

Year 3/4 News

Friday 3rd November 2023

What a busy week!

Wow! The children have been super smart again and settled into their learning really quickly after half term week. We have started to learn how to write non-chronological reports and analysed features in texts. We launched into our art work, discussing what sculpture is and then designed some ideas for clay work. In Geography, we have had Atlases and globes out and enthusiastically travelled in to Europe in our learning! In maths, we continue to add and subtract for another week. Our PHSE learning is about celebrating differences and we have had some very deep and meaningful class conversations. Well done everyone! Thank you for your continued support.

Mrs Keilty, Miss Dowd, Miss Jackson and Mrs Skinner

SUBJECT SPECIFIC VOCABULARY

Each week we will share vocabulary linked to the learning we have planned for the coming week. It is really helpful for the children to become familiar with some of these words before they meet them in their lessons. There is no need to produce any work linked to these words, a conversation at home about the words would be brilliant!

Maths: column, hundreds, tens, ones and represent.

Geography: continent, countries, capital cities, human and physical geography

HOME LEARNING

Reading – If you have any queries about your child's reading, please use the Reading Records to pass on any comments to the teacher. **Children should aim to read at home for 15-20mins daily.** This may be reading to an adult or independent reading. Please record reading in the green reading record.

Spellings – Practise spelling these y4/3 statutory spelling challenge words: centre, decide, early, heart, learn, minute, notice, regular, therefore.

Maths – Activities will be set on MyMaths each week to follow up in class learning or revisit key skills. Children should spend no more than 30mins per week on these tasks. ***Before moving on to column addition next week, we have included a consolidation of addition and subtraction methods covered so far. Please see the pages attached. Why not display them in your bedroom as a reminder?***

Y3's please could you login and complete the task based on 'rounding and estimates'.

Y4's please could you login and complete the task based on 'number facts and doubles 4'.

Times tables – Times tables are key to so many areas of maths so we would like children to try to spend a little bit of time practising regularly - every day if possible! Children can log on at <https://play.trockstars.com> and <https://www.topmarks.co.uk/maths-games/hit-the-button>.

Optional Extras – Sometimes children are keen to do something extra linked to their learning. We will give ideas but there is no requirement to complete these tasks. In preparation for our non-chronological report writing, you may want to research an aspect of Ancient Egyptian times eg. The River Nile, Everydaylife, Pyramids etc. Also, you may want to see if you have an Atlas or a globe at home and have a good zoom into Europe as a continent we are learning about!

NOTICES

As the weather is getting colder and wetter, please could you ensure that children bring a waterproof coat in with them.

You may want to pack warm clothes for Outdoor PE e.g. plain coloured leggings/tracksuit bottoms.

Please kindly pack a healthy snack (fruit or vegetables) for break time.

Consolidation of Addition and Subtraction Methods

Partitioning

$$\begin{array}{c} 49 \\ / \quad \backslash \\ 40 \quad 9 \end{array} + \begin{array}{c} 35 \\ / \quad \backslash \\ 30 \quad 5 \end{array} = 70 + 14 = 84$$

Add the tens.

Add the ones.

Redistributing

$$\begin{array}{c} 49 \\ +1 \downarrow \\ 50 \end{array} + \begin{array}{c} 35 \\ \downarrow -1 \\ 34 \end{array} = 84$$

Calculation:

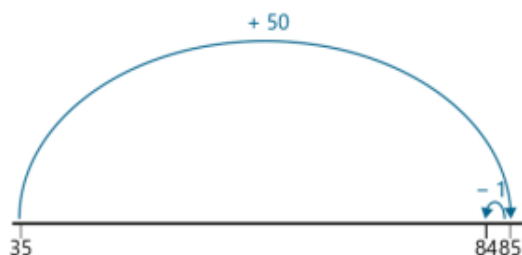
$$49 + 35 = 84$$

addends sum

Number Story

First, Sally had 49 apples.
Then, Mark gave her 35 more.
Now Sally has 84 apples
altogether.

Adjusting



$$\begin{array}{l} - 49 + 35 = \\ \downarrow \\ - 50 + 35 = 85 \\ - 85 - 1 \end{array}$$

Subtraction

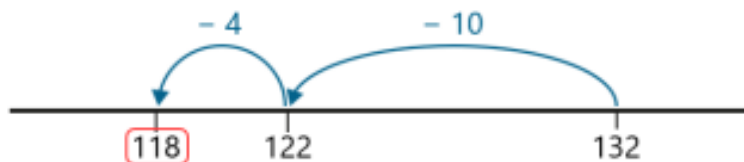
$$178 - 24 = 154$$

Minuend Subtrahend Difference

Partitioning (working back from minuend)

Partition the subtrahend and subtract from the minuend.

$$132 - 14 = 118$$



Finding the Difference (working forward from subtrahend)

1. Bridge to multiple of 10.
2. Jump to minuend.
3. Add differences together.

$$123 - 97 = 26$$

