

Guide to Year 3



This leaflet is aimed at parents and carers of children starting their Year 3 journey.

The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
 - Curriculum Overview

Year 3 Key Information

Spellings

Spellings will be handed out on a Tuesday. They will be tested the following Tuesday. Different methods have been provided to support the children to learn their spellings in different ways.

Home work

We will provide each child with a log in for Bug Club and assign a book colour. This will provide a selection of e-books, which has phonics tasks and a variety of question types to support reading.

When it is appropriate, we will provide a TT rock stars password to support the learning of times tables.

Reading

Children are expected to read 5 times a week. Each read should be recorded in their reading record. We encourage the children to read a minimum of 10 pages during each read.

PE days

From Autumn Term Year 3 will take part in PE on a Wednesday and a Thursday. All long hair must be tied up and any earrings should be taken out or taped up. We request that no watches or jewelry be worn during PE sessions.

PE days may change and we will make sure you are made aware through conversations in class and announcements in the Swanwick story.

Children need to bring in:

- A bottle containing water
- A packed lunch (if not having hot dinners)
- A healthy snack
- Reading book and record
- A coat
- Appropriate footwear

Arrival and Collection

Children enter school gates independently between **8:45-8:55am** and enter through an appropriate gate.

Parents and carers collect from opposite the fire exit to your classroom at **3:20pm**.

End of Year Expectations for Year 3

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"> <input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <input type="checkbox"/> Compare and order numbers up to 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. <input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers. <input type="checkbox"/> 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"> <input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominator. <input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. <input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators. <input type="checkbox"/> 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"> <input type="checkbox"/> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <input type="checkbox"/> Measure the perimeter of simple 2-D shapes. <input type="checkbox"/> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <input type="checkbox"/> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of seconds in a minute and the number of days in each month, year and leap year. <input type="checkbox"/> 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"> <input type="checkbox"/> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <input type="checkbox"/> Recognise angles as a property of shape or a description of a turn. <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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?']. <input type="checkbox"/> Use information presented in scaled bar charts and pictograms and tables.

Year 3 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. <input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Writing

Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. <input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. <input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey. <input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. <input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. <input type="checkbox"/> Spell some words from the YR 3-4 statutory word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. <input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught. <input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending. <input type="checkbox"/> With scaffold, organise sections broadly, within a theme. <input type="checkbox"/> Use headings and subheadings to aid presentation. <input type="checkbox"/> Describe characters, settings and /or plot in a simple way, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. <input type="checkbox"/> Identify and use a range of prepositions. <input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech. <input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb. <input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. <input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Staff working in Year 3

Year 3 Teacher Cedar Class	Miss Calderbank
Year 3 Teacher Maple Class	Mrs Hilditch
Year 3 Teacher Maple Class	Mrs Turner
Year 3 Teaching Assistant	Mrs Woolley
Year 3 Teaching Assistant	Miss Dean
Year 3 Teaching Assistant	Mrs Baker
Year 3 Teaching Assistant	Miss Sabin

Curriculum Overview Year 3

	Terms 1 : Rock and roll	Term 2 and 3: Roaming around	Term 4: Angry Earth	Terms 5 and 6: Flying down to Rio
Focus	History	History	Geography	Geography
English – Key Texts	Stone Age Boy How to wash a woolly mammoth UG The lost words	Over the Roman wall Elves and the shoemaker Julius Zebra	Escape From Pompeii Volcano and Earthquake book	Up a rainforest tree Iron man
English – Genres	Narrative writing Instruction writing Speech Performance poetry	Newspaper writing Diary writing Information text	Narrative writing Information writing Poetry	Information text Persuasive writing
Maths	Place value Addition Subtraction	Multiplication Division Fractions	Money Statistics Length & perimeter	Fractions Time Properties of shape Mass and capacity
Science	Rocks	Forces and magnets Light	Science inventors	Animals including humans Plants
History	Stone age	Romans and Celts		
Geography		Roman empire Romans in Britain	Volcanos Earthquakes Tsunamis	Comparison between UK and Brazil
Religious Education	Why is the Bible important?	Why do some people think that life is a journey and what significant experiences mark this?	What does it mean to be a Christian in Britain today?	Why is Jesus inspiring to people? Why do people pray?
Computing	E-safety – logging on ipads/computers safely and being safe online Touch typing	E-safety - emails Coding	Graphing Spreadsheets	Presenting information Simulations Branching databases
Design and Technology	Model of Skara Brae	Roman Shield	Make a paper Mache volcano	

Art	Stone Age Art Drawing: -woolly mammoth -Sabre tooth tiger	Mosaics Drawing and painting: -Roman soldier -Colosseum -Aqueduct Weaving Clay	Drawing erupting volcano Hokusai's wave Andy Warhol Vesuvius Trees for calendar	Romero Britto Carnival masks/head dresses
Music	Developing notation skills	Enjoying improvisation Composing using your imagination	Sharing musical experiences	Learning more about musical styles Recognising different sounds
French	All about me	Friends and family Getting to know you	Food glorious food Time	Our school year
PSHE/RSE	Being me in the world	Dreams and goals Celebrating differences	Healthy me	Changing me Relationships
PE	Athletics Gymnastics	Football and Dance Handball and Bench ball	Gymnastics Hockey	Tennis and Dance Dodgeball and orienteering

