



YEAR 3

Miss Richards and Miss Bull



INCLUDED IN THIS
PRESENTATION:

- ❑ Curriculum expectations of Year 3 Writing
- ❑ Curriculum expectations of Year 3 Maths
- ❑ Curriculum expectations of Year 3 Reading
 - ❑ How you can help at home. Homework
 - ❑ Spellings and reading
 - ❑ Enrichment in Year 3

CURRICULUM OVERVIEW

Autumn

Spring

Summer

Autumn	Year 3		
	<u>Science</u> Rocks and soils, forces, magnets	<u>History</u> Stone Age Bronze Age Iron Age Egyptians	<u>Geography</u> -
	<u>RE</u> Festivals and traditions	<u>Art</u> Sketching, water colour	<u>DT</u> Food technology
	<u>PE</u> Athletics, fitness, OAA	<u>Music</u> Rhythm, notation <u>French</u> Seasons weather	<u>Computing</u> -

<u>Science</u> Living things Light	<u>History</u> -	<u>Geography</u> -
<u>RE</u> Parables	<u>Art</u> Batik and weaving	<u>DT</u> Pneumatics
<u>PE</u> Yoga, gym, basketball, dance	<u>Music</u> Recorders, notation <u>French</u> Body parts	<u>Computing</u> Databases Coding

<u>Science</u> Plants	<u>History</u> -	<u>Geography</u> UK, a comparison with WGC
<u>RE</u> Beatitudes Belonging and symbols	<u>Art</u> Sculpture	<u>DT</u> Food technology
<u>PE</u> Tag rugby, Hockey, Cricket, Swimming	<u>Music</u> Reggae, history of orchestra <u>French</u> The classroom	<u>Computing</u> -

Curriculum expectation of Year 3 -Writing

By the end of Year 3, to be age related your child needs to be able to:

- ❑ Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught
- ❑ Using diagonal and horizontal strokes to join letters. Increasing legibility, consistency and quality of handwriting (they will be achieving their pen licence this year)
- ❑ Composing and rehearsing sentences orally, building a varied and rich vocabulary and increasing a range of sentence structures
- ❑ Proof-read for spelling and punctuation errors
- ❑ Evaluating the effectiveness and their own and others writing and suggesting improvements
- ❑ Write narratives, creating settings, characters and plot
- ❑ Using simple organizational devices in non-narrative material (headings, subheadings)
- ❑ Using conjunctions, adverbs and prepositions to express time and clause
- ❑ Indicating possession by using the possessive apostrophe



Curriculum expectation of Year 3- Writing

This may seem like a lot... but your child works to achieve this across the year!

What can you do at home to help...?

- When completing writing homework at home you can encourage your child to use their phonic knowledge independently to help them spell.
- Remind them to use their capital letters and full stops.
- Try to encourage your child to write neatly on the line, with letters that are the correct size in relation to each other.
- Remind your child to use their correct punctuation.
- Practice their weekly spellings with them at home!



Curriculum expectation of Year 3 - Maths

By the end of Year 3, to be age related your child needs to be able to:

- ❑ I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- ❑ I can read, write, compare and order numbers up to 1000 numerals and in words.
- ❑ I can identify, represent and estimate numbers using different representations.
- ❑ I can add and subtract numbers mentally, including
- ❑ I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- ❑ I can estimate the answer to a calculation and use inverse operations to check answers.
- ❑ I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- ❑ I can count from 0 in multiples of 4, 8, 50 and 100 and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- ❑ I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, using mental and progressing to formal written methods.
- ❑ I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- ❑ I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- ❑ I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- ❑ I can recognise and show, using diagrams, equivalent fractions with small denominators.
- ❑ I can add and subtract fractions with the same denominator within one whole.
- ❑ I can compare and order unit fractions, and fractions with the same denominators.
- ❑ I can solve problems that involve all of the above.



Curriculum expectation of Year 3 - Maths

Continued:

- ❑ I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- ❑ I can measure the perimeter of simple 2-D shapes.
- ❑ I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
- ❑ I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- ❑ I can estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- ❑ I know the number of seconds in a minute and the number of days in each month, year and leap year. I can compare durations of events.
- ❑ I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- ❑ I can recognise angles as a property of shape or a description of a turn.
- ❑ I can identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- ❑ I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- ❑ I can interpret and present data using bar charts, pictograms and tables.
- ❑ I can solve one-step and two-step questions [for example, 'How many more?' and 'How many less?'] using information presented in scaled bar charts and pictograms and tables



Curriculum expectation of Year 3 - Maths

This may seem like a lot... but your child works to achieve this across the year!



What can you do at home to help...?

- Practise their 3, 4 and 8 times tables at home. (make sure they already know their 2's, 5's and 10s)
- Encourage your child to read the time on a clock to the nearest hour and 15 minutes.
- Ask your child to show you a number and tell you how many hundreds, tens and how many ones.
- Ask your child to tell you what one more/less, ten more/less, a hundred more/less would be for any given 3 digit number.
- Encourage your child to notice 3D shapes in real life and name the shape and describe its properties (eg edges, faces, vertices)
- Encourage your child to notice fractions in real life (eg cutting up a pizza).

Curriculum expectation of Year 3- Reading

By the end of Year 3, to be age related your child needs to be able to:

- ❑ Continue reading exception words and noting the unusual correspondences.
- ❑ Apply growing knowledge of root words, prefixes and suffixes, and understanding new words they meet.
- ❑ Using dictionaries to check meaning
- ❑ Increasing familiarity with a wide range of books – fiction, non-fiction, myths, legends, poetry, scripts,
- ❑ Checking the text makes sense to them, discussing their understanding and explaining the meaning of words
- ❑ Drawing inferences of characters' feelings, thoughts and motives
- ❑ Identifying main ideas from paragraphs and summarising them
- ❑ Participate in discussions about books they read and books that are read to them



Curriculum expectation of Year 3 - Reading

What can you do at home to help...?

- Practise reading at least 5 times a week.
- Ask your child questions about the text.
- Look to see what our weekly focus in guided reading is
- Record your session in the reading record.



Homework

- Set on a Friday and returned on a Tuesday (unless a 2-week project is set).
- The homework will be a maths, literacy or subject based piece of learning. This will either be pre-learning or consolidation of learning from the week.
- It should take your child no longer than 20 minutes to complete, unless more time is given in a bigger project.
- If your child is finding an element of the homework tricky. Do not worry. Return the homework and a teacher will help your child in school.

Spellings and Reading

- Please practice the spellings set each week. They are set on a Friday and tested on the following Thursday.
- Please read with your child every evening and record this in their reading record. Please try to focus any questions on the Guided Reading focus that week by using the question stems at the front of the reading record.

Explaining the meaning of words in context	Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning
What does ... mean? Which word tells you that...? Find the word/ noun/verb phrase which shows that...	What do you think this story will be about? Why? What do you think is going to happen next? Why? What do you think... will say when...? Why? What might happen in the next chapter? Why?	Which paragraph tells you...? What happened in the story? True/ false statements based on the text. What would be a suitable heading for this page/ paragraph? How would you label these parts of the <u>text</u> . Which happens <u>first...</u> or...? How does the first sentence prepare the reader for the story/ article? Think of one sentence to describe... Think of one word to describe the main character. Why did you choose it?	Ask true or false based on the text. How do you think this character is feeling? Why? What does the word... imply about...? Why did he feel...? What might... be thinking? What might his/ her attitude be towards...? What do phrases such as... tell you? How do you know that...? What else might make this character feel...? What other reason could there be for...?	What is the effect of...? Explain how the language in this sentence shows...? Which words help the reader to imagine...? How does the choice of language create the impression that...? Why did the author choose the verbs ... and ...? How does this create the impression that...?

Enrichment Reminder

Enrichment opportunities coming up!

Autumn Term

Multi-sports Event at Monks Walk – Thursday 19th September

British Museum – We will send a letter out soon with further details

Orchard – Forest school learning days

Spring Term

Orchard – Forest school learning days

Summer Term

Orchard – Forest school learning days



THINGS TO REMEMBER...



- Importance of attendance!

If your child is absent this breaks the continuity of learning and they could find it trickier to access the learning.

- Support your child!

Please read everyday! Reading underpins everything that we do in school.

- Outside achievements!

We love to hear about your child's achievements outside of school, however we do not do a show and tell as this uses up valuable learning time. Your child can share this with adults and their friends during the day.

***Any
questions...?***

