

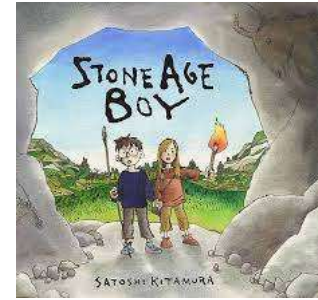
Year 3 Newsletter

Week beginning: Monday 18th September 2023

Dear Parents and Carers,

English

We have now finished reading and discussing the text which is full of interesting illustrations. The children have written a book review and rated the text. We have compared our daily life to life in the Stone Age.



Music

All the children were much more comfortable handling a ukulele this week. They are enjoying the lesson playing the instrument.



PE

We played team games to develop our skills for rugby. The children are having great fun on the playground and in the hall!

Science

This week in science, we studied food labels. We tried to understand the traffic light system of labelling on the food packets and the information given on the labels. We discussed the importance of healthy eating. The children completed a mini quiz on the food groups.

Maths

This week in maths, we have been learning to find 1, 10 or 100 more or less than a given number. In addition to this, we learnt to count in 50s. Some children are finding the three-digit place values tricky, so we have done a lot of oral and mental maths. We also solved a lot of problems on our white boards using practical base ten blocks and place value counters.

The children found the missing numbers on a number line to 1,000, then compared and ordered numbers to 1,000.

This brings our Place Value unit to a conclusion. Without a good understanding of place values, the children will struggle with using the four mathematical operations to solve problems. In school, we will revisit these concepts during our early morning activities and in our maths lessons, but it will be a great help to the children if you could encourage them to use these maths concepts in your daily lives.

Complete the number line.



$$500 \div 10 = 50$$

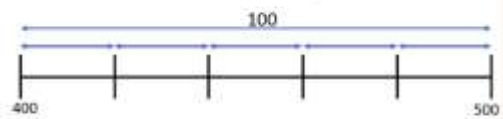
The start point is 100 and the end point is 600

There are 10 intervals on the number line.

Each interval is worth 50

The number line is counting up in 50s

What are the missing numbers?



$$100 \div 5 = 20$$

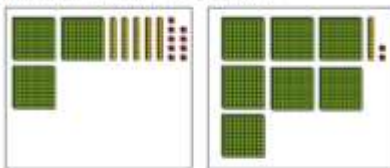
The start point is 400 and the end point is 500

There are 5 intervals on the number line.

Each interval is worth 20

The number line is counting up in 20s

1 Which number is smaller? Tick your answer.



2 Which number is greater? Tick your answer.



3 Circle all the numbers that are less than 718

634 800 715 720 66 1,000

4 Write >, < or = to make the statements correct.



RE

After re-visiting the story of Noah's Ark (for the benefit of the children who were absent during the last lesson), we discussed the importance of keeping a promise. The children provided thoughtful answers to the questions on the topic.

Times Tables

Times tables tests will be conducted on Tuesdays. This week, all the children attempted ten times multiplication and division problems. The idea is to practise the patterns for times tables. We will do each times table twice before moving on, if all answers are correct. The order in which the times tables are taught and tested is as follows –

10 times

5 times

2 times

3 times

11 times

4 times (we will learn doubling numbers to help us with this)

8 times (doubling answers to 4 times tables)

6 times

9 times

7 times

12 times

Mixed times

*This is not set in stone. If your child prefers to learn them in a different order, that is perfectly fine. This is the order in which I prefer teaching them. Children that are confident in their ten times tables will be asked to attempt **five** times tables next week.*

Have a great weekend!

Mrs Pattanshetti, Mrs Glennon and Mrs Patterson 😊

Dear Parents,

I just wanted to reassure you that we have done all we can to address the misunderstanding that occurred in Year 3 this week. If I have inadvertently conveyed an incorrect message to the children, I sincerely apologise. If you know me well enough, you will realise that it is certainly not in my nature to teach children to be devious, or to keep things from you.

A message was taken home by some children that I asked them not to convey incidents that occur in school (that have already been dealt with) to their parents. This is absolutely **not** true. We do everything we possibly can to encourage children to open up about their problems, as we highly value openness and honesty in this school.

I really appreciate the support shown by some of you in this matter. As far as I can see, I was probably trying to re-phrase a sentence when talking to the children, but I didn't realise that they had misunderstood me or my intention.

I would like to reassure you that we have spoken to all the children in the class to reinforce the message that they should always speak to their parents and to the adults in school about anything that they are unhappy about.

In future, if any incidents occur that may concern you, please remember that I am always happy to speak to you directly to address your concerns. It is so much easier to clarify any misunderstandings and avoid any confusion if we can address them together.

Thank you.

Kind regards,

Mrs Pattanshetti.