

Yr3 Learning Letter - Friday 23rd February 2018

Martha & Lisa's Class

Farewell from Martha! It's been a real pleasure getting to know your children over the past 6 months. They have really matured during this time and have learnt so much. Thank you so much for my generous cards and gifts. I wish all of the children, and you, all the best for the future. We have welcomed Maria who has enjoyed meeting the class and is looking forward to leading their learning forwards.

It's been a busy week for us all as the children have started to think about their own designs for a future Forest Hill. This began with discussion and sketching and then moved on to constructing some of their ideas out of cardboard. We have seen real innovation and creativity and look forward to watching their ideas develop over the coming couple of weeks.

As well as looking forward to the Forest Hill of the future, we have looked back to how London has changed in the past while writing some information to go alongside the maps drawn last half term. Not only did the children remember lots of interesting information, they also impressed us by adding additional information to their sentences in different ways.

Our work on forces and magnets came to an end this week when the children spent a session investigating magnets. This ranged from finding out more about which metals are magnetic - including sorting magnetic and non-magnetic 1p and 2p coins - to having a go at making our own compasses. Everyone collaborated well in small groups and thought carefully about discussing and explaining their findings.



In maths, we have begun some work on calculating with money. If possible, it would be great if your child could have an opportunity this weekend to buy something and check their change, or to work out how much a small selection of things in a shop would cost.

Thank you to all of the volunteers who came with us on our very successful Animal Classification Science trip to the Horniman on Thursday.



Home Learning

Homophones and Near Homophones

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

Practice recognising, counting and using coins. Ask your children to add up amounts and work out the change.

We will also be moving onto the formal methods of multiplication and division so please keep practicing the 2, 5, 10, 3, 4 and especially the 8 times tables (with the inverse)

grate	plane
great	peace
grown	piece
groan	rain
plain	reign

$12 \div 2 = \underline{\quad}$

$9 \div 3 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$18 \div 2 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$25 \div 5 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$27 \div 3 = \underline{\quad}$

$20 \div 10 = \underline{\quad}$

$3 \times 6 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$10 \div 5 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$2 \div 2 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$18 \div 3 = \underline{\quad}$

$22 \div 2 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$30 \div 3 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$16 \div 2 = \underline{\quad}$

$33 \div 3 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$120 \div 10 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$24 \div 2 = \underline{\quad}$

$15 \div 5 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$8 \div 4 = \underline{\quad}$

$1 \times 4 = \underline{\quad}$

Now write the inverse for each question.

E.g.

$$4 \times 5 = 20$$
$$\rightarrow$$
$$20 \div 5 = 4$$