

Class Five weeks beg. 01.06.20, 08.06.20, 15.06.20

Learning Challenge Question- Why do so many people choose to go to the Mediterranean for their holidays?

There is a 'takeaway homework menu' to support the learning for this half terms learning challenges. Please use these alongside the suggestions and ideas below to support your child's learning in these areas.

Some of the learning we have already covered last half term links well with this topic - you could use your child's knowledge of Ancient Greece to discuss and compare the differences between ancient and modern Greece.

The main focus of this topic is Geography based, however this topic links well with other subject areas such as music, art and design and technology so a lot of the suggestions below link to these subject areas also.

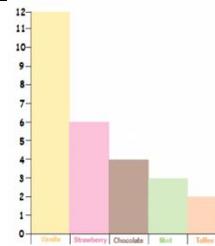
You will find different ideas for Mediterranean recipes on <https://www.bbcgoodfood.com/recipes/collection/mediterranean> you could have a Mediterranean themed evening meal! It might be a good way to encourage your child to cook a meal with you and try different foods.

There is also a list of recipes for making pizza which might be a fun activity for you to try out <https://www.bbcgoodfood.com/recipes/collection/kids-pizza>

On Twinkl <https://www.twinkl.co.uk/search?term=the+mediterranean> there are many resources to support children's learning. Parents can log on free using the code UKTWINKLHELPS

If you would like this planning printing please send me a message on Class Dojo and I will be able to print this off for you at school and you will be able to collect it from the school office. Please note most of the learning is online so there are no worksheets that require printing.

Learning challenge question	What am I learning?	How can I find out more?
<p>Geography Where is the Mediterranean and which countries will I find there?</p>	<ul style="list-style-type: none"> To locate the world's countries using maps to focus on Europe. 	<p>Use https://www.scienceforkidsclub.com/mediterranean-sea.html</p> <p>This introduces the Mediterranean sea and discusses its location. Read the information and note down the different countries that have coastlines with the Mediterranean Sea (Egypt, Spain, Albania, Algeria, Bosnia and Herzegovina, Croatia, Cyprus, France, Greece, Israel, Italy, Lebanon, Libya, Malta, Morocco, Monaco, Montenegro, Slovenia, Syria, Tunisia and Turkey)</p> <p>Explore - use an interactive map to locate the Mediterranean countries, click on each country to look at the outline and see the different cities/areas within these countries.</p> <p>http://www.yourchildlearns.com/online-atlas-europe.htm</p>
<p>Geography Why do Mediterranean countries have a warmer climate than we do?</p>	<ul style="list-style-type: none"> To describe and understand key aspects of physical geography, including climate zones. 	<p>Watch and listen to information about climate zones, particularly the Mediterranean climate.</p> <p>https://www.bbc.co.uk/bitesize/clips/zr7hyrd</p> <p>Research the daily temperature in 4 Mediterranean countries (France, Greece, Spain, Italy)</p> <p>Create - a bar chart (using squared paper if you have any left from the first learning pack if not plain paper) to present this information.</p>



Geography

Why do so many people visit the Mediterranean?

- To describe and understand the physical and human geography of the Mediterranean.

Research a Mediterranean country. Choose a Mediterranean country (this could be one that your child has already visited) and find out facts about this country (I would suggest either Spain, Greece, Italy or a Balearic island) and why people might want to go there. Possible facts to research:

- temperature
- places of interest (cities, attractions, historical places, water parks)
- food
- music
- physical aspects e.g. mountains, beaches

Design and create a poster or leaflet advertising their country which persuades other people to visit this country.



<p>Geography/Design and Technology What do they eat in the Mediterranean?</p>	<ul style="list-style-type: none"> To understand different lifestyles and cultures in Mediterranean countries including different foods. 	<p>Explore more about the Mediterranean and why they have a different diet using the PowerPoint on https://www.twinkl.co.th/resource/facts-about-the-mediterranean-region-information-powerpoint-t2-t-17142</p> <p>(As Mediterranean countries have higher climates this is conducive to fruit and vegetables growing. As they are plentiful this becomes a staple part of Mediterranean diet)</p> <p>Explore and make Greek food and have a Greek feast with:</p> <ul style="list-style-type: none"> Greek salad including olives and feta https://www.bbcgoodfood.com/recipes/greek-salad Pitta breads https://www.bbcgoodfood.com/recipes/pitta-bread (or you could buy them!) Tzatziki https://www.bbcgoodfood.com/recipes/tzatziki <p>Send me any pictures or videos of your feast on Dojo.</p>
<p>Art Are there any famous Mediterranean artists and what does their work look like?</p>	<ul style="list-style-type: none"> To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials 	<p>Watch a video about Antoni Gaudi and his famous work in Barcelona.</p> <p>Create pieces of mosaic art inspired by Gaudi.</p> 

<p>Music What is the music like in the Mediterranean?</p>	<ul style="list-style-type: none"> To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>Watch this clip about Flamenco which is a type of music and dance that originates from Spain. https://www.bbc.co.uk/programmes/p011mw7s</p> <p>Watch the clip again but this time join in! Send me any pictures or videos of your dance on Dojo.</p>
<p>What questions do I have?</p>	<p>Explore more about Mediterranean countries and their lifestyles using the internet.</p> <p>If you would like to find out about any other Mediterranean countries use the internet to research and find out the answer.</p>	

Learning Challenge Question - How did that blossom become an apple? (Science)

This is a new science topic, however 'plants' is taught in both Year One and Year Two so this learning will build upon prior knowledge.

There are some great resources to support this on: BBC learning <https://www.bbc.co.uk/bitesize/topics/zy66fg8>

There are also some great clips about plants and flowers on: <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-shop/zh2hkmn>

On Twinkl <https://www.twinkl.co.th/resources/planit-science-primary-teaching-resources/planit-science-primary-teaching-resources-y3/planit-science-primary-teaching-resources-y3-plants>

Parents can log on free using the code UKTWINKLHELPS

There are also lots of ideas and links on <https://www.stem.org.uk/resources/community/collection/12535/year-3-plants>

You can also support your child's learning by planting seeds in your home or garden and discussing how to care for plants.

Please remember to ask if you would like anything explaining or any additional resources - please send me a message on Dojo.

Learning challenge question	What am I learning?	How can I find out more?
Science What conditions could we change to investigate the growth of a plant?	<ul style="list-style-type: none">To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Follow - there is an online lesson on Oak National Academy which introduces the topic and what plants need to grow. It also begins an investigation relating to this which will be looked at in the following lesson. https://www.thenational.academy/year-3/foundation/plants-what-conditions-could-we-change-to-investigate-the-growth-of-a-plant-year-3-wk1-3 FOLLOW UP ACTIVITIES

Create - design and make a poster which explains what a plant needs for life and to grow.

There is also some short clips and an activity on

<https://www.bbc.co.uk/bitesize/articles/znm4kmn>

Explore - using seeds deprive the seed of each factor that it needs to grow and see how it grows over time by looking at its appearance and measuring its height. You would need to have a seed which has all the factors to compare your findings. **Observe on a weekly basis** and record your findings. You could just choose one factor to deprive the seed of e.g. air or you might decide to set up the experiment so there are several pots which are deprived of one factor (e.g. one might be water, another might be light etc.).

- Deprive of **water** by not watering the seeds
- Deprive of **light** by placing in a dark cupboard
- Deprive of **warmth** by placing outside in a shady area
- Deprive of **soil** by using soil away from the roots and putting it back in a flowerpot.
- Deprive of **space** by planting several seedlings in one pot.
- Deprive of **air** by covering leaves with cling film.

You could also draw a picture of each plant that has been deprived of a factor. I would love to see your drawings once your experiment is complete! Please send them to me on ClassDojo.

After this experiment your child could create a leaflet about how to look after a plant.

<p>What are the parts and functions of a plant?</p>	<ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 	<p>Follow https://www.thenational.academy/year-3/foundation/parts-and-function-of-a-plant-year-3-wk2-3</p> <p>Create - draw a picture of a plant which includes roots, stem, leaves and flowers and label each of these parts.</p> <p>Create a pairs game which matches the part of a plant with its function. Draw pictures of roots, stem, leaves and flowers. Research and write a function for each of these parts. Cut out the pictures and the definition, place them face down and match the parts and the function together. You will need a partner to play this game.</p>
<p>What are the parts and functions of a flower?</p>	<ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 	<p>Follow Oak National Academy lesson 3. https://www.thenational.academy/year-3/foundation/plants-what-are-the-parts-and-functions-of-a-flower-year-3-wk3-3#slide-3</p> <p>Explore - pick a flower (please be careful when picking flowers and use gloves) and explore the parts of a flower and use it to create art as shown in the lesson.</p> <p>Explore - go for a walk either in your garden or outside and try to name all the plants and flowers that you see. If there are any flowers/plants you see that you don't know remember what they look like and search on the internet later.</p>
<p>What is the lifecycle of a plant?</p>	<ul style="list-style-type: none"> To explore the part that flowers play in the life-cycle of flowering plants, including 	<p>Follow Oak National Academy lesson 4 https://www.thenational.academy/year-3/foundation/life-cycle-of-a-plant-year-3-wk4-3</p>

	<p>pollination, seed formation and seed dispersal.</p>	<p>Explore - go for a walk either in your garden or outside and look for pollen on flowers. Can you see pollen being dispersed by the wind? Can you see any insects collecting nectar? Look for flowers that:</p> <ul style="list-style-type: none"> • are brightly coloured to attract insects • are patterned to show insects where to land • are scented to attract insects • puff out pollen into the wind <p>Create - a set of cards which shows the pollination of flowering plants for a partner to sequence (then check if it's in the right order!)</p>
<p>How is water transported in plants?</p>	<ul style="list-style-type: none"> • To investigate the way in which water is transported within plants. 	<p>Follow – Oak National Academy lesson 5 https://www.thenational.academy/year-3/foundation/to-explain-how-a-plant-transport-water-year-3-wk5-3#slide-1 (the results from the experiment will be on the next lesson which is yet to be uploaded)</p> <p>Explore - follow the experiment from the lesson (about 20 minutes in). You will need:</p> <ul style="list-style-type: none"> • 3 small jars full of water • food colouring (one or more and you can use any colour) • celery

		<p>-Leave the jars and celery for a few days so that the result is really visual for your child. Encourage your child to look at the jars on a daily basis to see the transformation.</p> <p>Alternatively you could use 3 stems of white flowers (carnations or chrysanthemums) instead of celery and 3 empty squash bottles with the labels removed.</p>
--	--	--