

Literacy – Zara Ibrahim 3 Magnolia

Zara’s work deserves to be celebrated because she re wrote her paragraph and made improvements. Zara’s improved paragraph includes all three key skills that we have been learning about in Literacy - these include expanded noun phrases, a sub heading and conjunctions. Zara made sure to punctuate her paragraph correctly including her expanded noun phrases, she used a range of conjunctions (co ordinating and subordinating). When writing expanded noun phrases, she took care to select suitable adjectives. Zara also went an extra step and extended one of her expanded noun phrases with a noun phrase!

Date: Wednesday 28 th November 2018						I AS GW VF	
WALT: write a non-chronological report.							
We must always remember to include: full stops, capital letters, finger spaces and phonic sounds							
The key skills we are learning in this unit of work are:	Skill 1		Skill 2		Skill 3		
	I can use subheadings.		I can expanded noun phrases.		I can use conjunctions.		
	WT	WA	GD	WT	WA	GD	

rival x3
rival
rival
rival
dirty x3
dirty
dirty
dirty

The brave, hardworking Iron Age people made round houses because they needed to be protected from the hideous, armed, tribal tribes.

What were round houses made from? ^{Re-do please}
Round houses were made from wattle and daub. They made wattle and daub inside the round houses because they could make the Iron Age people warm, cosy. Roofs were made from thatched, dirty roof with grass or straw. They made roofs like that so they could keep the evil, wicked, thunderous tribal tribes.


What were round houses made from?
Weak, dirty round houses with pointed roofs were made from wattle and daub, so it could keep the brave, hardworking Iron Age people warm. A tall, metal pole was in the centre since it supported other poles to form the roof. The sturdy, circular roofs were made from weak, dry straw because it kept the rain out.


Numeracy – Amanpreet Bhandall 3 Magnolia

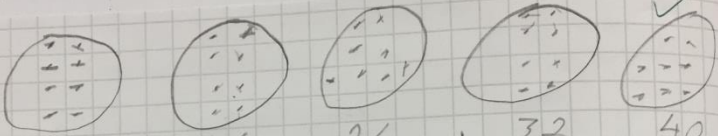
Amanpreet’s work deserves to be celebrated because she has used knowledge and methods that she has learnt in lessons to help her answer questions. Amanpreet has used methods such as arrays and pictures to show her method and has explained fully how she worked out her answer.

WALT: identify the relationship between the 4 times and 8 times tables 16/11/2018

In Focus



How many  are there?
How can we tell?



8, 16, 24, 32, 40

I know $6 \times 8 = 48$ so since groups of 8 are 40 because we just have to take away 8 of 48 ✓

8, 16, 24, 32, 40

Now we take away 8. Now we have 40 left that means $5 \times 8 = 40$. I also know $5 \times 4 = 20$ and we can double 20. $20 + 20 = 40$ ✓

$1 \times 8 = 8$				
$2 \times 8 = 16$				
$3 \times 8 = 24$				
$4 \times 8 = 32$				
$5 \times 8 = 40$				
$10 \times 8 = 80$				
$5 \times 8 = 40$	8	16	24	32

5 is half of 10 and 40 is half of 80

.....840
.....16	
.....24	
.....32	