

Yr3 Learning Letter - Friday 9th February 2018

Martha & Lisa's Class

Our learning about the changes in London throughout the 18th, 19th and 20th centuries culminated this week in creating our own historical maps of the city. Everyone plotted out the size of the built up area of London as accurately as they could, and then positioned some of London's landmarks and modes of transport. This really allowed everyone to draw very clear links between the different time periods and to reflect on how our city has grown and developed.

We dived headlong into the complex work of the internet in computing this week, and learnt lots of new vocabulary as we discussed, and even role-played, client devices (with IP addresses), routers and servers. We asked the question "What happens when you open a web page?" and then found out about how the information is transported across the internet. After this learning, we had a visit from Christos, the school's technician, to talk in more detail about how networks link devices together and what a challenge it can be to keep it all running smoothly!



The children were set a real challenge in maths this week when they had a go at some written maths questions covering the learning we have done so far this year. They all worked hard to do their best and it was a really good opportunity to find out what we still need to work on. It is all part of building up their resilience and stamina and they were also able to look through the questions and answers later in the week to make the corrections they needed to.

Our work on the Quentin Blake book "The Green Ship" came to an end this week, with a lot of in-depth discussion and debate about the ending and then about our thoughts and feelings about the book as a whole. Everyone enjoyed finishing off by acting out parts of the story as we read it one last time.

We started to explore magnets and magnetism in science and the children investigated magnetic and non-magnetic materials in the classroom, all agreeing that it was impossible to find something that is magnetic and not made of metal. We will find out more about magnets and how they work in the week back after half term.

Don't forget the two upcoming trips. On Thursday February 22nd there is a Science trip to the Horniman about Animal Classification and on Tuesday 27th there is a Music trip to the Barbican.

The first day back after half term, the children will be designing their own Forest Hill. Please keep and send in any unwanted cardboard boxes on the first day back. Anything would be much appreciated - the more the better!

Home Learning

Which column method would work out the answer to the part whole model?

A B C D

$\begin{array}{r} 485 \\ + 309 \\ \hline \end{array}$	$\begin{array}{r} 309 \\ - 485 \\ \hline \end{array}$	$\begin{array}{r} 309 \\ + 485 \\ \hline \end{array}$	$\begin{array}{r} 485 \\ - 309 \\ \hline \end{array}$
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What number sentence matches the image?

A B C D

$8 \times 6 = 48$	$6 \times 8 = 48$	$48 = 6 \times 8$	A, B and C
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- 1) A sports shop has 45 boxes of tennis balls, each with 3 tennis balls. It also has 129 tennis balls which are put into boxes of 3 tennis balls. How many boxes are there altogether?
- 2) A toy warehouse has 156 packs of 3 cars. The cars are to be re-boxed in packs of 5. How many packs of 5 can be made from these cars?
- 3) There are seventeen boys and fourteen girls in a class. The children sit at tables of 4. How many tables are needed?

Put these non-negotiable words into sentences:

When _____

Went _____

Which _____

Where _____

Wear _____

Were _____

wearing _____

wore _____

used _____

through _____

threw _____

would _____

should _____

musn't _____

caught _____

thought _____

wouldn't _____

shouldn't _____

didn't _____

Words with a /k/ Sound Spelt with 'ch'

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

schema

chorus

echo

character

ache

chaos

stomach

chemistry

orchestra

technology

Mental maths test:

1. $4 + 4 + 4 =$

2. $40 + 40 =$

3. 10 more than 40 =

4. 10 less than 40 =

4. $4 \times 10 =$

5. $40 \times 10 =$

6. $400 \times 10 =$

6. 10 less than 80 =

6. $8 + 8 + 8 =$

7. $80 + 80 =$

8. Double 4 =

9. Double 8 =

10. Double 40 =

11. Double 80 =

12. $44 + 34 =$

13. $144 + 134 = 62 + 67 =$

14. $4 \times 4 =$

15. $4 \times 40 =$

16. $36 - 4 =$

17. $360 - 40 =$

18. $36 - 4 =$

19. $36 - 8 =$

20. $360 - 80 =$

21. $3 \times 4 =$

22. $3 \times 40 =$

23. $120 - 40 =$

24. $120 - 80 =$

Dear Parents &
Carers

Please encourage
your child to do
these mentally.
It is the fast recall
of number facts
that we need to
build.

Encourage them to
partition the nos
and calculate in
small steps.

Partitioning means
breaking a number
down eg. 365
is 3 hundreds - 300
6 tens - 60 &
5 ones - 5.

Please try to
avoid using
formal/column
methods, since
these do not
build fast
mental
calculation
ability.