

Meet your teacher

Welcome to Year 3





I'm Miss Brewin

- Primary school teacher
- Taught in both Year 1 & 2
- DT Lead
- PSHE Lead

Timetable

| KEY STAGE 2 - YEAR 3 | | | | | | | | | | | | |
|----------------------|--|---|---------------------|--------------------------------|---------------------------------------|---------------|---------------------------|----------------------|------------------------|--|--------------------------------|---------------------------------------|
| | | 9.15 - 10.10 | | | 10.45 - 12.00 | 12.00 - 12.15 | | | | 1.25 - 2.15 | | 2.30 - 3.30 |
| Monday | Registration, Fluent in 5 and Spelling shed 8.55 - 9.15am | English Mrs Marston and Mr Rowley | Whole School | MORNING BREAK 10.30 - 10.45 | Maths Mrs Marston and Mr Rowley | Reading | LUNCHTIME 12.00 - 1.10 | REGISTRATION 1.10 | Arithmetic 1:15 - 1:25 | Topic Mrs Marston and Mr Rowley | AFTERNOON BREAK 2.15 - 2.30 | Topic Mrs Marston and Mr Rowley |
| Tuesday | | English Mrs Marston and Mr Rowley | Singing Practice | | Maths Mrs Marston and Mr Rowley | Reading | | | | Topic Mr Rowley | | Topic Mr Rowley |
| Wednesday | | English Mrs Marston and Mr Rowley | Whole School | | Maths Mrs Marston and Mr Rowley | Reading | | | | Topic Mrs Marston and Mr Rowley | | Topic Mrs Marston and Mr Rowley |
| Thursday | | PE | My happy minds | | PE | | | | | English Mrs Marston and Mr Rowley | | Maths Mrs Marston and Mr Rowley |
| Friday | | Computing Mr Rowley | Good Work | | Science Mr Rowley | Reading | | | | Science Mr Rowley | | PSHE Mr Rowley |

English

| EXP Autumn | | EXP Spring | | EXP Summer | |
|--|--|--|--|--|--|
| Uses simple and compound sentences mostly correctly with the predominant use of full stops to demarcate. | | Is beginning to become more accurate in their use of simple and compound sentences, punctuating correctly. | | Uses simple and compound sentences which are grammatically correct and punctuated correctly. | |
| Uses simple sentence openings. | | Is beginning to use a variety of sentence openings. | | Uses an increasing variety of sentence openings. | |
| Simple conjunctions are used to express passing of time. | | More varied conjunctions, adverbs or prepositions are beginning to be used throughout their writing. | | Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of). | |

| | | | | | |
|--|--|--|--|--|--|
| Writing shows an awareness of present and past tense which is beginning to be used with some accuracy and consistency. | | Writing is becoming more accurate in the use of present and past tense, with increasing accuracy and consistency. | | Present and past tense, including the progressive form, usually correctly chosen and consistently used throughout writing. | |
| Punctuation is mostly used accurately. | Aa = ? ! Commas for a list Apostrophes for contraction | Punctuation is being used with greater accuracy. | Aa = ? ! Commas for a list Apostrophes for contraction Apostrophes to mark singular possession in nouns | Punctuation is usually used accurately: | Aa = ? ! Commas for a list Apostrophes for contraction Apostrophes to mark singular possession in nouns |
| Within writing, children show an awareness for the use of inverted commas but may not be used accurately. | | Is beginning to use inverted commas in direct speech. | | Some use of inverted commas in direct speech. | |
| Writing demonstrates some awareness of purpose and audience. | | Writing is beginning to demonstrate a greater awareness of purpose and audience. | | Writing demonstrates and understanding of purpose and audience. | |
| Writing is usually formed in one large paragraph. | | An awareness that information can be grouped in sections is starting to be demonstrated in writing. | | Usually groups similar information together (starting to use paragraphs for all forms of writing). | |
| With the support of an adult, proofread their writing and correct spelling, grammar and punctuation. | | With growing independence can proofread to check for errors and make corrections where needed. | | Proofreads to check for errors in spelling, grammar and punctuation with increasing accuracy. | |
| Uses <u>noun</u> phrases and expanded <u>noun</u> phrases to describe. | | Is beginning to use a variety of imaginative word choices (including adverbs, noun phrases and expanded noun phrases) to describe and is beginning to show an awareness of the impact on the reader. | | Deliberate use of adventurous word choices to add detail and engage the reader (e.g. adding adverbs to add detail to verbs, noun phrases & expanded noun phrases). | |
| Is beginning to show an awareness of taught spelling rules, moving away from <u>phonically-plausible</u> attempts. | | Starting to use taught spelling rules from English Appendix 1 (Year 3 & 4). | | Some spelling rules and guidance from English Appendix 1 (Year 3 & 4) applied accurately including further homophones and possessive apostrophes. | |
| Begin to use entrance and exit joins on letters, with some 'easy joins' being attempted within writing. (i.e. cow). | | Most letters are joined in an appropriate manner, with some evidence of when best to leave un-joined. | | Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to another are best left un-joined. | |

Maths

Number – number and place value

Pupils should be taught to:

- 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

Number – fractions

Pupils should be taught to:

- 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 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
- solve problems that involve all of the above

Number – multiplication and division

Pupils should be taught to:

- 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

Measurement

Pupils should be taught to:

- 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]

Statistics

Pupils should be taught to:

- 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 scaled bar charts and pictograms and tables

Number – addition and subtraction

Pupils should be taught to:

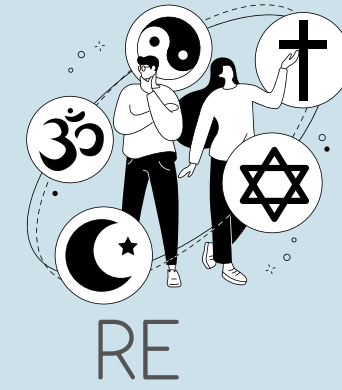
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Geometry – properties of shapes

Pupils should be taught to:

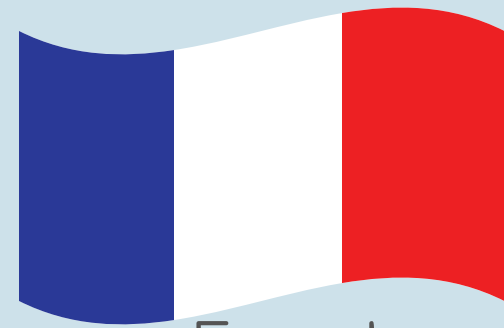
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of 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

Wider curriculum



History

Music



French

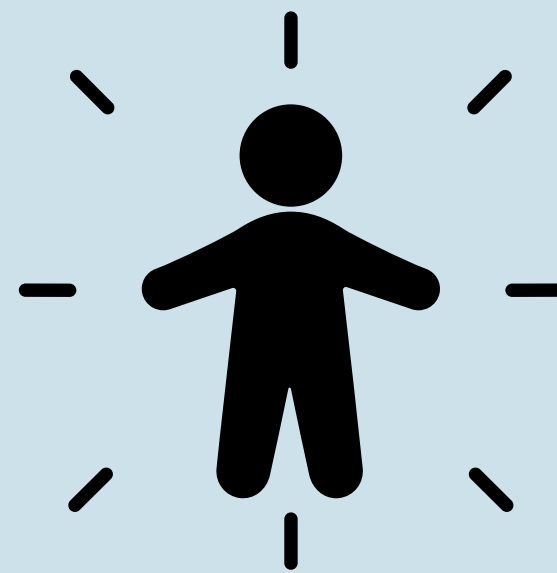


Computing

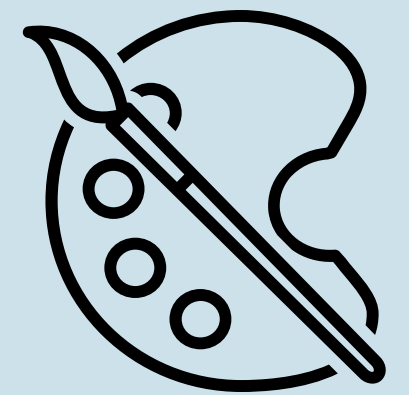


PE

Geography



PSHE



Art



PE

In addition to these items, when participating in physical activities, indoors and outdoors, the following items are acceptable for pupils in our school:

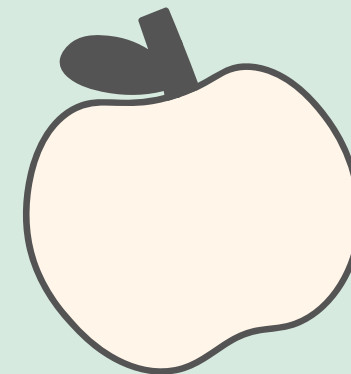
- Plain black / navy jogging bottoms
- Plain black / navy sweatshirt / hoodie
- Trainers
- Plain black / navy shorts
- Plain black / navy leggings
- Plain white t-shirt

As PE is in the morning, if your child wears earrings can they come to school with them already covered in tape/plasters or already taken out. The children can bring them in a tub to then put them back in after PE.



Assessments

At the end of each term
their will be standardised
assessments.



How can I support my child?



- TT Rockstars to support multiplication
- Spelling shed to support spellings
- Collins Ebooks to support reading
- Any type of reading
- Homework

Thank you!

It's going to be a great year!

