

## The Year 3 staff team

Mr Williams- Class Teacher

Mrs King - Teaching Assistant

Miss Olcot - Teaching Assistant

- We are now working on the Year 3/4 expectations
- We are also working on closing any gaps from Yr 2 whilst teaching Autumn curriculum.
- The work we do this year will begin to prepare children for life in KS2 and also Year 4.
- Science, Geography, Art and Design and History and the rest of the foundation subjects are taught in the afternoon.

# The Year 3 curriculum map

| Subject                  | Autumn  | Spring  | Summer   |
|--------------------------|---|---|--|
| <b>English - Reading</b> | <p><b>Word reading (Spelling)</b><br/>Recap Y2 suffixes: <u>ed</u>, <u>ing</u>, <u>er</u>, and <u>est</u> and the rules for adding these.<br/>Recap Y2 suffixes: <u>ness</u>, <u>ment</u>, <u>ful</u> and <u>less</u> and the rules for adding these.<br/>Spell words from the Y3/Y4 statutory word list using a range of strategies (first 21 alphabetically).<br/>Spelling the /i/ sound with a y other than at the end of words<br/>Spelling words with the short vowel /u/ where the /u/ is written <u>ou</u>.<br/>Identify miss-spelt words in own writing and develop strategies for remembering these.<br/>Spelling words with the /ai/ sound where the /ai/ is written <u>ai</u>, <u>iegh</u> and <u>ey</u>.<br/>Prefixes <u>un</u>, <u>dis</u> and <u>mis</u> – prefixes meaning not.<br/>Adding a suffix that starts with a vowel to a short vowel word by doubling the consonant.<br/>Spell words with long vowel sounds when two vowel sound are split by a consonant (magic e)</p> <p>1:1 reading<br/>Guided Reading</p> | <p><b>Word reading (Spelling)</b><br/>Recap spelling:<br/> <ul style="list-style-type: none"> <li>words with the /i/ sound in the middle of the word spelled 'y'</li> <li>words with the /ai/ sound spelled 'ey'</li> <li>words with the prefixes <u>un</u>, <u>dis</u> and <u>mis</u></li> <li>words where the consonants at the end of a word are doubled when adding a suffix that starts with a vowel</li> </ul>                     Recap word from the autumn term.<br/>Spell words from the statutory Y3/Y4 word lists<br/>Spell words with the prefix 're'<br/>Spell words with the prefix 'super'.<br/>Spell words with the prefix 'anti' and 'sub'<br/>Spell words with the prefix 'auto'.<br/>Spell words with the prefix 'inter'.<br/><u>Spell homophones</u> correctly.<br/>Identify miss-spelt words in own writing and develop strategies for remembering these.</p> <p>1:1 reading<br/>Guided Reading</p> | <p><b>Word Reading (Spelling)</b><br/><b>Spelling/Phonics</b><br/>Recap words using the prefixes:<br/> <ul style="list-style-type: none"> <li>re- (meaning back),</li> <li>super- (meaning over and above, or bigger and better),</li> <li>anti- (meaning against)</li> <li><u>sub-</u> (meaning under or below).</li> </ul>                     Recap words from the spring term word lists<br/>Spell words from the statutory Y3/Y4 word list<br/>Spell words with the suffix '<u>y</u>' and when adding this.<br/>Spell words where adjectives become adverbs.<br/>Know when to double the final consonant when adding '<u>ed</u>' or '<u>ing</u>'.<br/>Change verbs to nouns by adding the /shun/ sound; know when to add '<u>sion</u>' or '<u>tion</u>'.<br/>Spell words using the prefixes '<u>in</u>' &amp; '<u>il</u>'<br/>Spell words using the prefixes '<u>im</u>' &amp; '<u>ir</u>'<br/>Identify miss-spelt words in own writing and develop strategies for remembering these.</p> <p>1:1 reading<br/>Guided Reading</p> |
| <b>English - Writing</b> | <p>Poetry: Writing a Revolting Rhyme<br/>Narrative: Recount a story from a different point of view.<br/>Narrative: Write a character description.<br/>Information text: Write a fact file about animals and their different skeletons.<br/>Narrative: Write an alternative ending.<br/>Narrative: To write a sequel.</p>  | <p>Narrative: Write a narrative using a focus text and including dialogue.<br/>Information text: Write instructions to make a Sea Wig.<br/>Narrative: Descriptive writing in a fantasy setting.<br/>Information text: Write a biography of Alfred the Great.<br/>Poetry/Plays: Romeo &amp; Juliet</p>   | <p>Poetry: Write own poem using another poem as stimulus.<br/>Narrative: Write a fable<br/>Narrative: Write an account of events in role.<br/>Narrative: Write a diary entry.<br/>Information text: Write an information text about the History of Education.<br/>Explanation text: Describing how a strange machine operates.</p>   |
| <b>Maths</b>             | <p>Number and Place Value<br/>Number: Addition, subtraction, multiplication and division</p>  | <p>Number: Multiplication and division<br/>Measurement<br/>Statistics</p>   | <p>Number: Fractions<br/>Measurement: Time<br/>Geometry: Properties of shapes)</p>   |

|                  |  |   |   |
|------------------|--|---|---|
|                  | Number: Fraction<br>Geometry: Position and direction   | Measurements: Length and perimeter<br>Number: Fractions   | Measurements: mass and capacity   |
| <b>Science</b>   | <b>Animals including humans</b><br>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  | <b>Forces and Magnets</b><br>Notice that some forces need contact between two objects but magnetic forces can act at a distance.<br><b>Light</b><br>Investigate light including how we see and shadows<br><b>Rocks</b><br>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | <b>Plants</b><br>Identify and describe the functions of different parts of flowering plants (root, stem, trunk, leaves and flowers) and what plants need to grow  |
| <b>Geography</b> | <b>Our European Neighbours</b><br>Locate Europe on a world map and some of the countries that comprise Europe and their capital cities.<br>Learn about the key human and physical features, with a focus on France.<br>Compare London and Paris. | <b>Investigating our Local Area</b><br>Use a range of maps to find out local area.<br>Explore land use, local services, where local people work.<br>Create a local map using a key and with some regard to scale.   | <b>Rainforests of South America</b><br>Locate areas of tropical rainforest, focusing on South America.<br>Learn about the flora and fauna of the rainforest, who lives in the rainforest, what the rainforest is used for and why the area is under threat. |
| <b>History</b>   | <b>The Romans</b><br>Learn about who the Romans were and why they came to Britain.<br>The success of the Roman Army and the defeat of <u>Boudica</u> .<br>Life in Roman Britain and the influence this has on us today.                          | <b>Anglo Saxons, Picts and Scots</b><br>Understand why the Anglo Saxons came to Britain and who they were.<br>Know who the Picts and the Scots were and where they lived.<br>What we learn about society and religion from artefacts.   | <b>Education</b><br>A thematic study over time with a focus on Victorian Education and our school.  |
| <b>Art</b>       | <b>Focus Artist:</b> Julian Opie<br>Blur<br>Printing self-portraits based on work by Julien Opie<br><b>Drawing</b>   | <b>Focus Artist:</b> Pieter <u>Claesz</u><br>A still life with an overturned jug, a <u>roemer</u> and a blue lined beer glass<br>Still Life food Art<br><b>Drawing</b>  | <b>Focus Artist:</b> Andy Goldsworthy<br>Natural Sculptures based on work by Andy Goldsworthy<br><b>Drawing</b>   |
| <b>DT</b>        | <b>Shell Structures</b><br>Designing a net to make a dice  | <b>Cooking and nutrition</b><br>Exploring Seasonality to create a fruit salad   | <b>Linked Levers</b><br>Making a safety barrier prototype   |
| <b>Computing</b> | <b>Computing systems and networks</b><br><b>Connecting computers</b><br><i>Identify that digital devices have inputs, processes, and outputs, and how devices can be</i>   | <b>Programming A</b><br><b>Sequencing sounds</b><br><i>Creating sequences in a block-based programming language to make music.</i>  | <b>Creating media</b><br><b>Desktop publishing</b><br><i>Creating documents by modifying text, images, and page layouts for a specified purpose.</i>  |

|                           |  |   |   |  |   |  |
|---------------------------|--|---|---|--|---|--|
|                           | <i>connected to make networks.</i><br><b>Creating media</b><br><b>Stop-frame animation</b><br><i>Capturing and editing digital still images to produce a stop-frame animation that tells a story</i>       |   | <b>Data and information</b><br><b>Branching databases</b><br><i>Building and using branching databases to group objects using yes/no questions.</i>           |  | <b>Programming B</b><br><b>Events and actions in programs</b><br><i>Writing algorithms and programs that use a range of events to trigger sequences of actions.</i> |  |
| <b>Music</b>              | <b>I've been to Harlem</b><br><b>Focus:</b> Pitch shape, ostinato, round, pentatonic, call-and-response  |   | <b>Latin Dance</b><br><b>Focus:</b> Salsa, beat, clave rhythm, timbre, chords, rhythm pattern   |  | <b>Fly with the stars</b><br><b>Focus:</b> Minor and major chords, chord notation, duration.  |  |
| <b>Compose for a day</b>  | <b>Just three notes</b><br><b>Focus:</b> Pitch, notes GDE, durations, rhythm, pattern, structure, minimalism, score.   |   |   |  |   |  |
| <b>PE</b>                 | Gymnastics Unit 1<br>Basketball  | Dance Unit 1<br>Football  | Gymnastics Unit 2<br>Hockey   | Dance Unit 2<br>Tennis   | Handball<br><u>Rounders</u>   | Athletics<br>Swimming  |
| <b>RE</b>                 | <b>Worship</b><br>How and why do people worship?   |   | <b>Religious buildings</b><br>Are places of worship really needed?  |  | <b>Religion in the Community</b><br>What holds communities together?  |  |
| <b>PSHE</b>               | How can we be good friends?  | What keeps us safe?   | What are families like?   | What makes a community?  | Why should we eat well and look after our teeth?  | Why should we keep active and sleep well?  |
| <b>Spanish</b>            | Understand the global importance of Spanish (21 Spanish-speaking countries)<br><b>Unit 1 ¡Hola! ¿Qué tal?</b><br>Meetings and greetings<br>SONG: ¡Buenos días Señor Sol!<br><b>Unit 2 ¡Vamos a contar!</b> | The Spanish alphabet<br><b>Unit 3 - Los colores</b><br>SONG: <u>Rojo</u> , red<br>Hispanic Christmas traditions – 1 | <b>Los ojos y el pelo</b><br>Write simple sentences about yourself <u>in</u> name, age, hair & eye colour   | <b>Unit 4 – En mi estuche.</b><br><br>Consolidate numbers 0-10 and extend to 20 – Spanish maths to practise! | <b>Unit 5 – Mi familia y yo. 1A &amp; 1B</b><br><br>Spanish-speaking country focus – music, dance, food, sport<br>SPAIN <u>in</u> , Balearics & Canary Islands      | <b>Unit 6 – Mi bandera</b><br><br>Revision of units – consolidate in a personal presentation: name, age, favourite colours, family |
| <b>Values</b>             | <b>Pride</b> – Winston Churchill<br><b>Equality</b> – Nelson Mandela<br><b>Respect</b> – Rosa Parks<br><b>Contentment</b> – Helen Keller   |   | <b>Honesty</b> – Emmeline Pankhurst<br><b>Love</b> – Florence Nightingale<br><b>Forgiveness</b> – Malala Yusuf<br><b>Perseverance</b> – <u>Nadiya</u> Hussain |  | <b>Trust</b> – Chris Packham<br><b>Self-Belief</b> – Thomas Edison<br><b>Friendship</b> – Claude Monet  |  |
| <b>Trips and visitors</b> | Visit to the war memorial  |   |   |  | Reading Museum – The Victorian School Room  |  |



# The Year 3 class timetable

|           | Early activity             | 9.00 - 9.15 | 9.15 - 9.45                | 9.45 - 10.45     | Break 10.45 | Guided Maths 11.00      | 11.30 | 12.30 | 1.30 - 3.15 | 3.15        |             |
|-----------|----------------------------|-------------|----------------------------|------------------|-------------|-------------------------|-------|-------|-------------|-------------|-------------|
| Monday    | Reg & Morning work         | Spellings   |                            |                  | B           | Guided Maths -          | Maths | L     | Topic -     |             | Class Novel |
|           | Whole class guided reading |             |                            |                  |             |                         |       |       |             |             |             |
|           | English                    |             |                            |                  |             |                         |       |       |             |             |             |
| Tuesday   | Reg & Morning work         | Spellings   | Whole class guided reading | English          | R           | Spanish                 | Maths | U     | PSHE        | PE Indoors  | Class Novel |
| Wednesday | Reg & Morning work         | Spellings   | Whole class guided reading | English          | E           | Guided Maths - IT suite | Maths | N     | Topic -     | Computing - | Class Novel |
| Thursday  | Reg & Morning work         | Spellings   | Whole class guided reading | English          | A           | Guided Maths            | Maths | C     | Spanish     | PE Outdoors | Class Novel |
| Friday    | Reg & Morning work         | Spellings   | Whole class guided reading | English          | K           | Guided Maths            | Music | H     | Topic       |             | Class Novel |
|           |                            |             |                            | Assembly - 10.25 |             |                         |       |       |             |             |             |

# Maths

## Problem solving and Reasoning

### Fluency

#### Varied Fluency

Write down the number represented with Base 10 in each case.

| Representation | Number |
|----------------|--------|
|                |        |
|                |        |
|                |        |

Use Base 10 to represent the numbers.

700      120      407      999

Mo is drawing numbers. Can you complete them for him?

246                  390                  706

Complete the missing digits.

$$13 \square - 50 = 85$$

$$334 - \square 0 = 294$$

$$545 = 6 \square 5 - 70$$

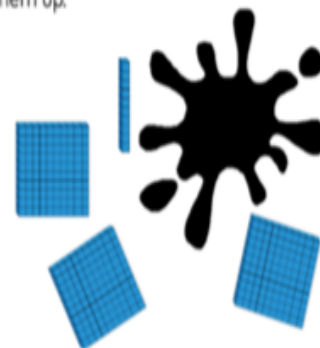
#### Mathematical Talk

Does it matter which order you build the number in?

Can you have more than 9 of the same type of number e.g. 11 tens?

Can you create a part-whole model using or drawing Base 10 in each circle?

Teddy has used Base 10 to represent the number 420. He has covered some of them up.

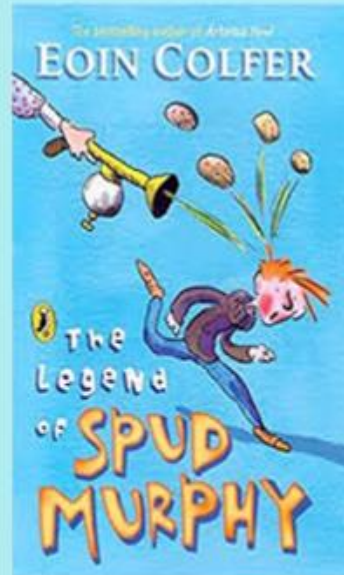
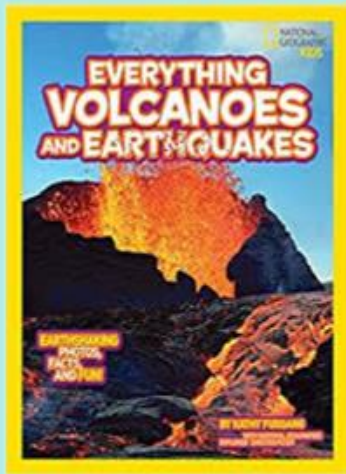


Work out the amount he has covered up.

How many different ways can you make the missing amount using Base 10?

# English

We focus on different texts throughout the year and the children are expected to use different skills including speaking and listening, writing, drama and comprehension.



# New Curriculum Spelling List Years 3 and 4

accident  
accidentally  
actual  
actually  
address  
although  
answer  
appear  
arrive  
believe  
bicycle  
breath  
breathe  
build  
busy  
business  
calendar  
caught

centre  
century  
certain  
circle  
complete  
consider  
continue  
decide  
describe  
different  
difficult  
disappear  
early  
earth  
eight  
eighth  
enough  
exercise

experience  
experiment  
extreme  
famous  
favourite  
February  
forwards  
fruit  
grammar  
group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase

important  
interest  
island  
knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion  
occasionally  
often  
opposite

ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess  
possession  
possible  
potatoes  
pressure  
probably  
promise  
purpose  
quarter  
question  
recent  
regular

reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though  
thought  
through  
various  
weight  
woman  
women



## Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
  - 3-digit nos and ones
  - 3-digit nos and tens
  - 3-digit nos and hundreds
- Add and subtract:
  - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply:
  - 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.



## Loudwater Combined School



### End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on 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 valued.

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

## Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a Sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Explain the difference that the precise choice of adjectives and verbs make.



## Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.



## **Home Learning Expectations.**

- Minimum of 10 minutes of reading daily.
- Complete minimum of 15 minutes of Times Table Rocks Stars Challenge
- One weekly high quality journal entry in their purple books

## **Physical Education**

Year 3 PE will be Tuesday and Thursday. Children will be expected to come to school already wearing their PE kits. When swimming is finished, the children will go back to doing indoor and outdoor PE.

## **Personal items**

Children should have their names written on all of their personal items from home, especially school jumpers.

## **School Uniform**

Children should come to school wearing the correct school uniform. Please see the school website for more information.

## **Snacks**

Children are expected to bring in a healthy snack for break times. This could be fruits or vegetables. Key Stage 2 children will not receive free fruits as this is only given to KS1 children. Children should not bring in any food that contains nuts.

## **Behaviour**

Children are expected to demonstrate behaviour that is in line with the school behaviour policy. Green cards are handed as a reminder to children who demonstrate low level distractions. Further steps will be taken if it is persistent.



## Library

The children will have the opportunity to take out a book from the school library every Friday. This will remain in their trays and kept in school. They will also visit Flackwell Heath Library once a term.

## Key Dates

Flackwell Heath Library - 2.10.23

Year 3/4 Christmas concert - 14.12.23

Year 3 Class assembly - 14.3.24

# Documents

- Home-School agreement
- Online safety agreement
- Year 3&4 spelling list
- Year 3 End of Year expectation
- Class Timetable
- Year 3 Curriculum Map