



Learning Project WEEK 9 - Global Goal 16: Peace, Justice and Strong Institutions.

Year Group: 3

Weekly Maths Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
- Complete this adding fractions sheet. - Complete this subtracting fractions sheet. - Watch and complete Lesson 1 on Equivalent fractions. - Using your brilliant mathematics skills, complete these Adding and Subtracting Fractions challenges. - Play the fractions matching game (Level 3)	- Listen to your child read and let them discuss what they have read. Encourage them to read with expression and intonation. - What do these words mean? Can you write them in sentences? - justice - equality - fairness - peace - rights - institutions - Watch video clip: The Fox and the Stork - Aesop's Fables - Do you think justice was served here? - Do you think this is what justice is about? - What could have been done differently? - Watch this video, showing the book 'We are all born free'. Discuss with your family: - Why is it important to have human rights? - Does everyone have equal access to these rights? - Who might not be having their rights met? - How does this link to our global goal this week? - Listen to this poem from Benjamin Zephaniah. - What is the message he is trying to give? - What does the phrase 'People will always need people' mean? - Why is this important? - How does this help us to achieve peace?
Weekly Spelling/GPS Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
- Revise the Year 3 spellings you have been set over the last 10 weeks. Which ones are you confident with? Which ones do you need to practise more? Practise the spellings you are unsure of. - Using the Common Exception Words, write a mini story (a paragraph long) that includes as	- Using the scenarios given on this sheet, please give advice as to how you would handle the situations fairly. Think about peace and justice, and how you would want to be treated in each of these situations. - Create a poster to show what this goal means and why it is important in today's society.



many of the Year 3/4 spellings as you can. Could you draw a picture to go along with it?

- Practise your spelling on **Spelling Frame**. This week, you need to focus on Spelling Rule 8, looking at the suffix -ly.
- Complete this [spelling activity](#)
- Complete this [grammar activity](#)..

You need to include:

1. Information about the goal
2. What does the word 'Peace' mean?
3. What does the word 'Justice' mean?
4. What does the phrase 'Strong institutions' mean?
5. Why is it important?
6. What can we do to help?
7. How can we encourage others to help?

Here is an [example poster](#) to help you. It has information about the aims of this goal.

- Research **one** peaceful activist who has worked to create justice in the world.

Some ideas of influential people you can research:

1. Malala Yousafzai
2. Nelson Mandela
3. Leymah Gbowee
4. Mahatma Gandhi
5. Martin Luther King Jr.

You will need to think about:

1. Who they are.
2. What they have done to achieve peace and justice.
3. How they did so in a peaceful manner
4. What the outcome of their activism was
5. Who they were influenced by OR who they have influenced.

- Create a fact file about the influential peaceful activist that you have researched.

Think about using subheadings, full sentences including the facts, pictures/drawings and a colourful title to catch the reader's attention.

Don't forget to send us your fantastic written work!

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about Global Goal 16: Peace, Justice and Strong Institutions.

• Let's Wonder:

With your family, have a discussion about events in your life where things have been fair and unfair. What happened? Who was affected? How could it have been handled differently?

• Let's Create:

The dove is known as a symbol of peace.



We would like you to create your own symbol of peace. Label the picture explaining what you have included and why.

- **Be Active:** Your challenge is to make an obstacle course using objects in your home. Can you beat your family's time when completing the obstacle course?

- **Time to Talk:**

'People who have behaved badly do not deserve to be treated fairly.'

Do you agree/disagree? Explain your reasoning.

- **Understanding Others and Appreciating Differences:**

The Black Lives Matter movement has been in the news recently because of this event. Watch the video below and consider how those affected may be feeling and why?

<https://www.bbc.co.uk/newsround/52813673>

- **Reflect:** Create a poem inspired by Benjamin Zephaniah (the one in this week's reading tasks), that explains your own thoughts and feelings about this week's Sustainable Development Goal.

Additional learning resources parents may wish to engage with

<https://whiterosemaths.com/homelearning/year-3/> - Daily maths lessons with activities

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

<https://families.jigsawpshe.com/stuck-at-home/> which has some stories, discussions and activities that can help the children face the challenges of isolation e.g. getting along with siblings!

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

<https://code.org/> - This has a really great range of lessons on coding. Each has videos and tutorials and is based on current trending apps and games too. Pupils can explore these themselves and start a course which is progressive.

<https://hourofcode.com/uk> - This has a huge range of one hour coding projects which the children can use and at different levels

<http://www.sciencefun.org/kidszone/experiments/> - for some fun science experiments

<https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff> - for some fun science experiments

<https://www.childline.org.uk/get-support/contacting-childline/> - A link to the Childline website.

0800 1111- Childline.