**Year 3 Home Learning Topic Tasks – Summer Term Second Half**

The top two rows need to be completed from left to right.

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| LO: To identify natural and artificial light sources <https://www.bbc.co.uk/bitesize/clips/zjkc87h>  Watch the above clip of images about light sources. Draw labelled pictures to show different light sources – both natural and artificial. Try to include some sources of reflective light. | LO: To recognise that we need light in order to see things and that dark is the absence of light.  <https://www.bbc.co.uk/programmes/p0117x4g>  Watch the clip showing how we see objects.  Make a labelled drawing of how we see light using arrows to show the light reflection. | LO: To understand that light is reflected better from shiny objects.  Carry out an investigation into the reflective properties of different materials.  Gather different materials, e.g. road safety materials, tissue paper, matt paper, fabric, foil, etc. Use a torch and order these materials for their effectiveness at reflecting light. Record results using labelled photos. | LO: To know that a shadow is formed when sunlight is blocked by an object.  Go outside on a shadow walk – observe different shadows. What are the similarities and differences between the object and its shadow? Take photos or draw pictures. | LO: To understand that shadows change during the course of a day.  On a sunny day and beginning in the morning, place a toy figure on a piece of paper and draw round the shadow that it casts, labelling the time of day. Leave tpy in the same place all day and at regular intervals during the day, draw round the shadow and observe the changes. What do you notice about the shape of the shadow during the day? |
| LO: To be able to locate Europe on a world map.    Locate Europe on a map. Which counties are in Europe?  In which European cities would you find famous landmarks?  At this time of year, which is the hottest/ coldest country?  Which countries share a border with Italy?  Name two mountain ranges in Europe. | LO: To locate Italy on a map and describe its features.  Locate Italy on a map of Europe. What information can you research about Italy? You could use some of these questions:  What is the climate like?  What crops grow well there? What is the capital city? What is its population?  What other interesting facts can you find out? | L.O. To investigate and identify the geography of the mountain areas of Italy.  Find out about contours on a map by watching the video:  <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk>  Use a map or Atlas to find these European mountain ranges: Pyrenees, Alps, Apennines, Urals, Dolomites.  Research some facts about one of the mountain ranges in Italy. | L.O. To model a diorama including geographical features.  Make a diorama out of Lego or Duplo of Mt Vesuvius.  Create flag labels for the Mt Vesuvius diorama. Include key features of the volcano. | LO: To locate Roman towns in Britain. To learn some of the features of Roman towns in Britain.  Click on the link to watch the video: **‘How did the Romans change Britain?’**  <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>  Next, scroll down the webpage to read **‘How did the Romans change towns?’**  Find out the names of the Roman towns which still exist today (look for names containing the words ‘caster’, ‘chester’ or ‘cester’). Plot them on a map of Great Britain. |
| LO: To investigate how the shape of a bridge affects its strength.  Watch:  <https://www.sciencebuddies.org/teacher-resources/lesson-plans/paper-bridge-design>  Have a go at some of the experiments shown in the clip. What is the greatest number of coins your bridge can hold before collapsing? | LO: To understand that when something blocks a light source, a shadow is created.  <https://www.bbc.co.uk/bitesize/clips/z87jmp3>  Watch the clip showing a shadow puppet theatre. Try making your own theatre using a large cardboard box, a lamp, and a tissue paper screen. Make your own puppets to tell a story such as Romulus and Remus. Try out different materials to see the effect you can create. | To understand the importance of Pentecost to Christians.  Watch the video: <http://request.org.uk/restart/2017/07/12/pentecost-2/> and read Acts 2 v1 – 4. of a children’s Bible to find out more.  How does the church today celebrate Pentecost? How have Christians represented the Holy Spirit in colour and symbol? What is the Holy Trinity? | To consider the meaning of religious expression of the Pentecost.  Research some paintings that show symbols of the Holy Spirit. What symbols can you see?  Activity: Design a stained-glass window depicting a symbol of the Holy Spirit and a title to explain its meaning. | LO: To understand variables when coding.  Log on to Espresso Coding [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)  Username: student11677  Password: chesterford  Complete the block coding Year 3 starter unit and Unit 3a. ‘Sequence and Animation’  *Remember to limit your screen time and stay safe online.* |