

Yr3 Learning Letter - Friday 25th January 2019

Maria's Class

English

This week the children have worked hard to use their research about transport from the 18th, 19th, 20th and 21st century to begin writing a paragraph for their non-chronological report.

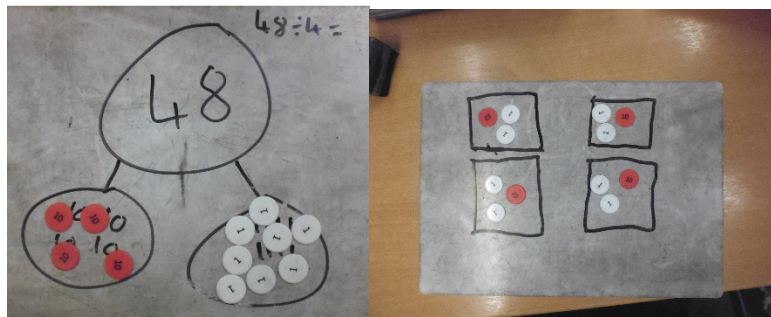
In their writing they have tried to use:

- contrasting conjunctions - showing difference using words such as even though, but, although, despite the fact
- embedded clauses - adding extra information in the middle of a sentence e.g. The cars, which were only for the wealthy, looked very different to the cars we have now.
- professor know it all statements - give authority and interest in the sentence e.g. Did you know, it is obvious that.

Maths

This week learning was about dividing a 2-digit number by a 1-digit number.

- Children used numbers that divide exactly without remainders, e.g. $44 \div 4 = 11$
- First we partitioned the number into tens and ones using a part part whole model.
- Next we drew the number of groups we were dividing our amount into. e.g. divided by 4 = 4 groups/boxes
- Finally we shared the tens into each box and then the ones.
- We found the answer by seeing how much was in each group.



SCIENCE

The children enjoyed being scientists investigating friction and seeing what happens to the distance of a toy car when it travels on different surfaces. We also had a great discussion about fair testing and what variables we would need to keep the same and which variable we would need to change. We also thought about how to measure accurately.



Home Learning

Maths

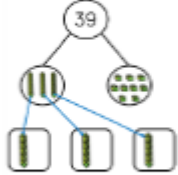
Continue learning the 2, 3, 4, 5, 8 and 10 times tables in sequence and randomly.

Use the example below to answer: $48 \div 2$; $66 \div 3$; $84 \div 4$;

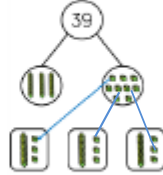
Using a part-whole model and Base 10 answer the following:

$39 \div 3$

Step 1: Share the tens



Step 2: Share the ones



Use this method to help you answer

$48 \div 4$

$66 \div 6$

Spellings

Remember to keep practising your beautiful handwriting. To help remember the spellings, try including the words in sentences with different starters, e.g. fronted adverbials. Try using some of the words to write silly sentences. Eg. Forgetting he was a beginner the baby had promptly forgotten to learn to walk before running down the stairs.

Adding Suffixes Beginning with a Vowel (ed/er/en/ing) to Words with More than One Syllable

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

forgetting	beginner	occurring	committed
forgotten	preferring	occurred	
beginning	preferred	forbidden	

