Tuesday 30th June: Good Morning Year 3! How are you all? Hope you had a good day yesterday learning about earthquakes. Today's maths is about getting outside and learning about the angles in nature. Remember this is a selection of activities and you do not need to complete them all! Use it like a menu!

Have a lovely day!

Daily reading	Remember to enjoy a book for at least 30 minutes today.

Earthquake Comprehension

6 Italian scientists were convicted of manslaughter and sent to prison for failing to predict the 2009 L'Aquila earthquake in which 309 people died. They appealed their cases successfully and were not eventually sent to prison.

You could try to find out:

· How earthquakes are measured.

· How easy they are to predict.

· About other cases where prison sentences have been handed out in unusual circumstances.

· How the appeals process works.

Read the passage below carefully and then answer the questions underneath.

The Earth's crust and the top of the mantle have about 20 tectonic plates, which are like puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates "plate boundaries", which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it breaks free and that causes an earthquake. A seismograph is a special instrument that records earthquakes. The base of the seismograph is on the ground, and over that a weight hangs from a string. When there is an earthquake the base shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use the seismograms to measure how big each earthquake is.

1. How many tectonic plates are there?

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_____

2. What are plate boundaries?

_____
_____

3. Where do earthquakes take place?

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_____

4. Describe what causes an earthquake.

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5. What is a seismograph?

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6. How does a seismograph work?

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Termly Spellings	Today, we are going to take five Year 3 and Year 4 statutory spellings to learn. Today, we would like you to learn these words: Address Earth Bicycle Busy Learn Length Could you make up your own mnemonics for these words? E.g – **L**isa **e**njoys **a**pples **r**insed **n**icely!
Daily times tables	## Multiplication Dice Game Worksheet **How to play:** 1. Roll a pair of dice. 2. Multiply your 2 numbers. 3. Colour your answer in on the grid. 4. The first person to colour 4 in a row wins! | 18	12	24	8	10	24	6	15
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36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15	 If you don't have access to a printer, please draw the grid on some scrap paper so you can still play the game.
Daily Maths	Yesterday, we learnt all about right angles and today, we are going to learn about angles bigger and smaller than a right angle. An angle smaller than a right angle is called an acute angle. An angle bigger than a right angle is called an obtuse angle. Watch this video to find out all about the geometry we will be learning about this week. Think carefully about the part of the film which talks about acute and obtuse angles. https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h

What are right, acute, obtuse and reflex angles?

A **right angle** is an angle that measures 90° (degrees). It is also known as a 'quarter turn' because it is a quarter of a full turn, which measures 360°. A right angle is represented by a small square inside the angle.

An **acute angle** is one that measures LESS than 90°.

An **obtuse angle** is one that measures between 90° and 180°.

We would like you to go outside today if you can, and look at angles in nature. Can you spot different angles that are bigger or less than a right angle? Perhaps you could use a camera to take some pictures of the things you see and send them to us.
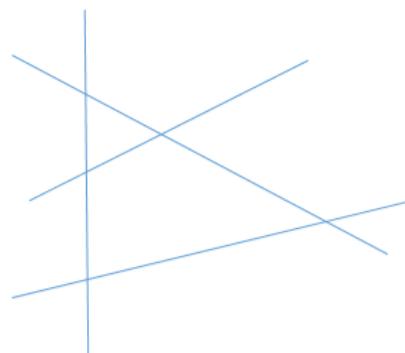
Ready/Steady:

The letter 'X' has four angles.

Write your name in capital letters.
How many angles can you see in each letter?
How many angles are there in your full name?

Label the acute angles (A) and obtuse angles (O) on the diagram below

Go:

Teddy describes a shape.

My shape has 3 right angles and 2 obtuse angles.

What could Jack's shape look like?

Describe a shape in terms of it's angles for a friend to draw.

Or:
If you prefer to follow a video to learn about angles, there is a lesson on White Rose Home Learning, Year 3, Summer Term Week 9 - 23rd June.

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

Daily Maths	Today's learning objective is: **Comparing Volume**. Use your understanding of volume (the amount of solid space taken up by an object) to compare and order different solids that are made of cubes. Click here for extra information about volume: https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zcrxtyc
Daily English	Today, we would like you to use the information you found out yesterday to make your own information text. You can choose how you would like to present this (e.g. an explanatory text, a poster, a PowerPoint etc) Make sure you explain what an earthquake is, how they are formed and where they occur. Include pictures and diagrams to explain your ideas.
Problem of the Day	Yesterday's answer was ' there were no stairs – it was a one storey house! Today, research earthquake – proof buildings and design your own. Here are some examples to help you. If you have access to the internet, have a look at this video. https://www.youtube.com/watch?v=c4fKBGsllZI **Design an Earthquake-Proof Building** Study the buildings below. How might their shape and structure help them in an earthquake? The Transamerica Pyramid - San Francisco The Yokohama Landmark Tower - Japan A Japanese Pagoda Beijing National Stadium **How to Strengthen a Building** Use this box to make notes to help you create your earthquake-proof building. • Shape • Base • Walls • Other

Use this list of features to help you make your notes:

- Deep foundations to add stability to the building.
- X-shape supports prevent the building from twisting and make it stronger.
- Emergency shut off switches for gas and electricity to prevent fires.
- Thin walls with steel bars help to reduce the movement of the building.
- Sprinkler system to put out any fires.
- Shock absorbers in the base can absorb the shock waves produced by the earthqual
- Shutters on windows to stop any falling glass.

Healthy Me	Why not go out for a picnic (even in your garden will do) and share a healthy picnic. If is raining, why not picnic in a den that you have built indoors? Why not spend some quality time with your family and play one board game?
The activities below are supplementary and can be used to further extend learning opportunities whilst at home.	
Home Learning	Please look at your Home Learning grid. Visit the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class. Please plan and complete these activities throughout the duration of the school closure.
Termly Spellings	Please take time to learn spellings for future weeks and to re-visit past spellings. These can be found on the school website at https://www.newbridge.bathnes.sch.uk/ and go to the tab **Classes** and click on your class.
National Curriculum Word Lists	Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Can you write a sentence using the words?
Curriculum Overview	Take time to look at the Curriculum Overview for your year group. This can be found on the school website at https://www.newbridge.bathnes.sch.uk/ Go to the tab **Key Information**, go down the menu on the left hand side to **Curriculum**, go to **Termly Overview** and click on the one for your year group. Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.

Useful websites	Please see useful website list.

Well done for trying all of these areas of learning. Please can I ask that your parent sends a few lines in an email to let me know what you have completed today.

3OG: 3og@newbridge.bathnes.sch.uk   3KC: 3kc@newbridge.bathnes.sch.uk

Please look out for tomorrow's learning, from Mrs O'Gara, Mrs Keynes and Mrs Ross