

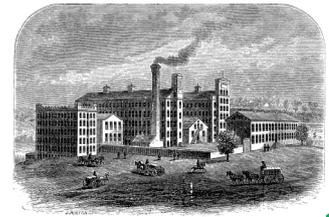
# Y3 Independent Learning 13.5.22

We have now started our new history topic:

What was it like to work in a Victorian mill in Leeds?

During this half-term, can you prepare a project about the Victorians? It could be a fact-file, a timeline, a piece of art or whatever you like!

Please bring your project in on Wednesday 25th May!



## Reading

Reading is so important for your child's progress across all subjects in school. Your child brings home a banded reading book at their reading level. They should be reading at least three times a week at home with an adult.



When they read with you, try to ask them questions to check their understanding of what they have read e.g. **"How is that character feeling?"** or **"What do you think will happen next?"**.

## Spellings

This week's spellings are pairs of *homophones*. They sound the same, but are spelt differently and have different meanings. Can you tell an adult at home what each word means?

ball	break
bawl	fair
berry	fare
bury	mail
brake	male

## Times Tables Challenge

The 3JI Bumblebees have taken a commanding lead in May's TTRockstars tournament, with 4 of the top 5 Rockstars so far! Can 3ER bring it back ?

1	Joshua Daly 3JI	1,743
2	Ebrahim Maumoniat 3JI	1,370
3	Niha Murtza 3JI	909
4	Gedion Fessehaye 3JI	694
5	Johnny Ko 3ER	524

## English

In English, we continued our new unit - persuasive letter writing.

First, explain to an adult at home what “**cause and effect**” means.

Next, can you write a short persuasive letter to an adult at home, asking them if you can **stay up late**? You need to include lots of reasons why you think it is a good idea.

Try to include as many of our **persuasive letter features** as you can!

Persuasive Letter Features
Sender's address
Recipient's address
Date
Formal greeting
Introduction - reason for writing
Paragraphs - reasons why and evidence
Cause and effect conjunctions
Formal language
Rhetorical questions
Conclusion - ask for response
Sign off "Yours sincerely,"

## Maths

In maths this week, we added and subtracted fractions.

Remember, **if the denominators are the same, just look at the numerators!** Can you complete the questions below?

1.  $\frac{7}{8} + \frac{4}{8} =$  \_\_\_\_\_

2.  $\frac{4}{12} + \frac{6}{12} =$  \_\_\_\_\_

3.  $\frac{4}{7} + \frac{6}{7} =$  \_\_\_\_\_

4.  $\frac{9}{20} + \frac{7}{20} =$  \_\_\_\_\_

5.  $\frac{1}{4} + \frac{5}{4} =$  \_\_\_\_\_

6.  $\frac{3}{6} + \frac{5}{6} =$  \_\_\_\_\_

7.  $\frac{3}{10} + \frac{5}{10} =$  \_\_\_\_\_

8.  $\frac{7}{12} + \frac{3}{12} + \frac{2}{12} =$  \_\_\_\_\_

1.  $\frac{3}{3} - \frac{2}{3} =$  \_\_\_\_\_

2.  $\frac{5}{6} - \frac{1}{6} =$  \_\_\_\_\_

3.  $\frac{8}{3} - \frac{5}{3} =$  \_\_\_\_\_

4.  $\frac{11}{11} - \frac{5}{11} =$  \_\_\_\_\_

5.  $\frac{16}{20} - \frac{10}{20} =$  \_\_\_\_\_

6.  $\frac{9}{10} - \frac{4}{10} =$  \_\_\_\_\_

7.  $\frac{12}{6} - \frac{8}{6} =$  \_\_\_\_\_

8.  $\frac{13}{16} - \frac{3}{16} =$  \_\_\_\_\_