



Welcome to Year 3

Year 3 Team



Mrs Laidler



Mr Farooqi



Mr Connolly

Year 3 Teaching Assistant



Mrs Finnigan

Routines

- We enter and leave school via the KS1 yard.
- School hours 8:50am – 3:20pm.
- Please try to speak to the teacher after school. Any important information can be passed on to a TA when the children have entered school.
- PE lessons are currently on Tuesday and either Wednesday or Friday but this may change over the year.
- Healthy Tuck Shop every Thursday , 50p an item, max of 2 (see school website for items we sell).

Topics

- **History**

Stone Age to Iron Age

Ancient Egypt

Local History

- **Geography**

Continents / Oceans /Seas/ Volcanoes/

Countries/Capital Cities of Europe

Map reading/ Symbols/ Direction /

- **Science**

Animal & Humans

Rocks & Soils

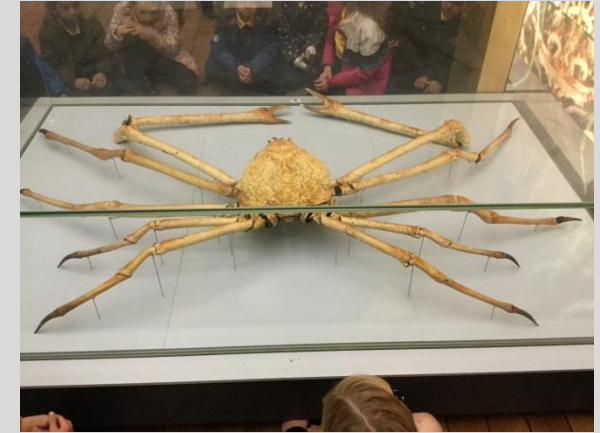
Light

Forces and Magnets

Plants

School Visits

- Rising Sun Country Park - Stone Age
- Oriental Museum Durham – Ancient Egypt
- Centre for Life – Light and Shadows



Library Books



- Library Books (Free Readers) – can be changed when completed after the children have written a reflective comment and the Home School Reading Record has been signed by an adult.
- We encourage reading for pleasure so the children are allowed independent choice of reading material, however this is monitored by T/TA

Reading Scheme Books and Reading Records



- Reading scheme books are graded to match the children's level
- Please use the questions at the front and back to the book to develop deeper understanding of the text
- Each class has a day allocated as Book Change Day when any completed books can be swapped for a new one.

How can you support reading at home.



Some Helpful Questions



Who was the character that...?

Show me in the text where you found...?

Find one/two things that the main character did in this part of the story.

Tell me about what sort of character **N** was from the things they *did*/said in the story.

What do you think **N**'s thoughts were at this point in the story/play? Use the text to help you think through your answer.

How did [one of the characters] change their ideas/ attitudes during the story/play? What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out. Why is it so important? If **N** had not done [], how might this have changed other events in the story?

How has the author organised the writing?

Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/each paragraph?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited, etc?

Which part of the story best describes the setting/characters/action?

Which words and/or phrases do this?

Find and copy some words or phrases that show us that this character is special/helpful/adventurous/unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

How does this make the reader want to read on?

Some Helpful Questions



Some helpful question prompts to use when reading a Non Fiction book...

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

How does this text layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.

English - Reading Challenges

1. Describe a character. Explain why you like or dislike this character and use examples from the text.	2. Draw a story map.	3. Predict what you think will happen next and explain why, drawing on what you have read so far.	4. Using speech bubbles, draw a conversation between two characters in the story.	5. Identify some verbs, adverbs and adjectives that are new to you. Find their meanings and use them in some sentences of your own.
6. On finding a book, write a review and explain why you think others should read the book.	7. Compare two characters in the story. What similarities do they share? How are they different?	8. Change the effect of a sentence in the story by choosing different verbs, adverbs and adjectives.	9. Compose a new blurb for the book you have just read.	10. Write an alternate end or happy ending to the story. Do one which leaves the reader in suspense!
11. Transform a chapter of your book into a play script.	12. Write a diary extract as one of the characters in the story.	13. Pick a selection of at least five descriptive sentences and explain why you like them.	14. Compare the book you have just read with another similar story. Which one did you prefer and why?	15. Write an informative newspaper report of a part of the story you found compelling.
16. Collect similes, metaphors and examples of personification you found in the story.	17. Create an infographic page about the author of the book.	18. Draw a map of the story setting and label it. Include some facts about each of the places identified.	19. Write a letter to one of the characters in the story or to the author of the book.	20. Construct a timeline of the most events in the story. Write suitable connectives between each of the events.
21. Write about a memory or experience of your own which is similar to something you've read in the book.	22. How did the book make you feel? Explain your ideas.	23. Write 5 questions for someone who has read the book to check that they had read and understood the story.	24. Give some specific advice to a character. Write their letter to an agency and then write the published response.	25. Pick a character from the story. How do they change or the story develops? Use words and phrases from the text to support your answer.

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English - Reading Challenges

26. Choose a character from the book and write an acrostic poem about them.	27. Plan a one-minute talk about a key character in the book.	28. Use the main events from the story to create a board game which moves the player forwards and backwards as problems and resolutions arise.	29. Choose a key moment in the story. How does this event change the course of the story?	30. Think of 5 questions you would like to ask the author. Then answer the questions as if you were the author.
31. Which character in the book do you most identify with and why?	32. Which character in the book would you least like to be? Why?	33. Write a telephone conversation between you and one of the characters from the story.	34. Make a fact file about one of the characters in the story.	35. Using ideas from the text, make a 'True or False' quiz for someone else who has read the book.
36. Find ten words in your book which use a prefix or a suffix. Identify the root word and write the meaning of each of the words.	37. Find six words in the book you find interesting. Find a range of synonyms and arrange them for each.	38. Find six words in the book you find interesting. Find a range of synonyms and arrange them for each.	39. Pick a paragraph in the story and re-write it in the future tense.	40. Identify 5 sentences containing subordinate clause starters. Use each of these to start sentences of your own.
41. Create a glossary of the technical vocabulary used in the text.	42. Use some of the factual information from the text to draw and label a diagram.	43. Make a list of facts you have learned from your non-fiction book.	44. Create a board or card game using the facts from your book.	45. Create a title for your non-fiction book. Now just read it with another on the same subject. What are the similarities and differences? Which did you prefer?
46. Write a letter to a scientist about the subject of the book. Create five more questions you feel remain unanswered.	47. Make a 'Did You Know?' poster of interesting facts gleaned from your book.	48. Write down 5 truths and 5 lies about the subject you have just read about. Ask a friend to identify which is which. Can you trick them?	49. Use the format of the non-fiction book you have just read to write your own factfile on a subject which interests you.	50. Compare the non-fiction book you have just read with another on the same subject. What are the similarities and differences? Which did you prefer?

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Homework



- Will be given out every **Wednesday**, to be returned the following Monday.
- Spellings will be given on Monday for a test on **Friday**. Results will be recorded in HSRR highlighting any words spelt incorrectly.
- Times tables should be reinforced at home for a test on **Friday**. Children will write in their diary which times table they are working on.
- Written homework should be completed in pencil, supervised by an adult.
- On-line homework will be given to support learning within the classroom.

Homework



Mathletics



Maths Expectations

- Curriculum Expectations can be found on the school website in the curriculum section for all subjects.
- Time - to be able to tell the time on an analogue and digital 24hour clock.
- Children are expected to be confident in using and applying 2,5,10,3, 4 and 6 times tables (multiplication/division).
- Progression in the school's Calculations Policy can also be found in this curriculum section.

Year 3 – Yearly Overview

	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			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation



Obj

Gui

Year 1

Vid

Ex

+ = signs and missing numbers

Children need to understand the concept of equality before using the '=' sign. Calculations should be written either side of the equality sign so that the sign is not just interpreted as 'the answer'.

$$2 = 1 + 1$$

$$2 + 3 = 4 + 1$$

Missing numbers need to be placed in all possible places.

$$3 + 4 = \square$$

$$\square = 3 + 4$$

$$3 + \square = 7$$

$$7 = \square + 4$$

Counting and Combining sets of Objects

Combining two sets of objects (aggregation) which will progress onto adding on to a set (augmentation)

**Understanding of counting on with a numbertrack.**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Understanding of counting on with a numberline (supported by models and images).

$$7 + 4$$

Obj

Gui

Year 2

Vid

Ex

Missing number problems e.g. $14 + 5 = 10 + \square$ $32 + \square + \square = 100$
 $35 = 1 + \square + 5$

It is valuable to use a range of representations (also see Y1).

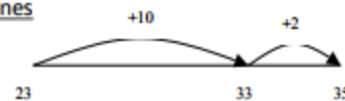
Continue to use numberlines to develop understanding of:

Counting on in tens and ones

$$23 + 12 = 23 + 10 + 2$$

$$= 33 + 2$$

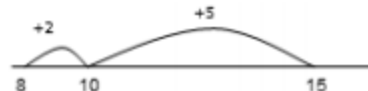
$$= 35$$

**Partitioning and bridging through 10.**

The steps in addition often bridge through a multiple of 10

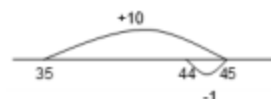
e.g. Children should be able to partition the 7 to relate adding the 2 and then the 5.

$$8 + 7 = 15$$

**Adding 9 or 11 by adding 10 and adjusting by 1**

e.g. Add 9 by adding 10 and adjusting by 1

$$35 + 9 = 44$$

**Towards a Written Method**

Partitioning in different ways and recombine

$$47 + 25$$

$$47$$

$$25$$

$$60 + 12$$



Obj

Gui

Year 3

Vid

Ex

Missing number problems using a range of equations as in Year 1 and 2 but with appropriate, larger numbers.

Partition into tens and ones

Partition both numbers and recombine.

Count on by partitioning the second number only e.g.

$$247 + 125 = 247 + 100 + 20 + 5$$

$$= 347 + 20 + 5$$

$$= 367 + 5$$

$$= 372$$

Children need to be secure adding multiples of 100 and 10 to any three-digit number including those that are not multiples of 10.

Towards a Written Method

Introduce expanded column addition modelled with place value counters (Dienes could be used for those who need a less abstract representation)



$$\begin{array}{r} 200 + 40 + 7 \\ 100 + 20 + 5 \\ \hline 300 + 60 + 12 = 372 \end{array}$$

$$\begin{array}{r} 247 \\ + 125 \\ \hline 12 \\ 60 \\ 300 \\ \hline 372 \end{array}$$

Leading to children understanding the exchange between tens and ones.





Clubs

- Jesus and Me (JAM) – lunchtime
- Choir – lunchtime
- String Group – invitation only
- Fencing – Tuesday before school
- Drama – Chimney Sweep - lunchtime
- French / Spanish – lunch /afterschool
- Cooking – afterschool
- Football



Music in KS2...

- Weekly class based music lessons to cover the National Curriculum – includes learning to play the descant recorder (please provide for term 2 if possible)
- Weekly singing assemblies lead by Mrs. Hague
- Extra Curricular music clubs:
 - WIND BAND – 12:30 on Wednesday (for children who play instruments already)
 - CHOIR- 12:30 on Thursday (open to all children, no auditions)
 - STRING GROUP- 12:30 on Friday (for children who are learning to play a string instrument)



Instrumental lessons

- Provided by NEMCO North East (info@nemco.org.uk/ [Tel:01912363999](tel:01912363999))
- Provision reflects demand. At the moment we have specialist instrumental teachers who visit school to provide lessons for VIOLIN, VIOLA, 'CELLO, GUITAR, FLUTE, SAXOPHONE, and CLARINET.
- Parents are billed directly by NEMCO.
- NEMCO have a hire scheme, as do local shops such as Windows.
- As much as possible, lessons are on a rota to avoid children missing the same area of the curriculum each week. (This is not always possible when there are fewer pupils learning an instrument).
- Timetables are posted on the Music Studio door for children to check each week.

Other Important Information

- Please label all belongings including packed lunch bags.
- Home School Reading Records and reading books are sent home every afternoon and should be returned to school every_day.
- Please pay for all trips, activities through the online school system Agora prior to the trip taking place (see the office staff if you have any problems).
- Bags PE and School Book bags - no huge rucksacks, please! We do not have space in the classroom and it is a health and safety issue.



Illness and medicines

- Children should not return to school within 48 hrs (or 2 days) of suffering from vomiting or diarrhoea.
- Any medicine should be handed in at the office to be registered by Mrs Sengupta, who is responsible for all medicines in school.
- Children are not allowed to bring medicines or creams into school for their own use.