

**Yr3 Learning Letter - Friday 7<sup>th</sup> June 2019**  
**Valerie's Class**

Welcome back to the final half term of the school year. The children have returned full of zest and renewed determination to achieve their full potential in year 3.

### English

We kicked off with an independent piece of writing for the children to review their knowledge about writing a newspaper report. They needed to show the structure and features of a newspaper report as well as good sentence composition and punctuation. In addition, linked to our topic work, the children wrote in role about life as a slave. Learning was creative and focused as the children immersed themselves in the fun activities.



### Maths

The children engaged in various activities to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. This helped them to make links to reason and solve multiplication and division questions, e.g. If I know that  $25 \div 5 = 5$ , then I know  $250 \div 5 = 50$ ; If I know  $4 \times 4 = 16$ , then I know  $40 \times 4 = 160$ . They understand the term factors (*numbers we can multiply together to get another number: e.g. 2 and 3 are factors of 6, because  $2 \times 3 = 6$ . A number can have many factors*). They understand product is a word describing the answer when you multiply two numbers together, e.g. 6 is the product of  $2 \times 3$ . They can apply this knowledge to multiplication and division problems, e.g. *There are 6 packets of green pens with 8 pens in each. How many pens are there altogether?*

*I have 12 gel pens and share them out so each person has 3 pens each. How many people did I share them between?  $\bullet \blacktriangle = 24$ . Find the possible values for  $\bullet \blacktriangle$ . Why not discuss and practice your child's maths with them to help to further embed what they have learned.*

### Foundation

Linked with English, topic learning continued with Boudicca's rebellion where the children were faced with a predicament of whether to continue their life as a controlled slave or abandoning Roman life and joining Boudicca in an attempt to reclaim their identity and freedom. They were required to give reasons for both. Before attempting to write about life as a slave, the children were allocated Roman names and they role played given scenarios (e.g. doing the laundry, cleaning, chopping vegetables, dressing the master). Their acting was empathetic; their writing was vivid and perceptive.

Work continued with the bulla boxes and production is almost complete. As well as their mathematical skills (measuring, capacity), the children are showing innovation and creativity in their designs.

In PE, the children continue to develop good athletic skills: running techniques, speed, teamwork. Please remember that PE is an important part of the curriculum. It teaches physical skills as well as hygiene.

Therefore please ensure your child brings a complete change of clothing to participate.

Indoor: Tuesday – shorts/leggings and t-shirt

Outdoor (summer): Wednesday – shorts/leggings, t-shirt and trainers.

## Home Learning

### Maths

Remember **Times Tables Rock Stars** as a resource to help develop good time tables skills!

<p>Factor 1 x Factor 2 = Product</p> <p>For example,</p> <p><math>4 \times 2 = 8</math></p> <p>factor      factor      product</p>	<p>Create a fact sheet to show your knowledge of:</p> <p>3, 4 and 8 times tables (and more if you like)</p> <p>Factor</p> <p>Product</p>
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Use this example to create your own reasoning problem

#### Making links

$$4 \times 6 = 24$$

How does this fact help you to solve these calculations?

$$40 \times 6 =$$

$$20 \times 6 =$$

$$24 \times 6 =$$

### Spelling

How well can you use the words in your sentences? To make your sentences interesting to read, remember to practice writing different types of sentences (**simple**, e.g. Mary ran with her dog;

**embedded clause** e.g. The gardener, sweaty and exhausted,

rested under a tree; **fronted adverbial** e.g. Dispicably, the robber ...

**co-ordinating conjunctions** e.g. James twisted his ankle yet ...;

**subordinating conjunctons** e.g. Before going to bed...

**Outside. Inside.** E.g. My radiant smile was natural and cheered many. Inside, my broken heart caused by slavery was irreparable.

## Words Ending in the Suffix -al

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

natural	national
occasional	capital
actual	vocal
accidental	sensational
medical	personal