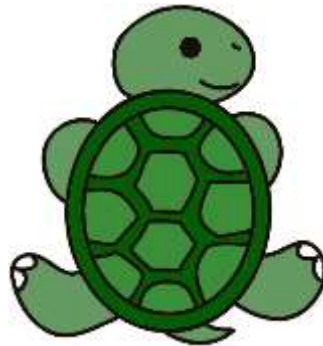


# Year 3 Parent Pack

2018-2019



Parakeets and Turtles

### Yr 3 General Timetable

	9.00 - 9.20	9.20 - 10.30		10.30 - 10.45	10.45 - 12.15		12.15 - 1.15	1.15 - 1.40	1.40 - 2.20	2.20 - 3.00	3.00 - 3.15
<b>M</b>	Assembly	Maths		<b>B</b>	<b>Phonics/Spelling Session</b>	English	<b>L</b>	Guided Reading	Science/Topic (DT, Hist, Geog, music)		Home time & story
<b>T</b>	Assembly	Maths		<b>R</b>		English	<b>U</b>	Guided Reading	Computing	RE	Home time & story
<b>W</b> AS out	Assembly	Maths		<b>F</b>		English	<b>N</b>	Guided Reading	PE	PHSE	Home time & story
<b>T</b> SB out AS pm	Assembly	Maths		<b>A</b>		English	<b>C</b>	PPA Coach A		PPA KM - Art	Home time & story
<b>F</b>	Assembly	Maths	French	<b>K</b>		English	<b>H</b>	Guided Reading	Science/Topic (DT, Hist, Geog, music)		Golden Time

	Topic	English	Maths	Science	Computing	Music	P.E	PSHE	DT	Art	R.E	Trips and visitors
Autumn 1	Light & Shadows (6 weeks)	<b>Firebird - narrative, explanation texts, non-chron reports, play script, poetry.</b>	Number & Place Value, addition, subtraction, Measurement & Geometry, properties of shapes and length.	Light & Shadows	Multimedia and word processing.	The Firebird - Stravinsky  Let Your Spririt Fly (charanga)  or Three Little Birds Charanga)	OAA	New beginnings  Growing Learners	Shadow Puppets	Sculpture & light & dark pics (Firebird illustrations)	How does the Bible reveal God's rescue plan?	
Autumn 2	Stone, Iron & Bronze Ages (10 weeks)	<b>Stone Age Boy (starter) - instructions, narrative, persuasive, diary entries,</b>	Number & Place Value, multiplication & division, Fractions, Mass, volume & capacity, 3D shapes.	Rocks & Soils & Fossils	Scratch - coding & debugging	Charanga Glockenspiel 1	Dance	Getting on and falling out  Financial Capability		Cave Paintings + 3 Kings (Xmas)	How did Jesus Change Lives?  Why are presents given at Christmas - and what might Jesus think?	Freshwater Theatre?  Elmbridge Museum Stone Age artefacts.
Spring 1			<b>Number &amp; Place</b>		Search engines,	Around the W		Going for Goals	Levers - UK	Sculpture - clay/mod-roc	How did Jesus	Lego Workshop - UK landmarks.

	Where in the World Are we? (6 weeks)	Oceanology - narrative (myths), diary entries, newspaper reports, Explanation texts	Value, measurement (including time), Addition, Subtraction & Money, Measurement & Geometry - properties of shapes	Plants	reliability of sources, use a variety of software to accomplish goals (word, ppt, excel)	World (Charanga)	Surbiton Hockey Coaching	Relationships	landmarks /relating to travel.		Change Lives? How did Church begin?	
Spring 2	Cooking & Nutrition (5 weeks)	Tuesday - narrative, letter writing, recounts,	Multiplication, fractions, Mass, volume and capacity.	Healthy Eating, Skeletons & Muscles.	Collecting and presenting information /data (Excel)	Yr 3/4 Production? Food (Charanga)	Swimming	Good to be me Health and Well being	Food Project for a Younger year group.		How did Church begin?	
Summer 1	How did the Tudors affect Esher?	Iron Man - newspaper reports, recounts,	Fractions, Measurement (including time), geometry - properties of shapes,		Sharing information	Bringing Us Together (charanga)	Gymnastics	Relationships RSE focus		Holbein, portraits, Tiles printing, sketching	Why is praying important for Christians ?	Rev Jackie to visit. Hampton Court (Before June ½ term)

Summer 2	(10 Weeks)	explanation texts,	Measurement (length & perimeter) & Geometry - properties of shapes, Addition, Subtraction & Money, multiplication & division, mass, volume and capacity.	Forces & Magnets	Research & Presentations - multimedia.	Reflect, Rewind & Replay (Charanga)	Athletics	Changes Wider World			How can a synagogue help us to understand the Jewish faith?	Synagogue visit
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## Year 3 Reading, Writing and Maths Curriculum documents

### Maths

#### 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.

*I can count from 0 in multiples of 4, 8, 50 and 100 and can 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).

*I can recognise the place value of each digit of a number with hundreds, tens and units.*

Compare and order numbers up to 1000.

*I can compare and order numbers up to 1000.*

Identify, represent and estimate numbers using different representations.

*I can find, show and estimate numbers using objects and pictures.*

Read and write numbers up to 1000 in numerals.

*I can read and write numbers up to 1000 in numbers.*

Read and write numbers up to 1000 in words.

*I can read and write numbers up to 1000 in words.*

Solve number problems and practical problems involving these ideas.

*I can solve number and word problems.*

#### Addition and Subtraction

Add and subtract numbers mentally, including a three-digit number and ones.

*I can add and subtract numbers in my head, including a three digit number and ones.*

Add and subtract numbers mentally, including a three-digit number and tens.

*I can add and subtract numbers in my head, including a three digit number and tens.*

Add and subtract numbers mentally, including a three-digit number and hundreds.

*I can add and subtract numbers in my head, including a three digit number and hundreds.*

Add numbers with up to three digits using the formal written method of columnar addition.

*I can add numbers with up to three digits using formal column methods.*

Subtract numbers with up to three digits using the formal written method of columnar subtraction.

*I can subtract numbers with up to three digits using formal column methods.*

Estimate the answer to a calculation and use inverse operations to check answers.

*I can estimate the answer to a calculation and use this and inverse operations to check answers.*

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

*I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*

#### Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

*I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.*

Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.

*I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.*

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.

*I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.*

#### Fractions

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.

*I can count up and down in tenths, and know that tenths are made 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.

*I can write and find fractions for a set of data and can recognise fractions with small denominators.*

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

*I can find and use fractions of numbers e.g.  $1/4$  of  $8 = 2$  and  $3/4$  of  $8 = 6$ .*

Recognise and show, using diagrams, equivalent fractions with small denominators.

*I can identify and show equivalent fractions.*

Add fractions with the same denominator within one whole e.g.  $5/7 + 1/7 = 6/7$ .

*I can add fractions with the same denominator within one whole.*

Subtract fractions with the same denominator within one whole e.g.  $6/7 - 1/7 = 5/7$ .

*I can subtract fractions with the same denominator within one whole.*

Compare and order unit fractions, and fractions with the same denominators.

*I can compare and order fractions with the same denominator.*

Solve fraction problems.

*I can solve fraction problems.*

## Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

*I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).*

Measure the perimeter of simple 2-D shapes.

*I can measure the perimeter of simple 2-D shapes.*

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

*I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.*

Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

*I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.*

Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

*I can write the time on a clock face. I can do this if I use Roman numerals from I to XII, and I can use 12-hour or 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.

*I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words 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.

*I can tell you the number of seconds in a minute and how many days there are in a month, a year, and a leap year.*

Compare durations of events e.g. calculate the time taken by particular events or tasks.

*I can compare how much time is taken by different events or tasks.*

## Properties of Shape

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

*I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.*

Recognise angles as a property of shape or a description of a turn.

*I can recognise angles a property of shape. I know that angles are 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.

*I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle.*

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

*I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.*

## Statistics

Interpret and present data using bar charts, pictograms and tables.

*I can interpret and present data using bar charts, pictograms and tables.*

Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

*I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.*

## English - Reading

### Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to include dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

*I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.*

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

*I can read further exception words including words that do not follow spelling patterns.*

### Spoken Language

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

*I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.*

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.*

### Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

*I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

*I can show that I enjoy reading by reading lots of different types of books.*

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

*I can tell you what a book that I am reading is about.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

*I can read aloud poems and perform play scripts.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

*I can discuss words in the books that I read that excite me.*

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.

*I can understand what I have read, checking that it makes sense by talking to others about it.*

Understand what he/she reads independently by asking questions to improve his/her understanding of a text.

*I can ask questions about the texts that I have read to help me understand them.*

Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*I can work out what a character in a book is feeling by the actions they take and can explain how I know.*

Understand what he/she reads independently by predicting what might happen from details stated.

*I can predict what might happen from clues in what I have read.*

Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.

*I can tell someone about the main ideas in a paragraph.*

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

*I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.*

Retrieve and record information from non-fiction.

*I can use non-fiction texts to find out information on a subject.*

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

*I can talk about books and poems and I can take turns in telling people about them.*



## English - Writing

### Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.

*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.*

Plan his/her writing by discussing and recording ideas within a given structure.

*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.*

Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).

*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.*

Draft and write by organising writing into paragraphs as a way of grouping related material.

*I can use paragraphs to organise my writing so that blocks of text group related material.*

Draft and write in narratives, creating settings, characters and plot.

*I can draft and write descriptive work that creates settings, characters and plots.*

Draft and write non-narrative material, using headings and sub-headings to organise texts.

*I can draft and write material such as instructions, using headings and sub-headings to organise my work.*

Evaluate and edit by assessing the effectiveness of his/her own writing.

*I can re-read my work to improve it for my audience.*

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.

*I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.*

Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

*I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed.*

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.*

## Vocabulary, Grammar & Punctuation

Form nouns using a range of prefixes e.g. super-, anti-, auto-.

*I can create new words using a range of prefixes including super-, anti-, auto-.*

Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box

*I can understand when to use 'a' or 'an' in front of a word*

Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.

*I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.*

Express time, place and cause using co-ordinating and subordinating 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.

*I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.*

Begin to use paragraphs as a way to group related material.

*I can use paragraphs.*

Use headings and sub-headings to aid presentation.

*I can use headings and sub-headings.*

Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.

*I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.*

Begin to use inverted commas to punctuate direct speech.

*I can use speech marks correctly sometimes.*

Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').

*I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.*

## Spelling

Use the prefixes un-, dis-, mis-, re-, pre-.

*I can use the prefixes un-, dis-, mis-, re-, pre-.*

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.

*I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.*

Use the suffix -ly.

*I can use the suffix -ly.*

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.

*I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.*

Spell words with endings which sound like 'zhun' e.g. division, decision.

*I can spell words with endings which sound like 'zhun' e.g. division, decision.*

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.

*I can spell words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.*

Spell words that are often misspelt (English Appendix 1).

*I can spell words that are often misspelt.*

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.

*I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.*

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

*I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.*

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

*I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.*

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

*I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.*

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

*I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.*

Use the first two or three letters of a word to check its spelling in a dictionary.

*I can use the first two or three letters of a word to check its spelling in a dictionary.*

**Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**

*I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.*

Year 3 & 4 New Curriculum Spelling words

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

## Key Stage 2 Handwriting

In KS2, the national curriculum requirements for handwriting are:

Year 3 and 4

### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

In KS2, the emphasis in Handwriting will be to build the children's writing stamina when joining letters. Handwriting may be taught in discrete weekly sessions. In Lower Key Stage 2, children will be reminded of the different letter families and the different ways of joining letters. As the children progress through KS2, they will be given opportunities to apply their handwriting in short writing activities. They will begin by using a handwriting book, and progress to using normal ruled paper.

