

**As your child's new class teacher, I would like to welcome you back to the new school year. If you have any questions please do not hesitate to come into class before or after school. Don't forget to visit our website, to receive all our latest updates. Here is a summary of our curriculum for Year 3 this term.**

Mrs Kinsella

## English

As part of their **spelling and vocabulary work**, the children will be learning how to use dictionaries and thesauruses independently. They will learn to find and use new words with the same meanings and so find out about synonyms. They will revise key words from Key Stage 1 and will also discover how the spelling of words alter when adding prefixes. They will also begin to learn common misspellings.

The children will learn to recognise and spell the past tense of both regular and irregular verbs. This will be the main focus of the **grammar** study: identifying verbs in sentences, collecting and classifying examples of verbs, nouns and adjective and experimenting with changing them in sentences to alter the meaning or mood. They will learn to use adverbs and conjunctions within their writing. Towards the end of the term they will be expected to use verb tenses with increasing accuracy in their own writing.



## In handwriting

they will continue to refine cursive script, ensuring that the spacing and size of letters is consistent.

In **grammar and punctuation** study, the children will re-use the basic tools of punctuation in both reading and writing. They will be expected to use question marks and exclamation marks appropriately in their own writing. They will be expected to demarcate each sentence with a full stop and the start of

a new one with a capital letter. Children will be taught to use commas to separate items in a list and when using fronted adverbials.

Towards the end of the term, in conjunction with the composition work, the children will be encouraged to use speech marks to mark the beginning and ending of dialogue. They will investigate the range of devices used for identifying dialogue e.g. speech bubbles, enlarged print, captions etc. They will be expected to include a range of sentence structures and paragraphs.

In **fiction composition** the children will read, discuss and write, using elements from the Talk for Writing process. We will work on fantasy and adventure and mystery stories and some letter writing.

In **non fiction composition** the children will read, follow and write instructions and produce information texts. As the literacy lessons focus on both reading and writing, the teachers will be hearing the children read in guided reading sessions. These will focus on **teaching aspects of reading and comprehension**, not just listening to them read.

As a consequence, it is of utmost importance that you follow-up this type of reading practice at home for 10 to 15 minutes each night, using the home reading books. Please sign the reading diary to show this has been completed. The children need questioning on the content of their texts and unfamiliar vocabulary should be explained.



The children's targets this term will be:

1. To improve the quality of their written work by being able to produce a piece of independent writing, correctly punctuated throughout with capital letters and full stops.
2. To read and talk about text, referring back to ensure accuracy of answers.

In **Numeracy**, oral and mental work will feature strongly in each lesson.



Our '**Big Maths**' strategy is the start of every lesson (approx.20mins).

This involves reinforcing basic number facts the children need throughout their school life.

Addition facts up to 20 must be practised and learned, plus the 3/4/8 times tables. We call these their 'Learn Its'.

These number facts are practised each lesson and every Friday the class complete the "Beat That Challenge"— a timed test.

The strategy is centred on an **understanding** of Maths, both written, practical and oral.

From September up to Christmas the main focus for the children in Year 3 will be addition and subtraction. Firstly, they will recap work covered on place value up to and including 1000. For example, they will be expected to read and write numbers like 198 and 203 etc. They will practise rounding numbers up to the nearest 10 and also counting up to 50 in groups of 2, 3, 4, 5 and 10 and back again. This may not just be following times tables, but also counting up as follows (in 4s): 6, 10,14, 18 etc. They will also be taught the difference between odd and even numbers and be expected to read numbers on a variety of scales. **By the end of term they will be expected to know their 2,5,10 and 3 times tables.**

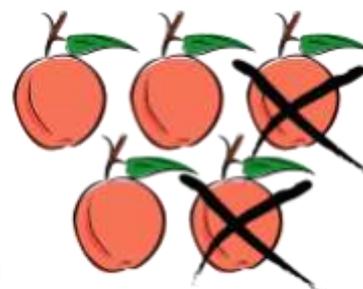
3 Times Table		
0	x	3 = 0
1	x	3 = 3
2	x	3 = 6
3	x	3 = 9
4	x	3 = 12
5	x	3 = 15
6	x	3 = 18
7	x	3 = 21
8	x	3 = 24
9	x	3 = 27
10	x	3 = 30
11	x	3 = 33
12	x	3 = 36

Having covered number facts and familiarised themselves with number patterns and sequences, they will move on to exploring facts about addition and subtraction. They will cover both concepts simultaneously so that they will

understand that the two are opposites of one another and so closely related. The study will involve carrying out the operations of addition and subtraction. They should understand that addition can be done in any order and that more than 2 numbers can be added at a time. A lot of this work will be expected to be done mentally and when large numbers are being introduced, the children may use apparatus or pencil and paper to help them work it out. **By the end of the term they will be expected to work out addition and subtraction sums involving numbers up to 99 independently.**

Practice at home in mental calculations will be of great benefit to the children. For example, when adding numbers mentally they should be encouraged to start with the largest numbers and count on, or add tens separately, then units and add the two together, e.g.,  $44 + 28 = 40 + 20$  (60) + 4 + 8 (12), so that  $60 + 12 = 72$ .

Likewise, when subtracting, the children should be encouraged to count up from the small number to the larger, e.g.  $102 - 97$ . Having a solid grasp of pairs of numbers, which make 10 and 20 is essential.



As their knowledge of addition and subtraction improves, the children will discuss the various ways in which calculations can be recorded. They will be shown formal ways of writing them down and will also be encouraged to share with the class their own methods of calculation and recording. They should begin to recognise that when calculations cannot easily be managed mentally, they should use pencil and paper .

$$25 = 20 + 5 \longrightarrow \begin{array}{r} \text{tens} \quad \text{ones} \\ \text{10's} \quad \text{1's} \\ \downarrow \quad \downarrow \\ \begin{array}{|c|c|} \hline 2 & 0 \\ \hline + & 5 \\ \hline \hline 2 & 5 \\ \hline \end{array} \end{array}$$

The children will apply their knowledge of addition and subtraction to problem solving and money questions. These will be presented in written form and they will require the children to become familiar with certain phrases and mathematical vocabulary. The problems will ask the children to find the total of shopping lists, work out the change and which coins to make up the total. An important focus of this work will be to encourage the children to explain how they solved certain problems. This should enhance their understanding of the processes involved, as well as introduce them to new ways of working through the same problems. **At home they should be encouraged to explain how answers have been found.**



Self checking will be expected of the children. They ought to check through their results and decide whether their answers are feasible or not.

Towards the end of the term, 'measures' will be introduced. This will encompass capacity, weight and length and the relevant units of measure. The children will be introduced to the following units and be expected to measure, compare, add and subtract centimetres, metres, kilometres, kilograms and grams and litres and millilitres. They will learn to work out the perimeter of a shape. They will be expected to read scales correctly and use decimal notation when recording metres and centimetres, e.g. 3.25 m.



They will read and write time to 5 minute intervals and compare and order fractions of shapes and numbers.

**By the end of the term the children will be expected to know all these units of measure and when to use them.**

Shape will also be introduced to the children. This will include exploring the properties of 2 and 3 dimensional shapes, by drawing and

modelling them.

By the end of the term the children will be expected to identify all 2 and 3 dimensional shapes covered and the properties of each.



Finally, the children will look at **data handling**. They will interpret and present data using bar charts, pictograms and tables.

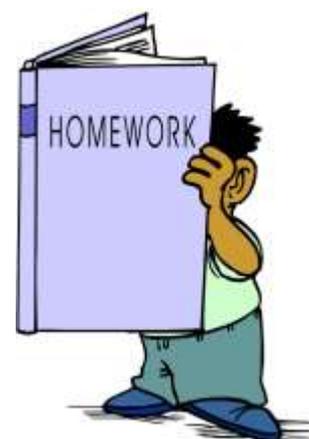
**By the end of term the children will be able to collect data and present it in a relevant chart.**



#### Homework

Homework will be covered by topic or research and may link to learning covered in class. The children may also be asked to bring something in to school. There will be one task per term.

Spellings are given out on a Tuesday morning, and are expected to be learned for the test the following week. Please encourage your child to learn their spellings using the 'Look, cover, write, check' method.



---

**Maths Vocabulary – the children will be expected to know what these new terms mean and where they are used, by the end of the term;**

counts in hundreds

one hundred less

more/most expensive

distance apart/between/to/from

amount

mile

hundreds

value

kilometre

predict

approximate

less/least expensive

relationship (between processes and numbers)

one hundred more

---

In **Science** the children will study about Health and Movement. They will find out about the importance of a balanced diet. They will learn about the 5 different food groups.

They will also learn about muscles and bones in humans and other animals.

The children will also look at Forces and Magnets; how things move, how magnets attract and repel and discovering magnetic materials.



In **French** they will be learning how to participate in short conversations, saying hello and goodbye. They will also learn words for objects around the classroom.

In **Music** we will continue to learn to play the recorder, by reading musical notation. We will also prepare the Christmas production.



In **History** the children will be studying the origins of man by looking at the Stone Age, and Bronze Age including hunter-gatherers and early farmers.

In **Computing** the children will learn about text and multi-media. They will change the style, size and colour of fonts and import appropriate images with which to illustrate their work. They will continue to increase the accuracy and speed of their typing. They will paste text and use text boxes and tables. They will use ICT to capture still images.



In **Design technology** we will investigate, design and create a healthy snack.



**Art** will be linked to other subjects as often as possible. The children will use collage techniques to create images and represent textures. They will draw using different techniques and experience using digital media.

In **Religious Education** the children will be looking at expressions of identity—how different groups of people show they belong together. They will also learn more about the Christmas story and its significance for Christians.

In PE the children will be taught for one lesson a week by a specialist PE coach.

In the first half term this will be Gymnastics and in the second half term this will be Hockey. The second lesson of each week will be follow up lessons taken by the class teacher.

PE days for the Autumn term will be Monday and Tuesday.



---

Mrs S Kinsella  
Y3 Teacher