Our learning this week:

Maths: We have done some assessments in maths this week and are very pleased with the children's performance. For our work about measuring we have been looking at measuring distances in metres and kilometres. To help us with this we have spent some time exploring thousands. It would be really helpful if you could continue this at home by helping your child to read and write numbers including thousands. Next week we will start looking at multiplying and dividing numbers. In Year 3, children are expected to know their 2, 5, 10, 3, 4 and 8 times tables by the end of the year. We are busy practising these every day in school but a little extra at home would be very useful if you have time.

English: This week the children have been busy planning their amazing dinosaur stories, which they will be writing next week. We have continued to learn about adverbs and have tried to include these in our writing. We have been learning some adverbs for our spellings this week and it would be great to see if anyone can remember to include any of these in their stories next week.

RE: We have been continuing to learn about the Mass this week. We have also discussed the sacrifice that Jesus made for us and reflected on our own memories and experiences of sacrifice.

Science and Topic: We have really enjoyed the collections of fossils that the children have been bringing in to school. We appear to have some budding palaeontologists in Year 3! Next week we will be exploding our volcanoes, so please make sure these are in school on Monday to avoid disappointment.

Spelling Rules and Handwriting

This week we have been learning how to change root words that end in –al (e.g. actual) and –ic (e.g. magic) into adverbs by adding the suffixes –ly or –ally.

basically	_____	comically	_____
frantically	_____	actually	_____
dramatically	_____	accidentally	_____
magically	_____	occasionally	_____
tragically	_____	eventually	_____

Other News

- *Please make sure all volcanoes are in school on Monday ready for the explosions!*

Parent and child response: