Parent Curriculum Information Booklet

Year 3

Welcome to Year 3

Welcome to Year 3. During this year at school your children will be continuing to develop independence in their learning. We aim to encourage them to have a love of learning for life.

Year 3 is an action packed time, with many opportunities for the children to immerse themselves in learning, whilst building upon those essential skills developed in previous years. We believe that by the end of their time at St. Aidan's 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 have included objectives they are expected to meet and examples so you can support them.

Year 3/4 Reading

Key Skills

The National Curriculum set out key skills that children should learn at Year 3. We teach key reading skills at school through shared reading in Literacy, guided reading sessions and some independent reading.

Here are the main key skills:

Children should be able to read with good expression and fluency and show some understanding of what they have read.

At this stage the teaching comprehension takes precedence over teaching basic decoding of reading. (However if your child is still reading at lower levels they will receive phonics teaching.)

Children should be able to read accurately words of two or more syllables.

The children will be taught to read longer unfamiliar words and to develop understanding of vocabulary.

Children need to develop positive attitudes to reading by reading and listening to a wide range of fiction, poetry, non-fiction and information books.

The children should develop increasing familiarity with the structure of a wide range of books; e.g. fairy stories, myths and legends.

Children will need to develop understanding of what they read independently by:

- **Retrieving key information from the text quickly.**
- **Drawing inferences (gaining information that is not given in the text) such as saying how a character feels.**
- **Talking about their own personal feelings about what is happening in a text.**
- **Showing understanding of what different parts of a text are for- such as the use of captions, fact boxes and paragraphs.**
- **Predicting what might happen using details from the text.**
- **Being able to recall and summarise main ideas from different parts of the text.**
- **Discuss words and phrases used to capture the reader's attention.**
- **Talk about some features of the text; such as the writer using lots of adjectives or a theme such as good triumphing over evil.**

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

How you can help your child develop key reading skills.

To enable your child to progress with their reading they need to read to an adult every day. Please note this within their reading record book.

- ✓ Most important of all; make reading with you as enjoyable as possible.
- ✓ Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child.
- ✓ Simple unknown words can be sounded out.
- ✓ Look at the first and last letters/sounds of unknown words and make a sensible guess – does it make sense?
- ✓ Miss out the unknown word, read on then go back and work out the missing word. Read the whole sentence again to check it makes sense.
- ✓ Look for 2 letters which make one sound e.g. sh /ch /th.
- ✓ Look out for words they already know in longer words.
- ✓ Remind children to think about how speech might be said to encourage them to read with expression.
- ✓ When reading a new book, talk about the front and back cover. Ask questions such as; who is the author and what clues does the title and picture give you about the book?
- ✓ Encourage your child to read a variety of different types of book; storybooks, information books, magazines and newspapers.

To help develop your child's reading you might want to consider some of the following questions.

- Can they read with expression?
- Do they know most of the words?
- Can they sound out unknown words?
- Are they able to explain the story so far?
- Can they recall the important parts of the piece they have just read?
- Are they able to predict what will happen next?
- Can they discuss the characters involved in the story?
- Can they say whether they like the story or not and give clear reasons?
- When reading non-fiction can they use an index or contents to locate information?
- When reading non-fiction can they say how the text is organised?

Year 3 Writing

Reading and writing skills are taught through sequences of Literacy lessons. Each Literacy Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text.

Transcription: spelling and handwriting.

- The children should be using joined handwriting throughout their independent writing.
- Handwriting will still be taught at Year 3 with the aim of increasing the fluency of children's writing, whilst ensuring joins are accurate.
- During Year 3 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g:
    - prefixes-letters added to the beginning of a word e.g.**un**happy
    - suffixes-letters added to the end of a word e.g happi**ness**
    - homophones- words which sound the same but are spelt differently e.g. hair/hare.
- The children will also be given words to learn from the National curriculum spelling list of commonly misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.

Composition : Skills and processes that are needed for writing.

Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class.

- They will be given opportunities to generate ideas for their writing and create a plan.
- The children will then draft and write sentences for their piece by rehearsing them aloud.
- They will organise paragraphs around a topic or theme.
- In narratives they will create settings, characters and plot.
- In non-fiction they will be expected to use organisational devices such as sub-headings and a clear introduction.
- The children will be taught to evaluate and edit their writing and given opportunities to read their work aloud in class.
-

Vocabulary, Grammar and Punctuation:

The children will explore words used in the texts they read in Literacy and be expected to use similar words in their writing. Grammar and punctuation will be taught within the Literacy lesson. The children in Year 3 will need to:

- Revise work from Year 3
- Use the grammatical difference between plural and possessive –s.
- Use **correct verb forms**, rather than spoken language e.g. we were instead of we was.
- The children should use appropriate **pronouns** to represent **nouns** e.g. Jack/he. They should avoid repeating nouns and pronouns.
- Use inverted commas and other punctuation to indicate **direct speech**, for example a comma after the reporting clause; end punctuation within inverted commas; *The conductor shouted, "Sit down!"*
- Use **apostrophes** to mark singular and plural possession for example, the girl's name, the girls' names.

Children need to think carefully about the words they use in their writing. They should try to use precise and exciting words to make their writing interesting. During Year 3 children will:

- Revise vocabulary and grammar skills taught in Year 3.
- Use **noun phrases** e.g. instead of *the teacher* a more interesting phrase would be: *the strict maths teacher with curly hair*.
- Use **fronted adverbials** punctuated with a comma e.g**. Later that day**, I heard the bad news.

Mathematics

At St. Aidan's Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside. The lesson is usually divided as follows:

- oral work and mental calculation (about 10 mins) focusing on whole-class work to rehearse, sharpen and develop mental and oral skills;
- the main teaching activity (about 20 mins) which comprises of direct teaching and pupil activity involving whole class, group and paired discussions plus some independent work.
- the independent session (about 20 mins) which will include the teacher working with a guided group where appropriate.
- a plenary (about 10 mins) to work with the whole class to sort out misunderstandings, misconceptions, identify progress, summarise key facts and ideas, make links to other work, discuss next steps and set work to do at home.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

Expectations in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

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 23-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 in Year 4 are expected to:

Number - number and place value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- round any number to the nearest 10, 100 or 1,000
- read Roman numerals to 100 (I to C)

Number - addition and subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division

- **recall multiplication and division facts for multiplication tables up to 12 × 12**

- multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Number - fractions (including decimals)

- recognise and show, using diagrams, common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100
- add and subtract fractions with the same denominator [eg. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places

Measurement

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectangle in centimetres and metres
- find the area of rectangular shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry - properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute angles (less than 90°) and obtuse angles (more than 90° but less than 180°)
- identify lines of symmetry in 2-D shapes presented in different orientations

Statistics

- interpret data using appropriate graphical methods, including bar charts and time graphs
- solve problems using information presented in bar charts, pictograms, tables and other graphs

<u>How you can help your child's maths learning</u>

One of the most valuable things you can do is talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. This is why our maths home learning sheets are based around a game which you play with your child. It provides opportunities for them to talk and explain their maths understanding. We all use maths in our everyday lives which means that are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

1. Count in jumps of the same size such as 1s, 2s, 5s, 10s and so on. Children should count backwards as well as forwards. Physical activities such as skipping and playing catch can be incorporated to encourage motivation.
2. Collect items such as football cards, buttons, straws, milk bottle tops and group them into ones, tens and hundreds.
3. Look for numbers in digits and words in books, on posters, in comics, on buses, cars and road signs and prices and ask children to read them. Children could also photograph them.
4. Talk about the shape of 2D and 3D objects. Try and identify shapes in the world around us.

5. Ask your child to help when you are doing things with money such as paying for items in shops.
   How much will these items cost?
   How much change will you receive?
6. Ask them to help when you are measuring items such as weighing ingredients or measuring the length or height of an object. Use metric units of measure.
7. Help them to understand time, read both digital and analogue clocks. Involve them in dates and diaries, knowing the calendar months, days in a year, family celebrations and appointments.
8. Use a magazine or the internet to find out about when a TV programme or film is on and how long it will last.
9. Read bus and train time tables and calendars.
10. Help them to learn their times tables and related division facts (see the following page.)

How to Help Your Child To Learn Their Times Tables and Related Division Facts

Children who have mastered their tables gain a solid foundation in mathematics 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 x12.	All times tables and related division facts up to x12 and apply these to other calculations e.g. 6x6 = 36 so 60 x 6 = 360.	All times tables and related division facts up to x12 and apply these to other calculations e.g. 6x6 = 36 so 60 x 6 = 360.

In year 3 and 4 children start to learn times tables and their related division facts as part of their home learning. Children do not need to sit down for extended periods to learn these but we do expect that children practise these for five minutes at least three times a week. This could be them playing times tables games on their home computer, chanting times tables while playing catch together or simply challenging them to answer questions on the drive to school.

WEB SITES FOR MULTIPLICATION AND DIVISION GAMES

http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html

http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find

http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml

http://resources.oswego.org/games/Ghostblasters1/gbcd.html

http://www.bbc.co.uk/skillswise/game/ma10mult-game-fridge-magnet-multiplication

http://www.bbc.co.uk/skillswise/game/ma10mult-game-problem-solving-with-multiplication

http://www.mathletics.co.uk

Science in Year 3

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

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Throughout year 3 and 4 the science curriculum will be embedded within our curriculum. See the curriculum letter for an outline of the areas covered.

How to help

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

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

Home Learning in Year 3

At St. Aidan's, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents.

Research shows that home learning can have a positive impact upon learning when used in a focused way. The positive side is that:

- Children become enthused when faced with investigative, open ended and practical home activities.
- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.

Reading at Home:

- Children should be reading every night with an adult or older sibling.
- Class teachers will keep track of how often children are changing their books.
- Enjoy reading at home with your child by; taking turns, having reading competitions, play games based on the text e.g. Can you find a word that means big?', have quizzes where children answer questions about the text e.g. What time did Mark go to the bowling alley?

Literacy Home Learning:

Children in Year 3 and 4 complete three different types of Literacy based home learning, which is linked to their learning in class. The time span will vary depending on the activity set but there will always be a set date and due date on the home learning.

Read- This normally involves the class completing a reading activity linked to a specific piece of text or completing research.

Write-This will be a SPAG related task.

Spelling Home Learning:

Children will be given and tested on their spellings weekly

Maths Home Learning:

Children will be given work linked to what has been covered during the class sessions. This may include completing work on Mathletics.

Number bonds/times tables tests will take place every week. The children are expected to practice their tables during the week.

We encourage that you support your child in their Home Learning. All Home Learning is set at an appropriate level for the children and if there are any concerns or queries over the home learning, then please feel free to contact a teacher to discuss.

The homework timetable is specified on the curriculum letter and if a child does not complete or bring their home learning in on time then they will miss a proportion of their playtime.

How well is my child progressing?

How does the school assess children?

Throughout your child's learning, we make regular assessments of how well they are doing or how to support them further. This may be completed through marking or conversations with your child.

At several points throughout the year, we carry out more formal assessments. These are usually October, March and June.

The National Curriculum

The Curriculum is in place for children in year 1,2,3,4,5 and 6. It has greater challenges expected of each child from previous curriculums. Some children may appear not to make progress as fast as we catch them up with the new expectations. As we move from the old curriculum to the new curriculum there will need to be some changes.

Details of the National Curriculum can be found here:

https://www.gov.uk/goverment/collections/national-curriculum

Keeping Children Safe

Children walking home from school
Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.
Children in year 3 and 4 will not be allowed to walk home on their own.

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 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, as primary school children are too young to be accessing them.

Information for Parents can be found :
CEOP: www.ceop.gov.uk
Think U Know: www.thinkuknow.co.uk
Childnet: www.childnet-int.org

Safeguarding:
Our Senior Designated Person is **Mr Skehan**
Our Deputy Designated Person is **Mrs Paull**

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 or noticed, we have to make sure that any information is recorded. 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, let the school know or alternatively you may contact the MASH team on 020 8726 6400