

Parent Curriculum Information Booklet.



Welcome to Year 3.

Welcome to Year 3. During this year at school your child will continue to develop independence in their learning and we aim to encourage them to have a love of learning for life.

Year 3 is an action packed time, with many opportunities to immerse themselves in, whilst building upon essential skills developed in previous years. We believe that by the end of year 3, your child will have much to celebrate and reflect on, not just academically but personally too.

In this booklet we aim to outline some of the core skills your child will be taught.

We also hope you will join us in the many events and workshops that are offered throughout the year. Please make an appointment with your child's class teacher if you have any questions or concerns about your child's progress.

Reading

Key Skills

The new National Curriculum sets out key skills that children should learn at Year 3. We teach these reading skills through shared reading in literacy, guided reading sessions and independent reading.

Here are the main key skills:

- Children can read independently using a range of strategies such as decoding for meaning, segmenting and blending unfamiliar words.
- Read aloud with appropriate expression and intonation using punctuation and grammar within the text.
- Make predictions about the text based on their previous experiences and reading knowledge.
- Retell the main events in a text with an understanding of the reader.
- Discuss a text for example the actions of a character and why.
- Identify how an author uses descriptive vocabulary for effect.
- Continue to develop their comprehension and retrieval skills by returning to the text for key evidence.
- Drawing inferences (gaining information that is not given in the text) such as saying how a character feels.

Although children may read fluently, they also need to be able to show good comprehension of what they have read including re-telling of the text.

Writing

Writing skills are taught using the Talk For Writing structure. This consists of a 3 week cycle; week 1 - Imitate, week 2 - Innovate and finally week 3 - Independent Application.

'Talk for Writing, developed by Pie Corbett, is based on the principles of how children learn. It is powerful because it enables children to imitate the language they need for a particular genre orally before analysing it and then writing their own version'

More information can be found at - <http://www.talk4writing.co.uk/>

Here are the main writing key skills:

Sentence Level Skills:

- Express time, place and cause using conjunctions such as when, before, after, while.

- Introduction to paragraphs.
- Headings and sub-headings for presentation.
- Use of the present perfect tense: instead of the simple past (*He has gone out to play rather than He went out to play*)
- Introduction to inverted commas to punctuate speech
- Using and understanding a range of text types appropriately and consistently
- Extend sentences using a range of connectives (*when, because, after, while, also, as well*)
- Making sure nouns and verbs agree in sentences
- Using pronouns to avoid the repetition of nouns (*he, she, it*)
- Using a range of punctuation: full stop, capital, question mark, exclamation mark, comma, apostrophe
- Using adjectives and adverbs for description
- Spelling regular and common words correctly
- Developing characters and describe settings

Handwriting Skills:

- Diagonal joins to letters without ascenders: *ai, ar, un*
- Horizontal joins to letters without ascenders: *ou, vi, wi*
- Diagonal joins to letters with ascenders: *ab, ul, it*
- Horizontal joins to letters with ascenders: *ot, wh, ot*
- Ensure consistency in size and proportion of letters and spacing between letters and words
- Build up handwriting speed, legibility and fluency through practice

Maths

We are dedicated to promoting enthusiasm and enjoyment of mathematics through a range of experiences which enable all children to achieve, develop, maintain and stimulate their curiosity and interest.

A typical mathematics lesson

Maths lessons follow a same day intervention routine where children are continually given help and guidance to ensure they achieve their full potential in each lesson. This addresses any misconceptions as they arise. It is important to relate learning with mathematics to the real world, including the outside environment, and other subject areas. Therefore, topic and science work will be included where it usefully supports mathematical investigations.

Children in Year 3 are expected to:

Number - number and place value

- 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 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- read and write numbers up to 1,000 in numerals and in words

Number - addition and subtraction

- add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers

Number - multiplication and division

- recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables
- calculate two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods

Number - fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts
- recognise, find and write fractions of a set of objects
- recognise and show, using diagrams, equivalent fractions
- add and subtract fractions with the same denominator [eg. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order fractions

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, am/pm, 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]

Geometry - properties of shapes

- draw 2-D shapes and make 3-D shapes; 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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 [for example 'How many more?' and 'How many fewer?'] using information presented in bar charts, pictograms and tables

Children who know their times tables gain a solid foundation 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 5 seconds by the end of year 6. Children are expected to know the facts in any order e.g. match the question to the answer.

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 $\times 12$.	All times tables and related division facts up to $\times 12$ 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 $\times 12$ and apply these to other calculations e.g. $6 \times 6 = 36$ so $60 \times 6 = 360$.

- Websites currently available through school for Maths
- <https://community.mathletics.com/signin/#/student>
- <https://ttrockstars.com/login>

Science in Year 3

Science stimulates curiosity and leads to the development of investigative skills so pupils can discover how the world around them works. It also enables your child to make meaningful links to both the natural and man-made environment they live in.

Useful websites:

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.woodlands-junior.kent.sch.uk/revision/Science/>

http://www.primaryscience.ie/activities_science_home.php

How well is my child progressing?

Throughout the year, we make regular assessments of how well your children are doing and how to support them further. This is completed through marking or conversations with your child, we also carry out more formal assessments each term.

If we have significant concerns or questions about your child's learning needs, we will always contact you to make an appointment. If you also have concerns, please contact us and we will be happy to meet with you.

Your child's progress, both across the curriculum and personally, will be discussed with you at Parents' Evenings in October and in March. They will also be recorded in your child's school report (July). Children are assessed as either below, working at, or above age related expectations in accordance with the new National Curriculum.

Details of the New National Curriculum can be found here:

<https://www.gov.uk/government/collections/national-curriculum>

Keeping Children Safe

Children walking home from school

Children in year 3 will not be allowed to walk home on their own unless you have informed us by a short note or letter.

Internet Safety

Within school we have strict filters on our computers that help block inappropriate sites for the children.

The children are frequently reminded of Internet Safety Rules. We host e-safety parent workshops throughout the year and invite you to attend. We urge parents to keep a close eye on the internet usage that children access at home. Children will not use Social Media sites in school.

Information for Parents can be found at:

CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk

Childnet: www.childnet-int.org

Safeguarding:

Our Senior Designated Person is Miss K Law

Our Deputy Designated Person is Mrs D Foster - Learning Mentor

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised, we have to make sure that these are recorded and parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, inform the school immediately