Stonehenge Term 3 Newsletter

English **-** In Guided Reading we will be reading 'The Owl Tree' by Jenny Nimmo and focusing on skills to develop fluency, understanding and comprehension skills. In Writing, we are studying Mrs Noah's Pockets, focusing on punctuating speech, using the progressive form of verbs and finishing with a retell of the story. In week 4 we will then start our non-fiction unit of work where we will write a letter and a non-chronological report about a creature.

Maths **-** We are starting the term with fractions! The children will be identifying different unit and non-unit fractions before ordering and comparing them.

We will also be looking at written methods for addition and subtraction. If you see the knowledge organiser below you will see the methods we are learning in class and can support us at home by using these methods.

Science – Rocks, Fossils and Soils

In science we will be learning about rocks, soils and fossils. We will compare and group together different kinds of rocks based on their appearance and physical properties. We will describe how fossils are formed when things that have lived are trapped within rock.

What else are we learning?

ART/ DT- Designing and making Egyptian collars

PSHE- Dreams and Goals

PE- Gymnastics (Monday)

RE- Judaism and learning about how important it is for Jewish people to do what God asks them to do.

Music- Learning Egyptian songs.

Computing- We will be exploring the concept of sequencing in programming thought Scratch.

Topic – History – Egyptians

There is so much we will be learning, but here are a few key learning questions – look at the knowledge organizer for more!

- Who were the Ancient Egyptians?
- Why was the Nile important?
- What was mummification?
- Who was Howard Carter?

What do we need to remember?

Read 3 times a week

Practise multiplication facts every night

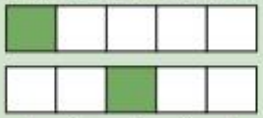
All children must now have a waterproof coat and a change of shoes for outdoor learning every Friday.

PE kit is a plain white t-shirt and shorts or joggers.

Year 3 Term 3

Unit fractions have a numerator of 1

$\frac{1}{5}$



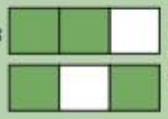
If the denominator is 5 there are 5 equal parts.

$\frac{1}{8}$

If the denominator is 8 there are 8 equal parts.

Non-unit fractions have a numerator greater than 1

$\frac{2}{3}$ is 2 one thirds



The numerator is 2 so two out of 3 equal parts are shaded.

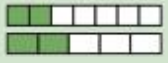
$\frac{4}{7}$

denominator
numerator
unit fraction
non-unit fraction

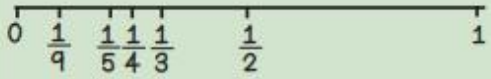
$\frac{4}{7} < \frac{6}{7}$

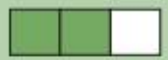
When the denominators are the same, the larger the numerator, the larger the fraction.

$\frac{2}{7} < \frac{2}{5}$

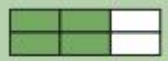


When numerators are the same, the larger the denominator the smaller the fraction.

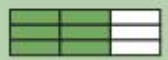




$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$

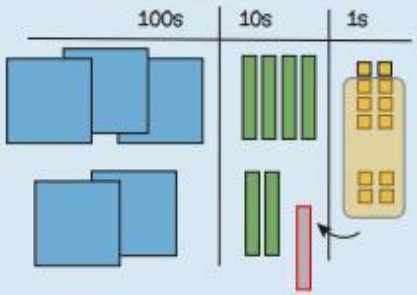


$\frac{4}{6}$ If there are 2 times as many equal parts, then there are 2 times as many shaded parts



$\frac{6}{9}$ If there are 3 times as many equal parts, then there are 3 times as many shaded parts

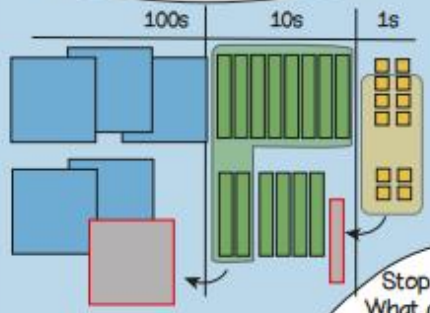
348 + 224
Regrouping the ones



$$\begin{array}{r} 348 \\ +\ 224 \\ \hline 572 \\ \hline \end{array}$$

Regroup the 12 ones into 1 ten and 2 ones

388 + 264
Regroup in multiple columns



$$\begin{array}{r} 388 \\ +\ 264 \\ \hline 652 \\ \hline \end{array}$$

Stop and Look! What do you notice? Where will we regroup or exchange?

regroup
exchange
ones
tens
hundreds

76 + 388
Different numbers of digits

$$\begin{array}{r} 388 \\ +\ 76 \\ \hline 464 \\ \hline \end{array}$$

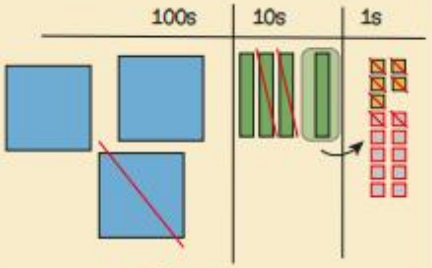
Line up the ones with the ones, the tens with the tens

388 + 199
348 + 140
348 + 51

In my head?
With jottings?
Formal written method?

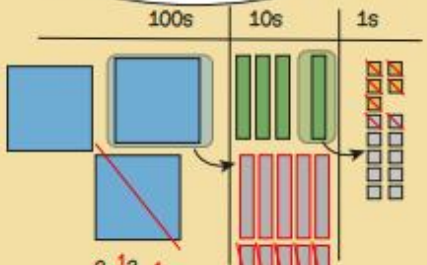
348 – 199
348 – 140
348 – 23
308 – 297

345 – 127
Exchanging tens



$$\begin{array}{r} 345 \\ -\ 127 \\ \hline 218 \\ \hline \end{array}$$

345 – 157
Exchanging in multiple columns



$$\begin{array}{r} 345 \\ -\ 157 \\ \hline 188 \\ \hline \end{array}$$

345 – 67
Different numbers of digits

$$\begin{array}{r} 345 \\ -\ 67 \\ \hline 278 \\ \hline \end{array}$$

Line up the ones with the ones, the tens with the tens