

Yr3 Learning Letter – Friday 5th July 2019 Valerie's Class

English

The mystery story writing has gone brilliantly well and the children are at the stage of evaluating and editing their own work and evaluating that of a partner against some of the criteria below. Evaluating their own work enables the children to look at their work more critically and develop good critical skills to enable them to write at a higher level.

- Use of punctuation and capital letters
- Grammar – writing consistently in the correct tense, e.g. past/present tense
- Varied sentence composition and writing techniques, e.g. showing what is happening instead of telling, allowing the reader to infer the emotion implied: As I hastened toward the town centre, freedom filled my heart, crushing the unhappiness embedded there. Hope filtered through my veins.
- Paragraphs – separating events in the story into different sections
- Showing a clear beginning, middle and end in their story
- Vocabulary – e.g. using synonyms for *said*, *walked*
- Imaginative writing



Maths

This week the children have worked on improving their understanding of word problems and how to solve them, e.g. *at the archery competition, our team was Seema and Yusef. Seema scored 182, and Yusef scored 236. The winning team's score was 511. How many less than the winning team did our team of Seema and Yusef score? Use the column method to work out your answer.*

They also worked on improving their reasoning skills, practicing how to be articulate in their explanation. Choosing from an array of activities, they worked mostly independently. They at times worked in pairs engaging in intelligent discussions about a problem to justify their thinking.

Convince me

$$\boxed{} - 666 = 8 \boxed{} 5$$

What is the largest possible number that will go in the rectangular box?

What is the smallest?

Convince me

Foundation

In relation to our Take One Picture project, the children have enjoyed immersing themselves in various art activities based on the focus painting by George Bellows. They continue to work with different media in their learning to create an assortment of finished pieces. Thank you to Katie for giving up many hours of your time to support our class to learn macramé (the art of knotting string in patterns to make decorative articles).

TRIP
Lullingstone Villa
Tuesday 9th July
This is a reminder that Year 3 will
be going on their last trip for the
year.

Home Learning

Maths

Make sure you're using ***Times Tables Rock Stars*** as a resource to help develop good time tables skills!

This week, you decide which mathematical aspect you want to practice. Remember, maths is all around you at home and in the community as you go about your daily business.

Spelling

How many of these words can your child spell? Remember, these are words that the children are expected to read and spell by the end of Year 4. Please focus on at least five per week from now until the end of Year 3 – choose the ones that your child finds tricky. Practice writing the words in different sentences to help embed the spellings.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	