

Year 3

Dear Parents and Carers,

It has been a strange but fun week with a reduced number of children in class! However, we have continued our learning on *Money* in Maths and have been exploring poetry in English.

We wanted to add some specific Year 3 guidance to the home learning suggestions emailed through to everybody earlier this week via ParentPay. The ideal platform for keeping up with the curriculum in Maths is of course Mathletics. We have set tasks to consolidate all the learning we have done on *Multiplication* and *Division*, as well as *Money*. This seemed the logical place to start.

Attached to this newsletter are some screen shots from the Mathletics page to show you what we have covered already this year and what remains to be taught. We were poised to start the important topic on *Fractions* next week so once your child has worked through the abovementioned areas (*repeatedly* if necessary), we suggest that they start *Fractions*. It is always good practice to recap and review 'old' learning so we stress that your child should start with the tab at the bottom of the screen in the *Fractions 1* section, labelled 'something easier' before they commence the main fraction activities. Please note that there are 2 *Fractions* topics (and they are progressive so should be done in order). We would appreciate it if you would work through the tasks initially *with* your child to help teach them before letting them loose on their own. It would be a very good idea to also revisit the 'old' topics of *place value* and *addition* and *subtraction*.

The closure of the school could be long term so once *Fractions* has been mastered, move onto other topics. There are also numerous resources and videos to be found online; if you google any aspect that your child finds difficult, plenty of videos and explanations would be available. Twinkl who, I understand, have made access to their resources free for a month, have teaching PowerPoints and actual question resources available.

Continuing to hear your child read is paramount but please also see the links and ideas that you received via ParentPay. We are also finding that many children struggle with choosing the correct homophone in their writing; please find a list of examples of these below. If your child does find spelling a real challenge, we recommend referring to the National Curriculum Key Stage 1 spelling appendix.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 -](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1)



[Year 3 Home Learning Grid](#)

Please continue to follow this.

Other links:

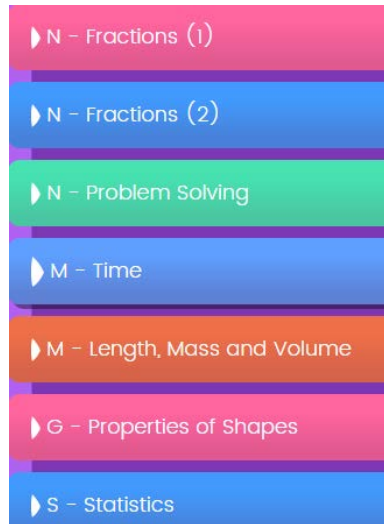
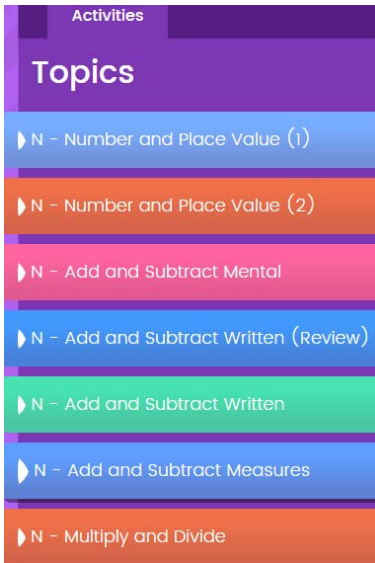
<https://www.linguafun.eu/>

<https://www.duolingo.com/welcome>

In Parent Consultation feedback we have mentioned targets of consolidating formal written methods for $+$ / $-$ / \times – please look on our year group page on the website for a sheet outlining these methods.

Many thanks for your continued support,

Year Three Team 😊



On the left are the topics taught already this year. On the right are the remaining ones.

Please start with *Fractions* 1 (remember 'something easier' first) once your child has worked through and understood the multiplication / division and Money tasks set.

Examples of homophones:

brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane, there/their/they're, where/we're
