

## Tin Mining Quiz

The questions on this sheet count as one homework (answers on a separate piece of paper. Please write in full sentences):

1. How old were boys when they first started work underground?
2. What was the name of young boys and girls who worked at the top of the mine breaking rock?
3. What is the earliest date mining in Cornwall has been recorded?
4. What minerals have been mined in Cornwall?
5. Name 4 Cornish tin mines.
6. What was the life expectancy of a Cornish miner in the 1800s?
7. Why has tin mining died out in Cornwall?
8. What was the name of the last tin mine in Cornwall to close? When was this?
9. What was the area rich in mines in Cornwall called?
10. What was the deepest Cornish tin mine? How deep was it?

### Year 3 and 4 Homework and Knowledge Organiser Tin Mining and Treasure Spring 2024

Over this half term you need to do at least **3 activities**. Try to vary which homeworks you do, so you achieve a balance over the terms. **Choose any two from the list below plus My Maths**. It is a good idea to do my Maths as the last homework, after your child has had the teaching in class. You can do your chosen activities in any order, but the first one must be returned by **Thursday 11<sup>th</sup> January, the second by Thursday 25<sup>th</sup> January and the third by Thursday 8<sup>th</sup> February**.

**TIMES TABLES** (this does not count as one of the 3 activities but still need to be learnt). **Year 4 - to practise ALL times tables (up to 12x12) and associated division facts. Year 3 to practise and be secure in X2, X3, X4, X5, x6, X8 and X10 tables and associated division facts. THIS IS ABOUT SPEED OF RECALL. Expectation is that they can read, recall and write the answer within 6 seconds).**

**SPELLINGS** - please practise regularly!


**My Maths** - 3 tasks have been set and count as one homework.

**Literacy** - Extreme Reading challenge! To celebrate World Book Day on **Thursday 7<sup>th</sup> March 2024**, we are running a whole school Extreme Reading competition! Please ask an adult to take a photo of you reading a favourite book in an unusual or extreme (but safe!) place or position! Please post your photos on Class Dojo. There will be prizes for the most unusual! Winners to be announced on World Book Day.

**Science** - this term our Science topic is Living things and their Habitats. Make a model habitat in a shoebox or small box and include everything you might find in that habitat. Label carefully.

**Art** - find a picture of a Cornish mine engine house. Make a careful observational drawing in its land/seascape. You could use collage, paint, pastels or pencils.

**Tin Mining quiz** - answer questions on a separate sheet of paper and bring into school to share.

Living Things and Their Habitats		Year 4		
<b>Key Vocabulary</b>		<b>Life Processes</b>		
<b>organisms</b>	This is another word that can be used to mean 'living things'.	To stay alive and healthy, all living things need certain conditions that let them carry out key life processes.		
<b>life processes</b>	The things living things do to stay alive.			
<b>respiration</b>	A process where plants and animals use oxygen gas from the air to help turn their food into energy.			
<b>sensitivity</b>	The way living things react to changes in their <b>environment</b> .			
<b>reproduction</b>	The process through which young are produced.			
<b>excretion</b>	The process by which living things get rid of waste products.			
<b>nutrition</b>	The process of obtaining food to provide living things with energy to live and stay healthy.			
<b>habitat</b>	The specific area or place in which particular animals or plants may live.			
<b>environment</b>	An <b>environment</b> contains many <b>habitats</b> and these include areas where there are both living and non-living things.			
<b>endangered species</b>	A plant or animal where there are not many of their species left and scientists are concerned that the species may become <b>extinct</b> .			
<b>extinct</b>	When a species has no more members alive on the planet, it is <b>extinct</b> .			
Changes to an <b>environment</b> can be natural or caused by humans. Changes to an <b>environment</b> can have positive as well as negative effects. Here are some examples of things that can change an <b>environment</b> .		Plants and animals rely on the <b>environment</b> to give them everything they need. Therefore, when <b>habitats</b> change, it can be very dangerous to the plants and animals that live there.		
<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• earthquakes</li> <li>• storms</li> <li>• floods</li> <li>• droughts</li> <li>• wildfires</li> <li>• the seasons</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• deforestation</li> <li>• pollution</li> <li>• urbanisation</li> <li>• the introduction of new animal or plant species to an <b>environment</b></li> <li>• creating new nature reserves</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• earthquakes</li> <li>• storms</li> <li>• floods</li> <li>• droughts</li> <li>• wildfires</li> <li>• the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• deforestation</li> <li>• pollution</li> <li>• urbanisation</li> <li>• the introduction of new animal or plant species to an <b>environment</b></li> <li>• creating new nature reserves</li> </ul>	
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### Key Knowledge

Examples of **habitats**:



woodland



urban



coastal



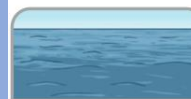
rainforest



arctic



desert



ocean



river



mountain