

### English

The focus in English this week was linked with our geography topic:

- We used Google Earth to find our school and zoom out to outer space and then back in again. After completing our nested hierarchy we wrote sentences to explain to a visitor from out of space how to find where we were.

### Maths

Learning included:

- Use knowledge of multiplication and division facts to compare statements using inequality symbols e.g

#### True or false

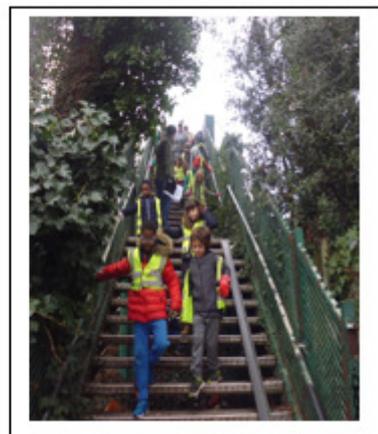
- $6 \times 7 < 6 + 6 + 6 + 6 + 6 + 6 + 6$
- $7 \times 6 = 7 \times 3 + 7 \times 3$
- $2 \times 3 + 3 > 5 \times 3$

- Comparing statements involving multiplication and division of 3, 4 and 8's;
- Related Calculation: use known multiplication facts to solve other multiplication problems; understand that because one of the numbers in the calculation has got ten times bigger, then the answer will also become ten times bigger; use concrete manipulatives e.g. counters, to develop conceptual understanding.

### Foundation

To begin our new topic, Maptastic, Year 3 took part in a geographical walk to Forest Hill to identify human and physical features of the area. Learning also included:

- Locating themselves on a map;
- Using an atlas;
- Creating a nested hierarchy where the children ordered statements about location from nearest to furthest points;
- Learning about compass points;
- Scrutinising images of Forest Hill across different time periods and discussing differences between then and now
- Making an individual sketch map and write directions of the route.



## Home Learning

### Maths

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

If we know that  $2 \times 6 = 12$ ,  
we also know that...

$2 \times 60 = 120$	$\dots \times \dots = \dots$
$\dots \div \dots = \dots$	$\dots \div \dots = \dots$

Practice other examples  $\times 3$ ,  $\times 4$ ,  $\times 8$

### Topic

Think about your walk or drive to school. Have a go at drawing a map to show the route to get there.

### 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.

**Bubble Letters**  
Write your spelling words using bubble lettering and then colour them in.

spell

**Order! Order!**  
Write your spelling words out in alphabetical order.

**Word Scramble**  
Ask a friend or grown-up to scramble all of the letters in each of your spellings.  
  
Can you work out each anagram?

**Spelling Story**  
Can you write a passage of text that contains all ten of your spelling words? It's not as easy as you think!

**Add 'Em Up!**  
Give each of your spelling words a score: 2 points for a consonant and 5 points for a vowel. Which word wins?

**Speed Write**  
How many times can you write each of your spelling words in 30 seconds?

**Dictionary Definitions**  
Look up each of your words in a dictionary (or an online dictionary). Do you understand what each word means?

**Spelling Hangman**  
Use your words to play hangman with a partner or grown-up. Can they guess all the letters before it's too late?

Week 1	Week 2	Week 3
myth	gardener	forgetting
gym	gardening	forgotten
Egypt	limited	beginning
pyramid	limiting	beginner
mystery	offering	preferred
hymn	offered	preferring
system	benefited	occurred
symbol	benefiting	occurring
lyric	focused	forbidden
typical	focusing	committed
Week 4	Week 5	Week 6
misspell	dislike	scheme
mislead	disobey	chorus
mistreat	discolour	echo
misbehave	discover	character
mistrust	disappear	ache
misprint	dishonest	chaos
misuse	disallow	stomach
misplace	disbelieve	chemistry
misheard	disapprove	orchestra
misread	discontinue	technology