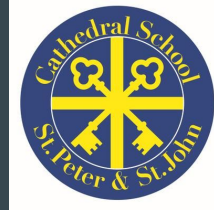


Year 3



Parents Meeting

Class Teacher: Miss Allen Teaching Assistant: Miss Dolton

Spiritual, moral, social and cultural development

- Importance of our health and well-being in order to have the capacity to make the right choices and work at our best level
- Positive reinforcement policy
- Reflection times where needed to support children in understanding appropriate behaviour
- Mrs Bolton drop in sessions for children and parents



Our reward system for following the Golden Rules and showing God's love to one another.

Our reward assembly is on a Friday to celebrate the achievements of the week.

Classroom daily rewards - class dojo

Star of the Day

V.I.P table

Golden cards



Homework and Spellings

- Homework will be given out on Friday and returned to school to be marked on Tuesday.
- Spelling tests will be carried out on Thursday. You can find your children's scores in their home spelling book and incorrect words will be highlighted so they can continue to practice these.
- Homework will consist of one piece of Maths work from their homework journals.
- Children are expected to read and have their reading record signed each night.
- Children are expected to read at least 10 pages of their book each night.

Children are expected to learn their spellings each week.

They will be set on spelling frame to practise on.

Children are expected to learn their times tables.

In year 2 children are to know 2x 5x and 10x to instant recall.

In year 3 children learn 3x 4x and 8x

In year 4 children are expected to know all times tables ready for their multiplication check.

P.E

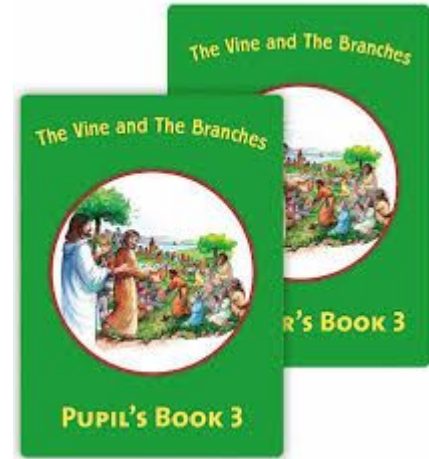
- Children will have P.E every Monday.
- They need to bring plain black shorts a plain white t shirt and trainers or pumps each week.
- Alternatively they can bring their P.E kit and leave it on their peg.



The curriculum - Religion

Religion is at the heart of our school. We say prayers together and take part in class and whole school worship. Children also lead class worship for their peers. We use the vine and the branches programme which covers.

- Special people from the Bible
- Baptism and confirmation
- Advent and Christmas
- Pentecost
- Reconciliation
- Universal Church
- Other religions - Judaism, Sikhism
-



The curriculum - Maths

Maths - White Rose

In our school we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest.


We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary.

Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.



Fractions of a set of objects (1)

1 Here are some counters.





a) Circle $\frac{1}{2}$ of the counters.


b) How many counters did you circle?


c) What is $\frac{1}{3}$ of 12?

2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 

b) $\frac{1}{2}$ of 16 = 

c) $\frac{1}{4}$ of 8 = 





d) $\frac{1}{4}$ of 16 = 

3 To find a half I need to divide by 2

Do you agree with Dexter?

Talk about it with a partner.

4 Complete the table.

Fraction	Division	Example	Drawing
one half	divide by 2	$\frac{1}{2}$ of 6 = 3	
one quarter	divide by 4	$\frac{1}{4}$ of 8 = 2	
one third	divide by 3	$\frac{1}{3}$ of 15 = 5	
one fifth	divide by 5	$\frac{1}{5}$ of 15 = 3	

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Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn

Number

Place value

FREE TRIAL

[VIEW](#)

Free trial

Number

Addition and subtraction

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Spring

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and perimeter

[VIEW](#)

Number

Fractions A

[VIEW](#)

Measurement

Mass and capacity

[VIEW](#)

Summer

Number

Fractions B

Measurement

Money

Measurement

Time

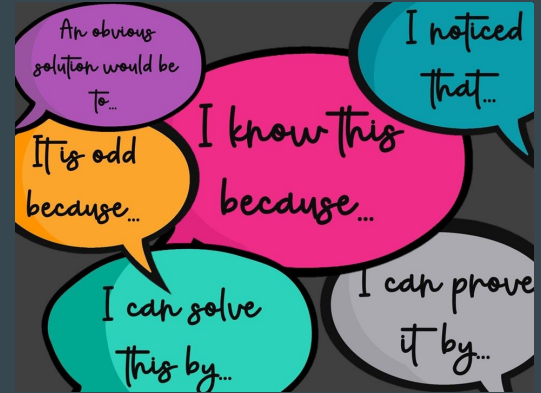
Geometry

Shape

Statistics

Consolidation

One of the most valuable things you can do is talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. This is why our maths home learning sheets are based around what they have been working on in school. It provides opportunities for them to talk and explain their maths understanding.



Year 3 Maths

Year 3 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ❑ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ❑ Compare and order numbers up to 1000. ❑ Identify, represent and estimate numbers using different representations. ❑ Read and write numbers up to 1000 in numerals and in words. ❑ Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. ❑ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ❑ Estimate the answer to a calculation and use inverse operations to check answers. ❑ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ❑ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ❑ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ 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. ❑ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ❑ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ❑ Recognise and show, using diagrams, equivalent fractions with small denominator. ❑ Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. ❑ Compare and order unit fractions, and fractions with the same denominators. ❑ Solve problems that involve all of the above.

Year 3 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ❑ Measure the perimeter of simple 2-D shapes. ❑ Add and subtract amounts of money to give change, using both £ and p in practical contexts. ❑ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ❑ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. ❑ Know the number of seconds in a minute and the number of days in each month, year and leap year. ❑ Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. ❑ Recognise angles as a property of shape or a description of a turn. ❑ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ❑ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']. ❑ Use information presented in scaled bar charts and pictograms and tables.

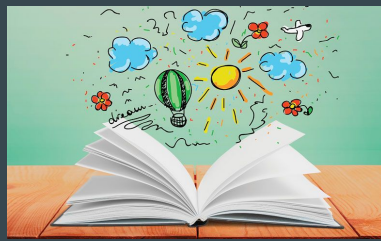
Multiplication



Children who have mastered their tables gain a solid foundation in mathematics that will help them throughout their progression within the subject. The national expectation is that every child must be able to answer any times table question mentally within 6 seconds.

Year 3	Year 4	Year 5	Year 6
2s, 3s, 4s, 5s, 8s, 10s times tables and related division facts.	All times tables and related division facts up to x12.	All times tables and related division facts up to x12 and apply these to other calculations e.g. $6 \times 6 = 36$ so $60 \times 6 = 360$.	All times tables and related division facts up to x12 and apply these to other calculations e.g. $6 \times 6 = 36$ so $60 \times 6 = 360$.

Reading



National Curriculum set out key skills that children should learn at Year 3. We teach key reading skills at school through shared reading in Literacy, guided reading sessions and some independent reading.

Here are the main key skills: Children should be able to read with good expression and fluency and show some understanding of what they have read.

At this stage the teaching comprehension takes precedence over teaching basic decoding of reading.

Children should be able to read accurately words of two or more syllables.

The children will be taught to read longer unfamiliar words and to develop understanding of vocabulary.

Children need to develop positive attitudes to reading by reading and listening to a wide range of fiction, poetry, non-fiction and information books. T

To enable your child to progress with their reading they need to read to an adult every day. Please note this within their reading record book.

Simple unknown words can be sounded out. Look at the first and last letters/sounds of unknown words and make a sensible guess – does it make sense?

Miss out the unknown word, read on then go back and work out the missing word. Read the whole sentence again to check it makes sense.

Look out for words they already know in longer words.

Remind children to think about how speech might be said to encourage them to read with expression.

When reading a new book, talk about the front and back cover. Ask questions such as; who is the author and what clues does the title and picture give you about the book?

Encourage your child to read a variety of different types of book; storybooks, information books, magazines and newspapers.

Writing

Reading and writing skills are taught through sequences of Literacy lessons.

Each Literacy Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features.

The children should be using joined handwriting throughout their independent writing. Handwriting will still be taught at Year 3 with the aim of increasing the fluency of children's writing, whilst ensuring joins are accurate.

During Year 3 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g: prefixes-letters added to the beginning of a word e.g.unhappy
suffixes-letters added to the end of a word e.g happiness

Homophones- words which sound the same but are spelt differently e.g. hair/hare.

The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.



Year 2 > Year 3 Writing expectation

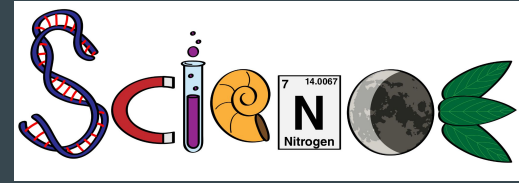
Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarkating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:		
To begin to use ideas from own reading and modelled examples to plan their writing.		
To demonstrate an increasing understanding of purpose and audience.		
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).		
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.		
To make deliberate ambitious word choices to add detail.		
To begin to create settings, characters and plot in narratives.		
To begin to organise their writing into paragraphs around a theme.		
To maintain the correct tense (including present perfect tense) throughout a piece of writing.		
To use the full range of punctuation from previous year groups.		
To use inverted commas in direct speech.		
To use subordinate clauses.		
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.		
To use 'a' or 'an' correctly most of the time.		
To spell many words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .		
To spell many words with suffixes correctly, e.g. usually , poisonous , adoration .		
To begin to spell homophones correctly, e.g. which and witch.		
To spell some of the Year 3 and 4 statutory spelling words correctly.		
To use a neat, joined handwriting style with increasing accuracy.		

Science



Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works.

It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation.

Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Plants

Parts of plants and their functions (roots, stem, leaves, flowers).

Requirements for growth (air, light, water, nutrients, space).

Life cycle of plants (pollination, seed formation, seed dispersal).

Animals, Including Humans

Nutrition and the need for a balanced diet.

Skeletons and muscles for support, protection, and movement.

Rocks

Types of rocks and how they are formed.

Fossils and how they are made.

Soils and their properties.

Light

Light sources and reflection.

How we see things (light travels from sources to eyes).

Shadows: how they are formed and how they change.

Forces and Magnets

Pushes and pulls.

Magnetic and non-magnetic materials.

Poles of magnets and how they attract/repel.

Everyday uses of magnets.

Useful websites

<https://primarysite-prod-sorted.s3.amazonaws.com/cathedral-school-st-peter-and-st-john/UploadedDocument/907191e7-1291-470e-b0de-1bbfed1a2ae1/wrm-calculation-policy-2024-year-3.pdf>

<https://whiteroseeducation.com/parent-pupil-resources/maths/free-downloads>

<https://wordsforlife.org.uk/virtual-school-library/>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.natgeokids.com/uk/>

Any Questions?

- Please feel free to ask any questions regarding any issues you may have.
- I am always happy to help with anything you may need.

Thank you