



Welcome To Year 3

Miss Lee



Staff In Year 3



Miss
Muhammad
Teaching
Assistant

Typical Timetable



	08:30-08:45	08:45-09:15	09:15-10:15	10:15-10:30	10:30-10:45	10:45-11:15	11:15-12:15	12:00-13:00	13:00-13:15	13:15-14:15	14:15-15:15
Mon	Registration/ Handwriting / Arithmetic	Whole School Liturgy	English	Spelling	Break	Guided Reading	Maths	Lunch	Numbots/TTRS	RE (1:15 – 2:30)	Geography (2:30-3:15)
Tue		KS Liturgy	English				Maths		Numbots/TTRS	RE (1:15 – 2:30)	Computing (2:30-3:15)
Weds		In-Class Liturgy	English				Maths		Numbots/TTRS	Science	PE
Thur		Sung Worship	English				Maths		Numbots/TTRS	PE (Made for Stage)	Music
Fri		Awards & Thanksgiving	English			Picture News Prayer	Maths		Class Novel	DT	Spanish/Picture News

Topics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>Seal Surfer by Michael Foreman</p> <p>Outcomes Recount: write a letter in role</p> <p>The Shell By John Foster Poetry</p> <p>X Curricular writing</p> <p>Explanation: Movement and nutrition is important to us.</p>	<p>Nen and the Lonely Fisherman by Ian Eagleton</p> <p>Outcomes Fiction: write a fantasy story based on a classic tale</p> <p>Dance with Me, Autumn by The Literacy Company Poetry</p> <p>X Curricular writing Persuasion: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Outcomes Fiction: write a story set in the Stone Age</p> <p>The River's Tale extract by Rudyard Kipling Poetry</p> <p>X Curricular writing Non-chronological report Rocks and soil</p>	<p>Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo</p> <p>Outcomes Persuasion: write an informative article</p> <p>The Magnificent Bull from the Dinka tribe Poetry</p> <p>X Curricular writing A diary from a Roman soldier in Britain</p>	<p>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty</p> <p>Outcomes Fiction: write an adventure story</p> <p>I Saw a Peacock Poetry</p> <p>X Curricular writing Recount: Living in a settlement</p>	<p>A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)</p> <p>Outcomes Non-fiction: write a guide</p> <p>Apes to Zebras Poetry</p> <p>X Curricular writing Instructions: How to make a mummy.</p>
Maths	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Addition and Subtraction Multiplication and Division A 	<ul style="list-style-type: none"> Multiplication and Division B Length and Perimeter 	<ul style="list-style-type: none"> Fractions A Mass and Capacity 	<ul style="list-style-type: none"> Fractions B Money Time 	<ul style="list-style-type: none"> Time Shape Statistics
Science	Movement and nutrition	Forces and magnets	Rock and soil	Light and shadow	Plant reproduction	Does hand span affect grip strength?
History		British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?		British History 2: Why did the Romans settle in Britain?		What did the ancient Egyptians believe?
Geography	Why do people live near volcanoes?		Who lives in Antarctica?		Are all settlements the same?	
Design technology	Cooking and nutrition: Eating seasonally		Digital world: Wearable technology		Structures: Constructing a castle	
MFL	Spanish greetings with puppets	Spanish numbers and ages	Shapes and colours in Spanish	Classroom objects in Spanish	Where do you live in Spain?	Journey around Latin America
Art		Drawing: Growing artists		Craft and design: Ancient Egyptian scrolls		Sculpture and 3D: Abstract shape and space
PSHE	Being a Good Citizen Religious Understanding	Personal Relationships	Life Online	Keeping Safe	What is Biodiversity?	Religious Understanding Wider World
Music	Hear It, Play It! Exploring Rhythmic Patterns		Painting Pictures with Sound		Sing, Play, Notate!	
PE	Gymnastics Net and Wall	Target Games – Dodgeball Invasion Games - Rugby	Invasion Games – Netball Dance – Rock and Roll	OAA – Team Work & Problem Solving Dance - Ironman	Swimming Health Related Fitness	Swimming Gymnastics
Computing	Unit 3.1 Coding	Unit 3.3 Spreadsheet	Unit 3.5 Email	Unit 3.6 Branching Databases	Unit 3.4 Touch Typing	Unit 3.9 Presenting

Writing overview



Year 3		Au1	Au2	Sp1	Sp2	Su1	Su2
Y3 Assessment Framework – Overview of Objectives							
Purpose and audience	<ul style="list-style-type: none"> Write for a range of real purposes and audiences Decisions should underpin the form the writing should take 						
Tense	<ul style="list-style-type: none"> Use past and present tense consistently Confident use of progressive form of verbs Some use of the present perfect form of verbs 			✓	✓	✓	✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) Effective use of statements, exclamations, questions and commands 		✓	✓	✓	✓	✓
Level of detail	<ul style="list-style-type: none"> Expanded noun phrases used to add description and detail to create characters, setting and plot Use a varied and rich vocabulary Adverbs and prepositions to express time, place and cause 	✓	✓	✓	✓	✓	
Cohesive devices	<ul style="list-style-type: none"> Write a full sequence of events (dilemma/conflict/resolution) 						
Logical sequence of events	<ul style="list-style-type: none"> Sequence ideas or events: <ul style="list-style-type: none"> Maintaining form e.g. bullet points, headings Using adverbs and prepositions Use pronouns to extend and link sentences 			✓	✓	✓	✓
Text structure and organisation	<ul style="list-style-type: none"> Select relevant content In non-narrative material, group related ideas in paragraphs In narrative write an opening paragraph and further paragraphs for each stage 	✓				✓	
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list Mostly accurate use of apostrophes for contracted forms and possession Some use of inverted commas to punctuate direct speech 	✓	✓	✓	✓		
Transcription	<ul style="list-style-type: none"> Most KS1 common exception words are spelt correctly Full range of spelling rules and patterns in appendix 1 for Y1/2 Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix Use a/an accurately 		✓			✓	
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary 						
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation 						

Maths overview



Number – number and place value

Statutory requirements

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 – addition and subtraction

Statutory requirements

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.

Number – multiplication and division

Statutory requirements

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

Statutory requirements

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].

P.E. Wednesday and Thursday



Kit needed:
Pumps/ trainers
Blue Shorts
House T-shirt
Trainers
Tracksuit Bottoms



Swimming:

Swim Costume
Swim trunks/shorts
Towel

Swim clothes can be worn but they must be specialist swim wear and not a wet suit or a 'normal' t-shirt.

Homework



Maths:
10 minutes on TTRS.



English:
Read for 15 minutes at least 3 times a week – please discuss the text and ask questions.

Spellings

Extra:
Purple Mash and
Numbots are also
available.



Uniform Reminders



Ear rings must only be a plain stud which the children can remove themselves for PE.

Please label your child's uniform (including PE kit).

Important Year Group Messages



Children have the opportunity to follow the Sacramental Programme in order to receive their first Holy Communion.



Could you be entitled to free school meals?

Your child will get free school meals if you receive the following support payments:

- Income Support (IS)
- Income Based Jobseekers Allowance
- An income-related employment and support allowance
- The guarantee element of State Pension Credit (PCGC) support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Inland Revenue that does not exceed £16,190



If you are entitled school can also help with:

- Food parcels for your family
- Support with uniform
- Free book bag and water bottle for your child

Please speak to the school office and we can help you apply

Wrap around care

Please be reminded that we offer wraparound care from 8am—6pm in school between Monday—Friday.

Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.

Afterschool club is now £2.50 per session and is open until 6pm. Children will be provided with a light meal (e.g. sandwiches).

The afterschool sports timetable is below but there is also gaming and crafts that will be running if children do not wish to participate in the sports.

You do not need to book, you will be charged via the App.

Wrap around care timetable

Day	3:15AM - 4:15AM	4:30PM - 5:30PM	5:30PM - 6PM
Monday	Football	Hockey	Wellness Zone
Tuesday	Football	Kickboxing	
Wednesday	Boxing / Kickboxing	Benchball	
Thursday	Boxing / Kickboxing	Boccia	
Friday	Dodgeball	Multi-Sport	

Questions



If you have any questions, please speak with Miss Lee at the end of the school day or call the school office to arrange an appointment.