of exercise a week.***

#### **Preventing Pollution**

Encourage your child to ask different family members what they know about plastic waste (e.g. plastic bags, six-pack rings and microbeads) that ends up in the ocean. They could do this by creating a questionnaire and carrying out interviews (perhaps over Facetime with adult supervision?). Discuss how you could help reduce ocean pollution and work together to create a persuasive poster to reduce plastic waste.

#### **Reef Research**

The Great Barrier Reef is the only living thing which is visible from space! Encourage your child to take a virtual tour of the reef using [AirPano](#) and create a poster or video to promote the Great Barrier Reef. Ask them to use scientific language relating to the habitats and species groups found in the reef. Can your child identify the main threats to The Great Barrier Reef and include these too?

### Additional learning resources parents may wish to engage with

Please check out the "Additional Resources for Home Learning link on [the school website](#) – new resources are added regularly.

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