

Yr3 Learning Letter - Friday 15th February 2019
Year 3

English

When learning about grammar, the children were engaged in activities to understand homophones (words that sound the same but are spelt differently and have different meanings, e.g. their/there/they're). They worked collaboratively in groups to select the correct homophone in a poem *I'm All Mixed Up*; to role play; to draw, etc. It is hoped that those creative activities will help the children make the correct choice of homophone in their writing as well as embed the correct spellings. The children also learned about the features and structure of a formal letter with the purpose to inform as well as to persuade:

- Purpose of writing the letter
- Paragraph one - problem + solution
- Paragraph 2 - problem + solution
- Conclusion - What should happen next?

Maths

This week we have begun to think about time. We recapped what the children learnt in year 2 thinking about o'clock, half past, quarter past and quarter to. We discussed the minute and hour hand and talked about how we knew which was which. We will be continuing to work on this after half term.

Foundation

As a cross curricular link between DT and geography, the children worked individually and in pairs to create a new Forest Hill for the future by sketching and through creating a 3D model. They evaluated their ideas and improved their design at each stage. We made links with our visit from Kareem from Lewisham Homes and discussed the feasibility of our ideas. Their ideas are creative and innovative.



Home Learning

Maths

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

Reflect on your learning in maths this half term. Practice activities using money; practice multiplying and dividing a 2-digit number by a 1-digit number and represent this using the bar model, e.g. $25 \div 5 = 5$

25				
5	5	5	5	5

Spellings

Remember to keep practising your beautiful handwriting. Try writing a short story that includes all the words in the list. Practice different sentence starters, e.g. fronted adverbials

	Look	Say	Cover	Write
through				
threw				
would				
should				
mustn't				
caught				
thought				
wouldn't				
shouldn't				
didn't				
