

Yr3 Learning Letter - Friday 28th April 2017

Martha & Lisa's class

Foundation

History: This week we have all travelled back in time to the end of the Iron Age, just where we left off before Christmas! After reminding ourselves about the lives of the Celts living in Britain at this time, we compared them to the Romans. As they wrote about their findings the children were not only able to think about how differently these people lived, they also practised using comparative connectives (but, whereas, on the other hand, in contrast).

Do you know about how the Romans conquered Britain? If not, ask your child! They practised note taking as they researched the Roman invasion, and then turned these notes into paragraphs of writing to share their ideas.

We began our new **Computing** topic this week by getting to know the software the children will be using to create their own comics about the Romans. Martha was really impressed by how well everyone was able to use the features of the programme; inserting photographs and text, and changing the colours and sizes. We are all looking forward to continuing this topic!

Our **Science** topic this term is all about light, and this week we have been discussing and questioning what we already know, as well as identifying things that are sources of light. We found loads of different light sources in our classroom. How many can you find at home?

Maths.

There has been some impressive drawing of 2D shapes this week. The children have been using rulers accurately, and have been very pleased at the results! This takes us neatly onto our new **DT project...**

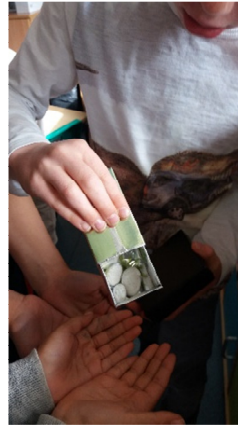
Last week the children designed a Roman Bulla. This is an amulet that Romans wore around their necks. To keep these safe the children need to make a box, hence all their learning about 2D and 3D shape!

First, the class **evaluated** a selection of differently shaped boxes which had different types of lids.

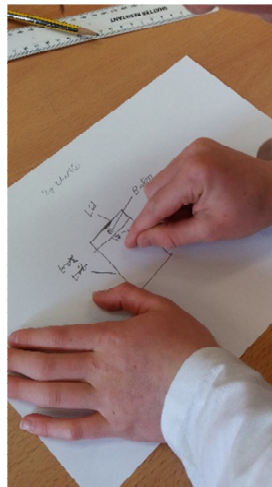
After that, they **sorted** the boxes into ones that could be used for their bulls and those which could not due to the safety and security of their lid types. Then the children had to consider how to make **fasteners** for their boxes and how to make **hinges** for the lids. They made sketches and discussed their ideas. They remembered lots from their **Science** learning about **magnets** and **forces** which really helped.

The next step was having a re-think about **nets**. The children had to choose the shape of box they wanted to make and then design the nets for both the main box and the lid. Their main focus at this stage is **accuracy**. **Lots of practise drawing straight lines with a ruler would be very helpful.**

There are some great ideas emerging!



Evaluating a range of boxes



Charlie suggests why some lids stay on and some don't.



Vera explains her ideas for a fastener.

Home Learning - Maths

Can you find other number facts from the calculations below?

e.g $4 \times 8 = 32$ so $8 \times 4 = 32$ so $32 \div 8 = 4$ so $32 \div 4 = 8$

$$7 \times 4 =$$

$$6 \times 8 =$$

$$5 \times 4 =$$

$$12 \times 4 =$$

$$9 \times 8 =$$

Challenge - now multiply the second digit in each calculation by 10 and find the answer. What do you notice?

$$4 \times 8 = 32 \text{ so } 4 \times 80 = 320$$

English

Using a **fronted adverbial** and **subordinate clause** write **three** sentences about the Romans.

Think about all the things you've read: the army, their houses, the towns, what they ate.
