



This week's work follows on from the learning that was set last week.

This week's focus is: **Creatures of the Rainforest, Classifying Food Plants**

Project:

Research questions – use the links below help answer the following questions:

What are biomes? What type of biome is the rainforest classed as?

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

What eats what? What food is available for humans and animals in the rainforest? What do herbivores eat? What do carnivores eat?

<https://blogs.wwf.org.uk/blog/business-government/green-economy/10-products-and-ingredients-that-come-from-the-amazon/>

<http://addiesrainforest.weebly.com/herbivores.html>

Task: Create your own Rainforest Menu. You can only include foods that you would be able to find in a rainforest – this can be any of the world's rainforests. Present your menu as though it is going to be used in a restaurant.

https://folklife.si.edu/resources/maroon/foodways/meal_planning_index.htm

You could have your own rainforest picnic if you are able to locate any of the foods. Here's a link to some music to make you feel like you're in the rainforest.

<https://www.youtube.com/watch?v=LTiRw7kx97E>

How have animals adapted to living in the rainforest?

Why do different animals live in the different layers? What do these animals have in common?

<https://www.youtube.com/watch?v=InT2qpJRpfs>

Task: Research an animal from each layer of the rainforest. Create a fact file for each animal that includes information on **why** it lives in that layer and **how** it has adapted over time. Here's a reminder of the four layers:

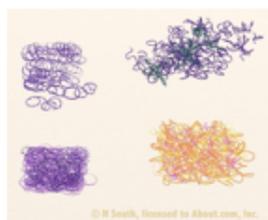
	<p>EMERGENT LAYER</p> <p>The tallest trees are the emergents, towering as much as 200 feet above the forest floor with trunks that measure up to 16 feet around. Most of these trees are broad-leaved, hardwood evergreens. Sunlight is plentiful up here. Animals found are eagles, monkeys, bats and butterflies.</p>
	<p>CANOPY LAYER</p> <p>This is the primary layer of the forest and forms a roof over the two remaining layers. Most canopy trees have smooth, oval leaves that come to a point. It's a maze of leaves and branches. Many animals live in this area since food is abundant. Those animals include: snakes, toucans and treefrogs.</p>
	<p>UNDERSTORY LAYER</p> <p>Little sunshine reaches this area so the plants have to grow larger leaves to reach the sunlight. The plants in this area seldom grow to 12 feet. Many animals live here including jaguars, red-eyed tree frogs and leopards. There is a large concentration of insects here.</p>
	<p>FOREST FLOOR</p> <p>It's very dark down here. Almost no plants grow in this area, as a result. Since hardly any sun reaches the forest floor things begin to decay quickly. A leaf that might take one year to decompose in a regular climate will disappear in 6 weeks. Giant anteaters live in this layer.</p>

Project – Art:

Task: Pause the previous video on a picture of the rainforest you like. Sketch the scene of the rainforest using some of the different pencil techniques below. Try and use only a pencil, pressing on harder to shade in darker areas of the forest and lighter to create a lighter colour.



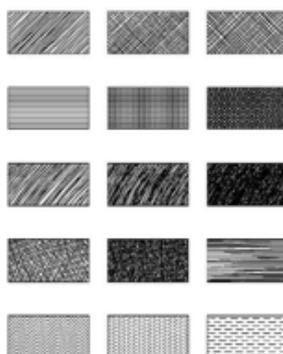
Stippling - *Stippling* involves placing lots of tiny dots on your paper. The dots can be close together, far apart, or anywhere in between! Practise stippling by drawing dots that are close together and also by drawing dots that have more distance between them. Also, notice the difference between dots made when the pencil is sharp vs. when the pencil point is dull. Stippling is a great way to add some interesting texture to a drawing.



Scumbling - *Scumbling* is another technique you probably used as a kid without even knowing that it had a name! *Scumbling* involves making continuous circular marks on your paper, without lifting your pencil. This is another good way to fill in different areas with lots of colour.

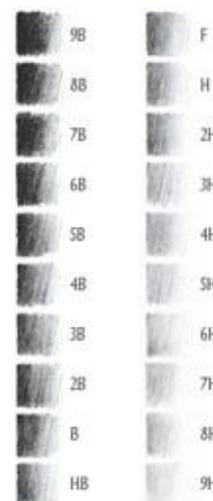
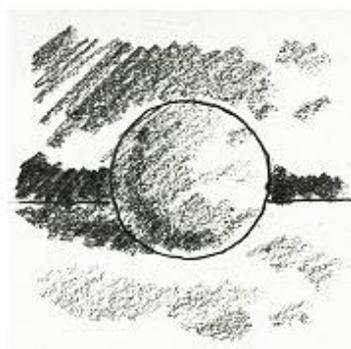
Hatching - *Hatching* involves drawing a series of parallel lines. These lines all go in the same direction. The lines can be close together, far apart, or any variation in between. The pencil is lifted from the paper after each line and then placed down again to create a new line.

Hatching and Cross Hatching Examples



Back and forth stroke - This is probably how you drew with crayons as a kid! Basically, you just put your pencil on the paper and draw in a continuous back and forth motion, without lifting your pencil off of the paper. This is a good way to fill different areas of your drawing with a lot of solid colour.

Cross-hatching - *Cross-hatching* involves drawing a series of parallel lines (hatching) and then drawing another series of parallel lines going in another direction *on top* of the first set of lines. This is a great way to create shading in a drawing. You can create some interesting textures through cross-hatching.



Challenge Activity:

Can you make a playdoh frog?

<https://www.youtube.com/watch?v=E2NE4hg57cQ>

Project – Science:

Task: Continue to monitor your investigation and record your information every other day:

Can plants survive without one of the requirements it needs to grow?

Keep an investigation diary – fold some A4 sheets of paper in half to make a booklet.

Design your own front cover for your booklet.

Include all this information on each page.



Fill in your diary every other day.

Date: _____	
Labelled Sketch:	
<u>Plant 1</u>	<u>Plant 2</u>
Height in cms:	
<input type="text"/>	<input type="text"/>
Amount of leaves:	
<input type="text"/>	<input type="text"/>

<https://www.bbc.co.uk/bitesize/clips/zb4rkqt>

Task: Fruit, Shoot, Leaf or Root?

Look at the list of different plant foods below. They all come from part of a plant. If you have any in your home, have a close look at them. What do you notice?

Draw the following table and sort them into what part of the plant they are:

<u>Root</u>	<u>Stem / Shoot</u>	<u>Leaf</u>
<u>Flower</u>	<u>Fruit</u>	<u>Seed</u>

broccoli, tomatoes, chard stems, celery, peppers, cabbage, apples, rhubarb, cucumber, melon, strawberries, carrots, squash, spinach, courgette, rocket, parsnips, potatoes mangetout, oranges, lettuce, beetroot, peas, sweetcorn kernels, kale, chickpeas, swede sunflower seeds, cauliflower hazel nuts

Research:

What is the difference between a fruit and a vegetable?

Task: Food Art - Create your own face out of fruit and vegetables. Try and make it look as much like you as possible. Send us photos!



English:

This week's task is to write a sequel story to *The Shaman's Apprentice*. Kamanya is now the Shaman for the Tirio tribe. You need to think of a problem he will face, what this means for the Tirian Tribe and how he overcomes the problem.

We're going to be writing this story in 5 paragraphs. Do you know why we split writing into paragraphs?

Session 1

Create a plan of what is going to happen in your story. This is just notes and ideas to help you when you're writing your story later on in the week. It doesn't need to be written in sentences.

<u>Paragraph</u>	<u>Your ideas</u>
Paragraph one: Setting the scene – describe the rainforest setting, introduce Kamanya, describe him and what he does.	
Paragraph Two: Introduce other characters who are involved in your story. Describe who they are, what	

they look like, where they live, what they do.	
Paragraph Three: Disaster strikes! What is the problem? How does it happen? What does it mean for the Tirian people? This will be quite dramatic when you write it.	
Paragraph Four: This is where the Tirian people (including Kamanya and any characters you have made up) make a plan for how to sort the problem out. We don't know in this paragraph if it will work or not.	
Paragraph Five: Another dramatic paragraph as they put their plan into action. You need to decide if it is going to have a happy ending or not. Will they succeed in saving their rainforest? This is the last paragraph. How will your story leave the Tirian tribe?	

Remember you are just making notes of your ideas here and not writing the actual story!

Session 2

Planning the language you're going to include.

What grammar and punctuation do we need to include to make sure we have detailed descriptions of people and places in our writing? We've done lots of pieces of writing that include these things! Write down some of your ideas that you could use in your own story now you have a plot. Have a look back at *The Shaman's Apprentice* if you need any inspiration.

Try to include all of these at least once in your story:	
<p style="text-align: center;"><u>Fronted Adverbials</u></p> <p>(these go at the beginning of a sentence and tell you where, why, when, how etc – they must be followed by a comma)</p>	<p style="text-align: center;"><u>Expanded Noun Phrases</u></p> <p>(adjective, adjective noun)</p> <p>tall, overbearing trees</p>

Slowly, ...
Beneath the trees, ...

Inverted Commas

(speech marks, wrap around the words spoken
“Hello” – also think of other words you could use
for said)

Short Sentences

(to create drama and suspense - you'll need these
in paragraphs 3 and 5)

Adverbs

(how something is done – adds more detail)

carefully
quickly
gently

Alliteration

(words that start with the same sound)

tall, terrifying trees

Synonyms

(words that mean the same or similar but can help
to show how a character feels – e.g. if he marched
you'd think he was angry)

walked – tiptoed – marched – ran

Prepositional Phrases

(can be use as fronted adverbials too – tell you
where)

in the darkness
below the clouds
on the fire

Remember:

Show don't tell – describe things before you tell the reader what is it to keep them
wondering. Make them infer rather than tell them everything!

Session 3

Today you're going to write the first three paragraphs of your story. Remember to have all your plans in front of you so that you remember what happens in your story and the language you want to include.

- Write one paragraph at a time. (paragraphs must be **at least 8 sentences**)
- Read it out loud to yourself once you've finished.
- Get a different coloured pen to edit and improve.

<u>Edit</u>	<u>Improve</u>
Check:	Can you make it better by:
Capital letters (names and sentence starts)	Changing a word for a synonym
End sentences with one of these: . ! ?	Adding more description
Do your sentences make sense?	Adding more detail
Spellings	Varying sentence length for effect

Session 4

Today you're going to write paragraphs 4 and 5. Just like yesterday, make sure you have all your plans in front of you so that you remember what happens in your story and the language you want to include.

Follow the same process:

- Write one paragraph at a time.
- Read it out loud to yourself once you've finished.
- Get a different coloured pen to edit and improve.

Once you've finished the whole story. Check it against your success criteria and then ask someone else to do it too.

Have you included all of these things?

Success Criteria:	You:	Parent / Sibling
Fronted adverbials		
Expanded noun phrases		
Inverted commas		
Short sentences		
Adverbs		
Prepositional phrases		
Alliteration		
Synonyms		

Session 5

Write out your story in neat. You could make it into a 5 page book and draw some pictures if you want to. Or you could write it up on another piece of paper and create a rainforest themed border. Neatest handwriting Year Threes! 😊

We hope that you're still practising the 60 Year 3/4 spelling we sent home. Choose a few to work on each week and test 30 at a time to make sure you're not forgetting the ones you've learnt – Year Threes - you know how we do this in school.

We've noticed that not many children have been accessing the reading books on bug club. Please email us if you're unsure of your child's login. The books have been allocated depending on your child's level so it's just like the ones they bring home from school. There's some good ones on there and they ask comprehension questions too.

We were very proud of all the hard work you'd been putting in to the quality of your handwriting before school closed – keep working on those joins and making sure the tall letters are taller and the p, g, y etc go below the line.

Maths:

We'd like you to use the White Rose Maths - Home Learning – and complete **Summer Term – Week 2**. This will be your last week on fractions.

Here's the link to follow:

<https://whiterosemaths.com/homelearning/year-3/>

There'll also be activities allocated on Purple Mash too. Don't forget to keep practising your times tables on TT Rockstars!

PSHE:

Create your own 'Jar of Happiness'. Decorate a jar or a small box. Ask everyone in your house what lockdown activities or even memories make them happy, write them each on a separate piece of paper, fold them up and put them into the jar. Next time you can't think of something to do – choose a piece of paper from your 'Jar of Happiness'!



You'll also find computing and RE activities allocated on Purple Mash and there's lots of other games on there that you can choose to play too.

We have seen some incredible pieces of tribal art and tribal houses this week and it's been lovely to get messages telling us how much your parents are enjoying finding out new things too! We hope you enjoy getting creative this week when writing your own story and we're really looking forward to seeing the finished pieces – however you decide to present them.

Hopefully your seeds from last week have started grow and you are remembering to look after them and record what you are finding out.

Keep sending your pictures to the email addresses below – we're so proud of everything you've achieved so far!

nightingales@kingsway.notts.sch.uk

bramblings@kingsway.notts.sch.uk

Don't forget – your positive mental health is incredibly important to us (parents and children!) so do what you can but don't worry if your little person isn't in the right frame of mind that day. We understand you're not teachers and you're doing the very best you can.

Stay home, stay safe and stay positive!

Mrs Dallison & Mr Chantry