

**Trip to the
National Gallery
Friday 10th May**

We will leave school promptly
after registration to begin our
journey.

The children will need a
Packed lunch.

We need boxes!! If you have any empty small boxes at home that you are about to recycle please send them into class. In design and technology this week we made a roman amulet and in the coming weeks we are going to create a special box to keep our roman amulets in. Before making our special box we would like the children to look at how boxes are made to give them some ideas for when they come to make their own box. Thank you.

**Yr3 Learning Letter - Friday 3rd May 2019
Imogen's Class**

English

This week we have combined learning from history and English. The children will be working towards writing a newspaper article about the assassination of Julius Caesar. They have learnt:

- To recognise the features of a newspaper report
- To differentiate between a good and bad headline
- To write effective headlines using different techniques (e.g. alliteration: the first letter of all the words begins with the same letter, pun: a play on words that produces a humorous effect by using a word that suggests two or more meanings), rhyming)
- To understand the difference between reported and direct speech
- To convert reported speech to direct speech and punctuate direct speech correctly (e.g. The criminal protested that he was not guilty. The criminal shouted, "I am not guilty!")

Maths

Learning this week involves addition and subtraction of fractions with the same denominator and finding equivalent fractions, e.g. $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$; $\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$, $\frac{2}{4} = \frac{1}{2} = \frac{3}{6} = \frac{4}{8}$.

Activities to help embed this learning included

- reasoning and problem solving subtracting fractions
- matching diagrams showing equivalent fractions; finding equivalent fractions for fractions with a small denominator (e.g. doubling the numerator and the denominator: $\frac{1}{3} = \frac{2}{6}$; $\frac{2}{5} = \frac{4}{10}$)

Foundation

We launched our new Science learning on light. The children learned that some objects are light sources such as the sun, lamps and a candle and some objects do not produce their own light such as the moon.

We explored this question: *Can you see a white cat in a dark room?* We investigated this question by making a black peep tube. With the tube stood on the table, over a picture of a white cat and our faces pushed down against the 'top' end of the tube, we looked down our tube, ensuring that no light could get in the tube thus creating true darkness. We gradually let some light into the tube by moving our face away from the hole a little and by cutting a hole in the side of the tube. The children were fascinated by the fact that when there was true darkness they were unable to see their cat and when the light entered the tube the cat appeared. This was further consolidated by the children experiencing a dark room and many predicted that they would still be able to see the objects around them.

In RE the children began learning about Sikhism with the first lesson focusing on the founder of the religion, Guru Nanak. They learned what Guru means and what it means to be equal.

The learning in Outdoor PE is athletics. The children engaged in various activities to develop their running skills. They used the acronym FAST to help them think about their face, arms, speedy feet and trunk (body). In Indoor PE they're learning gymnastics. The children are working towards using the equipment so are first practicing shapes, balances and jumps. This week they worked on straight, tuck and star jumps. Why not ask your child to demonstrate?

Continuing their exciting historical learning, this week the children learned about why the Romans wanted to invade Britain and what happened after Julius Caesar's attempted invasion.

Home Learning

Maths

Remember to use *Times Tables Rock Stars* to continue learning your times tables.

Create fraction cards and play a game with your adult at home. Take turns to pick a card, e.g. $\frac{4}{5}$. Add or subtract a fraction of the same denominator.

Challenge: What if in your answer the numerator is larger than your denominator? Create a grid of equivalent fractions. Remember to do to the denominator what you did to the numerator e.g.

$\frac{1}{2}$	$\frac{3}{6}$	$\frac{12}{24}$
$\frac{2}{3}$	$\frac{4}{6}$	$\frac{6}{9}$

Spellings

Remember to keep practicing your beautiful handwriting. This week, practice writing sentences with direct speech, e.g. Jack pleaded with his grandpa, "Please let me move the tractor forwards with you."

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

address

busy

business

heart

fruit

breathe

strange

complete

extreme

forwards