

Year 3- Willow



Mrs Tucker

Mrs Woodgate

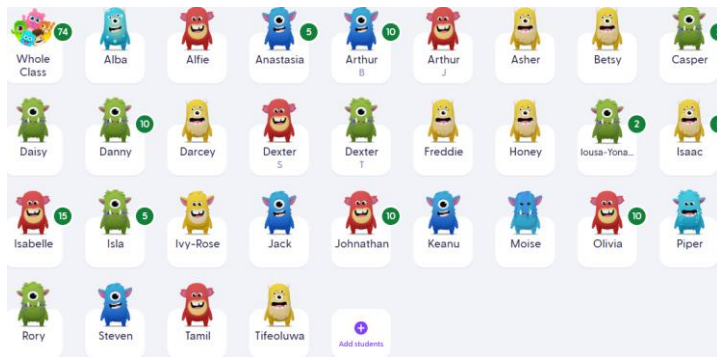
Mr Tabor

CURRICULUM & GENERAL
INFORMATION

Year 3 Timetable

Day	9 – 9:45	9:45 – 10.45	10:45-11.00	11.00–11:15	11:15 – 12:15		1:15 – 1:30	1.30-2.20	2.20-3.00	3.00-3.20
M	RWI/ Guided Reading	T4W	Worship	Play	<u>Maths</u>	Lunch	Quiet reading Handwriting	History/ Geography	PE	Class Reader
T	RWI/ Guided Reading	T4W	Worship	Play	<u>Maths</u>		Quiet reading Handwriting	Computing	PSHE	
W	RWI/ Guided Reading	T4W	Worship	Play	<u>Maths</u>		Quiet reading Handwriting	RE	MUSIC	
T	RWI/ Guided Reading	T4W	Worship	Play	<u>Maths</u>		Quiet reading Handwriting	SCIENCE		
F	RWI/ Guided Reading	T4W	Worship	Play	<u>Maths</u>		Quiet reading Handwriting	French	PE	

Class rewards



End of year expectations



YEAR 3

End of Year Expectations

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on and revised throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly received.

If you have any queries regarding the content of this information or want support in knowing how to best help your child please talk to your child's class teacher.

MATHS

Number:

- 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.
- 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.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division
- solve problems, including missing number problems, involving multiplication and division
- 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 show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)
- compare and order unit fractions, and fractions with the same denominators

Measurement:

- 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

Geometry:

- 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.

Statistics:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

READING

- listen to/discuss a range of texts (fiction, poetry, plays, non-fiction, reference books or text books)
- identify themes and conventions within a wide range of books
- use context to decode unknown words
- comment on the way characters relate to one another
- make predictions from details stated or implied
- identify how language, structure and presentation contribute to meaning
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence
- recognise how commas are used to clarify meaning
- recognise inverted commas
- recognise:
 - plurals
 - pronouns and how they are used
 - collective nouns
 - adverbs
- apply knowledge of prefixes and suffixes to unknown words

WRITING

Sentence:

- express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)
- know the language of clauses and sentence structure (main clause, subordinate clause, embedded clause)
- use more than one clause in a sentence
- use long and short sentences for intended effect (simple, complex and compound)

Word:

- form nouns using a range of prefixes (for example super-, anti-, auto-)
- use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)

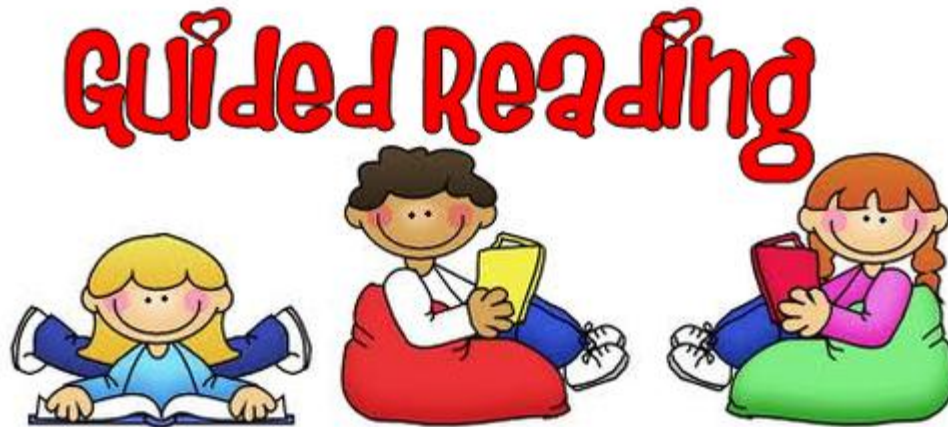
Guided Reading



- ▶ Monday, Tuesday linked to a themed text. The children will bring this extract home.
- ▶ Wednesday and Thursday lessons linked to our class novel.

Reading: Key Stage 2

- Aim to hear or read with your child at least three times a week. Just note in their reading record that you have read with them.
- They will read in school daily during Guided Reading Sessions as well as reading 1:1 with staff at least once a week.
- Reading records will be collected on a Friday and signed by your child's teacher or TA.





How can I help at
home?

Storytime

- Read *to* your children
 - Ask lots of questions and share opinions
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- ▶ You're never too old, too wacky, too wild, to pick up a book and read to a child.

▶ *Dr Seuss*

Talking

- **Talk** to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **devour** our lunch now!”

MATHS



Numeracy Year 3



Things you can help your child with are:

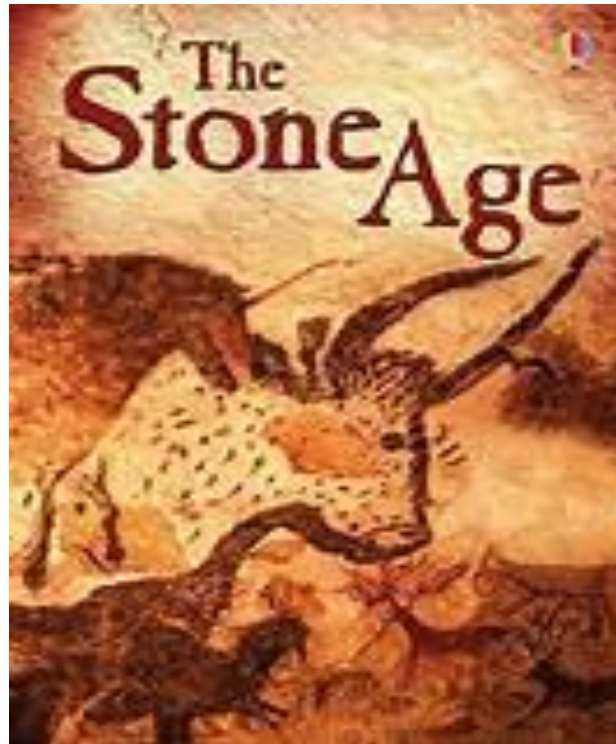
- Talk about Maths in real life contexts.
- Keep it simple.
- Make it fun.

Curriculum Topics

- Curriculum documents available on the website
- Experiences and enrichment opportunities
- Curriculum book

History

- Stone age to Iron age



History

Iron Age Timeline



History



Geography

- ▶ Europe
- ▶ Rivers and Mountains



R.E

Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM What is Humanism?
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Science

3

ANIMALS
INCLUDING
HUMANS

PLANTS

FORCES AND
MAGNETS

LIGHT

ROCKS

FIELDWORK



MFL- French

Unit Core 1: The Basics 1

Lesson Plan

Lesson 1 — Hello! (Song)

Lesson 2 — How Are You?

Lesson 3 — What is Your Name?

Lesson 4 — How Old Are You?

Lesson 5 — My Family

Lesson 6 — My Fantastic Family (Story)

Unit Core 2: The Basics 2

Lesson Plan

Lesson 1 — The Days of the Week (Song)

Lesson 2 — Colours

Lesson 3 — Let's Count up to 20

Lesson 4 — Countries

Lesson 5 — I Like...

Lesson 6 — Nicolas the Monster (Story)

Unit Core 3: The Basics 3

Lesson Plan

Lesson 1 — Head, Shoulders, Knees and Feet (Song)

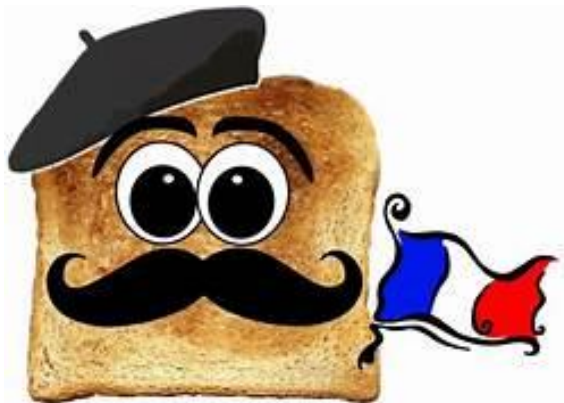
Lesson 2 — Parts of the Body

Lesson 3 — Let's Count up to 31

Lesson 4 — Clothes

Lesson 5 — Months

Lesson 6 — Geneviève's Birthday (Story)



PE

- PE days are Monday (indoor)and Friday (outside)
- Children can come to school in their PE kits on these days.
- After February half term the children will be swimming for half a year until the end of the summer term. They will then continue into year4 for another half a year.
- Please ensure children remove earrings on these days or ears are taped for safety.
- As the weather gets cooler please make sure your child has warm outdoor sports clothes such as joggers or leggings and an appropriate sweatshirt (school hoody if possible or dark coloured, plain alternative).

RSE and Drugs Education

- Meetings to discuss these lessons will be held over the next few weeks. Dates will follow in our newsletters.
- We will share with you everything that will be covered in each of these sessions and you have the right to ask for your child to be removed from these lessons.

Trips

What trips do we go on?

- Kent Life Stone age day.
- Otterden
- Cinema
- Living Land
- Gurdwara/ country park
- Otterden full day
- Magna Carta Museum
- Swimming
- Gunpowder works



Homework and reading

- Big focus on reading
- TimesTable Rockstars
- Spelling shed
- Power Maths games related to learning in class

We are a Nurturing School



1	Children's learning is understood developmentally	We are all individuals. That means not everyone learns at the same rate or time. We respond to our children at the stage where they are and focus on the whole child when planning our curriculum.
2	The classroom offers a safe base	School should be a calm, safe environment for everyone. We provide inviting and nurturing classrooms which promote warmth and emotional safety as well as physical safety. Other spaces in school provide quiet areas for reflection and calm.
3	Nurture is essential for the development of wellbeing	Looking after ourselves and other people makes us feel good in mind and body. We invest in strong and trusting relationships, based upon the school's values. Everyone feels valued and listened to.
4	Language is a vital means of communication	Language is valued as a way of putting feelings into words. All staff understand that the language we use when communicating with our children, families and colleagues can shape their thinking, feeling and actions. We help everyone to communicate their feelings appropriately within a nurturing environment.
5	All behaviour is communication	. We know that many of our children have not yet developed the language to tell us how they are feeling and often this is expressed through <u>their</u> behaviours. All staff are trained to look beyond the behaviour to see what the child is trying to tell us and to help them to find ways to label and manage these emotions differently.
6	Transitions are important	Change happens all the time. It can be exciting but it can also be scary. We recognise the importance of how day to day transitions are managed, as well as careful preparation for more significant challenges and events. Transitions can be difficult for many people because it involves change, and even small transitions can cause anxiety. Clear routines and structures support children daily in school to reduce anxiety and promote security.



OPAL play

Miscellaneous

- Please [provide your child with a healthy fruit/ vegetable snack at playtime as we no longer provide snacks in KS2.
- Please discourage your child from bringing toys/ valuables to school as we cannot be responsible for them and we will tell them to put them in their bags.
- Unfortunately, we have very little time for show and tell so unless they are bringing something in as a recent achievement, we will not be able to give time to this.

Parent readers

- Read with children across Year 3 and Year 4.
- This will take place in the afternoons.

Parent support on trips

Any Questions?



Thank you for coming!

