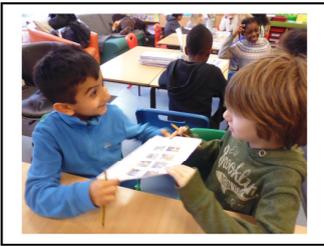


Yr3 Learning Letter - Friday 19th January 2018

Martha & Lisa's Class

Did you know that the railway line through Forest Hill runs along the route of an old canal? Or that the train station used to be called 'Dartmouth Arms'? Martha and Lisa's class now do! We found out these and lots of other interesting facts about how people may have travelled to and from Forest Hill in the past. Ask your child what else they remember!

We have been working on speaking out loud this week, and the children have been practicing and then 'performing' giving clear instructions directing people around the school. Everyone showed real concentration and focus and really thought about our success criteria when performing to a group or the whole class.



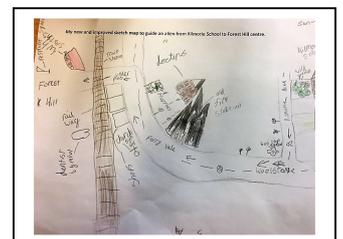
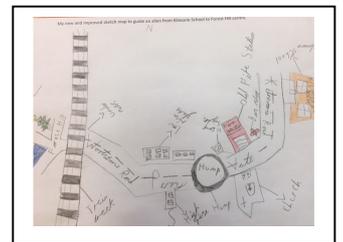
The children have been focusing on multiplication and division in maths this week. After using lots of different objects in the classroom to make groups illustrating their understanding of the multiples of 3, they then also worked on turning bar models into multiplication and division calculations. This reminded them that multiplication is commutative (3×5 is the same as 5×3) and that they can easily find the inverse division facts (if I know $3 \times 5 = 15$, then I also know $15 \div 3 = 5$). Remember how important it is to ask your children these connected division facts when you are working on their times tables with them at home. We also began our week with an informal mental maths test, which will become a weekly feature and is intended to help the children recall number facts and techniques, as well as to get them familiar with this format of test.



We began a new topic in RE this week, with the children recapping what they already know about Christianity, and then learning more about the Bible. We learnt some interesting facts about all the different books in the Bible and how widely read it is around the world. If you have a Bible at home then it would be useful to look at it with your child.

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With Lisa, the children revisited their sketch maps of their walk to Forest Hill. They wrote self evaluations of them, looked more closely at the route they took on Google maps and then re-drew them. In their heads they had to hold the thought: Would an alien from outer space be able to use my map to get from Kilmore School to Forest Hill WH Smiths? The sketch maps now include the names of the roads, the important buildings, the compass points and labels.



1.	14	÷	2	=	
2.	4	×	2	=	
3.	20	×	2	=	
4.	16	÷	2	=	
5.	4	÷	2	=	
6.	12	÷	2	=	
7.	18	÷	2	=	
8.	6	×	2	=	
9.	6	÷	2	=	
10.	10	÷	2	=	

11.	8	×	2	=	
12.	10	×	2	=	
13.	40	÷	2	=	
14.	2	×	2	=	
15.	7	×	2	=	
16.	8	÷	2	=	
17.	5	×	2	=	
18.	20	÷	2	=	
19.	3	×	2	=	
20.	9	×	2	=	

1.	21	÷	3	=	
2.	24	÷	3	=	
3.	20	×	3	=	
4.	3	×	3	=	
5.	27	÷	3	=	
6.	60	÷	3	=	
7.	2	×	3	=	
8.	5	×	3	=	
9.	9	×	3	=	
10.	18	÷	3	=	

11.	30	÷	3	=	
12.	4	×	3	=	
13.	7	×	3	=	
14.	15	÷	3	=	
15.	9	÷	3	=	
16.	12	÷	3	=	
17.	6	÷	3	=	
18.	8	×	3	=	
19.	6	×	3	=	
20.	10	×	3	=	

1.	20	÷	4	=	
2.	80	÷	4	=	
3.	12	÷	4	=	
4.	4	×	4	=	
5.	10	×	4	=	
6.	28	÷	4	=	
7.	40	÷	4	=	
8.	8	×	4	=	
9.	6	×	4	=	
10.	120	÷	4	=	

11.	16	÷	4	=	
12.	36	÷	4	=	
13.	3	×	4	=	
14.	9	×	4	=	
15.	7	×	4	=	
16.	20	×	4	=	
17.	30	×	4	=	
18.	24	÷	4	=	
19.	32	÷	4	=	
20.	5	×	4	=	

1.	6	×	5	=	
2.	20	×	5	=	
3.	3	×	5	=	
4.	25	÷	5	=	
5.	4	×	5	=	
6.	8	×	5	=	
7.	100	÷	5	=	
8.	35	÷	5	=	
9.	5	×	5	=	
10.	10	×	5	=	

11.	45	÷	5	=	
12.	50	÷	5	=	
13.	30	÷	5	=	
14.	150	÷	5	=	
15.	30	×	5	=	
16.	20	÷	5	=	
17.	15	÷	5	=	
18.	40	÷	5	=	
19.	7	×	5	=	
20.	9	×	5	=	

Home Learning:
Practice your 2,3,4 and 5 multiplication tables (with division facts) for tables tests that begin next week!

l b u v y n s m b y s y a v x
w e o o g m k z e c j v c y s
v n f w y e s y n y s g f q l
i e f g g a r d e n i n g y d
k f e a g v z v f v s d a k f
u i r r q c b o i q e d r v o
l t e d u e k o t t e f e t c
i t d e l y y x t t o o d w u
m e i n r e w i i d f c m v s
i d m e c k f m n l f u t p i
t g e r l e f p g z e s f x n
i h p j n l d b k c r e q m g
n m w e z d z n e b i d e z t
g l b a n i b u m x n e k n t
l i m i t e d e h u g k r d y



gardener
gardening
limited

limiting
offered
offering

benefitted
benefitting
focused

focusing

