

Year 3 'Meet the Teacher'

Teachers: Mrs Wallace and Miss Feather

HLTAs: Mrs Whiffen and Mrs Young (Tuesdays)

Primary Teaching Assistants: Mrs Newman and Mrs Morgans

Timetable

Chn arrive between 8:50-9:00	9:00-10:00	10:00-10:30	10:30-10:45 Break	10:55-11:50	12-12:15	Lunch		1:15-1:30	1:30- 2:15	2:15-2:55	End of school day 3:05
Monday	Maths	Guided reading	EW DUTY	Literacy	Story	12.15 – 12.40 eat	12.40 – 1.05 out	Assembly/ spellings	Games or tables/ spelling tests	Games or tables/ spelling tests	
Tuesday PPA	Maths	Guided reading (reading for pleasure)		Literacy	Story	12.15 – 12.40 eat	12.40 – 1.05 out	Assembly/ spellings	R.E.	French	
Wednesday	Maths	Guided reading		Literacy	Story	12.15 – 12.40 eat	12.40 – 1.05 out	Assembly/ spellings	P.E. or PSHE	P.E. or PSHE	
Thursday	Maths	Guided reading	KF DUTY	Literacy	Story	12.15 – 12.40 eat	12.40 – 1.05 out	Assembly/ spellings	Topic		
Friday	Maths	Guided reading		Literacy	Story	12.15 – 12.40 eat	12.40 – 1.05 out	Topic		Golden time	

Homework

- **Maths** – Fortnightly piece of homework, generally MyMaths. Set on a Monday and checked a week later.
- **Reading** – 3 times a week minimum, recorded in Reading diary, initialled by parent once per week.
- **SPAG** – Fortnightly. Set on a Monday and checked a week later. This will be set on Seesaw.
- **Spellings** – Weekly: Set on Seesaw (dated) on Tuesdays and tested the following Monday.

Y3 Spellings

- Weekly spellings – 4 differentiated groups (flamingo, parrot, owl and eagle). These focus on different rules (e.g. ‘y’ changes to an ‘i’, when adding a suffix), different spelling patterns and the first 50 Statutory Year 3 / 4 words.
- 100 spellings (Statutory list from the Government) – tested every half term. Words that are routinely spelt wrong by children. Aim is to be able to spell the majority by the end of year 4 (not year 3!)
- These spellings are now being set on Seesaw.

English

Aims this year:

Working at expected standard

I can write for a range of purposes in **fiction and non-fiction**

I can use expanded noun phrases to describe settings and characters and to add precise detail in non-fiction

I can organise paragraphs around a theme **mostly accurately**

I can write sentences with more than one clause by using coordinating conjunctions and I am beginning to use subordinating conjunctions (e.g. when, if, because, that)

I can use the simple past and present tense of verbs **mostly correctly** (e.g. He fights – He fought)

I can use pronouns **mostly appropriately** for clarity to avoid repetition

I can use adverbials to start a sentence

I can use prepositions to add detail to a sentence mostly correctly

I can use **some** possessive apostrophes in my writing

I can use inverted commas for speech **mostly correctly**

I can spell **most end of KS1 words** correctly and **some Y3/4 words**.

I can use a **dictionary** to check the spelling of new vocabulary

I can write legibility using diagonal and horizontal strokes to join some letters and maintain consistency of size of ascenders and descenders

SPAG

Revision of Y3 Programme of Study

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

SPAG

- Grammar is sometimes taught independently, but is always linked to the language in the class text.

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')



Maths

Year 3

Click into the relevant block below to access the resources

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

Number and Place Value Objectives

- Represent numbers to 100 
- Tens and ones using addition 
- Hundreds
- Represent numbers to 1,000
- 100s, 10s and 1s (1)
- 100s, 10s and 1s (2)
- Number line to 1,000
- Find 1, 10, 100 more or less than a given number
- Compare objects to 1,000
- Compare numbers to 1,000
- Order numbers
- Count in 50s

The 'R' means that these are revision topics from Year 2

Addition and Subtraction Objectives

- ▶ Add and subtract multiples of 100
- ▶ Add and subtract 1s R
- ▶ Add and subtract 3-digit and 1-digit numbers – not crossing 10
- ▶ Add a 2-digit and 1-digit number - crossing 10 R
- ▶ Add 3-digit and 1-digit numbers – crossing 10
- ▶ Subtract a 1-digit number from 2-digits - crossing 10 R
- ▶ Subtract a 1-digit number from a 3-digit number – crossing 10
- ▶ Add and subtract 3-digit and 2-digit numbers – not crossing 100
- ▶ Add 3-digit and 2-digit numbers – crossing 100
- ▶ Subtract a 2-digit number from a 3-digit number – crossing 100
- ▶ Add and subtract 100s
- ▶ Spot the pattern – making it explicit
- ▶ Add two 2-digit numbers - crossing 10 - add ones & add tens R
- ▶ Subtract a 2-digit number from a 2-digit number - crossing 10 R

▶ Add and subtract a 2-digit and 3-digit numbers – not crossing 10 or 100

◀ Add a 2-digit and 3-digit numbers – crossing 10 or 100

▶ Subtract a 2-digit number from a 3-digit number – crossing 10 or 100

◀ Add two 3-digit numbers – not crossing 10 or 100

▶ Add two 3-digit numbers – crossing 10 or 100

◀ Subtract a 3-digit number from a 3-digit number – no exchange

▶ Subtract a 3-digit number from a 3-digit number – exchange

◀ Estimate answers to calculations

▶ Check answers

As you can see, all of the Maths objectives have been broken down into smaller more manageable chunks.

Topic work: Thursday and Friday afternoons

- Autumn 1: Beneath Our Feet (Rocks, fossils & soils)
- Autumn 2: The Stone Age
- Spring: Egyptians
- Summer: Rainforests
- Includes Art, History, Geography, Design & Technology

We have tried to link our English class texts to our topics where possible. For example: Autumn 1 – Pebble in my Pocket by Meredith Hooper and Blue John by Berlie Doherty

Swimming

Miss Feather's class first – Commencing on November 2nd for 6 weeks.

Things to remember:

- All children must come to school 'beach ready' with their school clothes on top.
- All children must bring underwear to change into after swimming.
- Goggles can be provided if a consent form is written prior to the lessons starting.
- Boys must wear tight-fitting trunks.
- No bikinis are allowed.

Points of Contact

- Reading Diary (please inform your child if there is a note for the teacher)
- Email the office
- Phone the office
- Mrs Chick – Please call for a telephone appointment.
- Seesaw can be used to communicate with teachers **only** if the class is isolating, otherwise please use the above methods.
- Class teacher is first port of call. Please encourage children to speak to their class teacher as soon as possible with any worries – the sooner we know, the easier it is to deal with!

Frequently asked questions:

When is my child allowed to change their reading book? Children are allowed to change their books on Monday and Thursday mornings. Our TA's will support them in doing so.

Can you recommend a book for my child? Can we recommend instead two valuable websites:

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

<https://www.lovereadings4kids.co.uk/genre/7/7-plus-readers.html>

...and also the poster we sent home from Books for Topics.

What snacks can my child bring to school for break time? Fruit and vegetables in a named snack pot.

How are codes managed in KS2? Three orange codes in one week results in an orange code strike. More serious behaviour, may result in a blue code. The consequence for both of these is to miss half of their playtime with a member of the SLT, who will discuss their behaviour. Forms will be sent home for you to sign.

How are you differentiating for Maths? We differentiate 4 ways, these being Mild, Spicy, Hot and Extra Hot.

What times tables should my child be learning? In Year 3, we expect the children to learn their x3, x4, x6, x7, x8 and x9.

Why has my child been chosen for an intervention? We have identified that this child will benefit from extra support and guidance in an certain area of their learning. This is nothing to be concerned about and is part of normal teaching practise.