



Year Three Parents' Information

Welcome to Year 3. I hope that your child is settling in well and enjoying the new challenges of Year 3. This information booklet provides you with details of the curriculum covered this year, as well as homework and extra curricular information.

Mathematics and Numeracy

Processes in Mathematics

- *Using Mathematics*
e.g. Talk about the information that needs to be gathered, e.g. to plan food for a class party.
- *Communicating Mathematically*
e.g. Discuss possible approaches to solving a problem.
- *Mathematical Reasoning*
e.g. Begin to explain their thinking - personal calculation strategies (e.g. to add 5 and 6, you add 5 and 5 and 1 to make 11)

Number - Operations and their Applications

- *Addition*
Use the 30/50 array, progressing to the 100 square to add:
 - 10 and multiples of 10
 - 11 and 21
 - 9 and 19
- *Addition and Subtraction*
Explore the relationship between addition and subtraction.
- *Subtraction*
Use 100 square to develop personal methods for subtracting any two 2-digit numbers.

Number

- *Understanding Number and Number Notation*
e.g. Appreciate that the position of a digit indicates its value.
- *Patterns, Relationships and Sequences*
e.g. Explore and use extended addition patterns -
 $3 + 2 = 5$
 $13 + 2 = 15$
 $23 + 2 = 25$
- *Money*
e.g. Give change out of 20p, 50p

Measures

- *Length*
e.g. Through using non-standard units e.g. body parts, straws, pencils, appreciate the need for a standard unit of length.
Develop an appreciation of a metre.
- *Weight*
e.g. Develop an appreciation of a kilogram, e.g. by sorting objects into those that are heavier/lighter than/about 1 kilogram.
- *Capacity/Volume*
e.g. Develop an appreciation of a litre.
- *Area*
e.g. Measure area using non-standard units e.g. envelopes, post cards.
- *Time*
e.g. Tell the time - moving on from o'clock to half past, quarter past and quarter to.

Shape and Space

- *Shape*
e.g. Recognise and use the mathematical names for 2D shapes - square, rectangle, triangle, circle, pentagon and hexagon.
Recognise and use the mathematical names for 3D shapes - cube, cuboid, sphere, cylinder and cone.
- *Space*
e.g. Talk about things that turn. Recognise turning movements e.g. left, right, half turn, full turn.

Handling Data

e.g. collect information relevant to a topic and record in a given table.
Use this information to create various types of graphs.

Mental Maths

e.g. addition and subtraction without aids developing to quick recall of facts, being able to do mental calculations and use a variety of strategies.

Language and Literacy

Talking and Listening

- Participate in talking and listening in all areas of learning.
- Listen to, respond to and explore stories, poems, songs, drama etc.
- Tell own stories based on personal experiences and imagination.
- Take turns at talking and listening in groups and paired activities.
- Express thoughts, feelings and opinions.
- Speak audibly and clearly, using appropriate quality of speech and voice.

- Read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning.

Reading

- Participate in modelled, shared, paired and guided reading activities.
- Read, and be read to, from a wide selection of poetry and prose.
- Read with independence for enjoyment and information.
- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Use a range of strategies to identify unfamiliar words.

Writing

- Participate in modelled, shared, guided and independent writing, including composing on-screen.
- Talk about and plan what they are going to write.
- Write for a variety of purposes and audiences.
- Organise, structure and present ideas and information using traditional and digital means.
- Use a variety of skills to spell words in their writing.

We use 'My Own Writing' books in Year 3 where pupils are given a little help with spelling and encouraged to use the spelling strategies they have been taught. As well as their own stories and poems they will complete dictation in these books.

Using I.C.T.

ICT skills are becoming increasingly important for children and adults and so many areas of the curriculum are taught using or enhanced by the use of ICT. Across the curriculum pupils should develop their ICT skills to **Explore, Express, Exchange, Evaluate and Exhibit**.

The World Around Us (includes Science, History and Geography)

With topic work we take a 'cross curricular' approach, i.e. we try to incorporate Literacy, Numeracy, The World Around Us (Science, History & Geography), P.E., The Arts (Art, Drama & Music), I.C.T. and Activity Based Learning.

The topics for this year are - 'Whatever the Weather', 'Jobs and Transport', 'Food, Glorious Food', 'People from the Past' and 'Let's Celebrate'.

The Arts (includes Art, Drama & Music)

The Arts also link in with our topics, teaching skills through topic related activities. We aim to use a range of materials and resources to stimulate ideas, explore different media and be as creative as possible!

P.E.

The elements covered are

- gymnastics - Travel & Balance, Body Shape, Sliding, Pushing & Pulling, Transference of Weight.
- dance - Traditional and Creative Dance.
- games - Handling (Dodgeball), Hitting (Hockey) and Kicking Skills (Football).
- athletics - Running, Throwing.

We have P.E. on Monday, Thursday and Friday.

R.E.

In R.E. we cover:

- Obedience - stories of Abraham, Jonah, Naaman etc
- Caring for Creation
- Christmas Story
- Helping others
- Passion, Death and Resurrection
- The Early Church
- God's Word

Personal Development and Mutual Understanding

We use the 'Living, Learning, Together' resources to teach PDMU. The areas covered in Year 3 are 'Personal Understanding and Health' and 'Mutual Understanding in the Local and Wider Community'. The units covered under these headings are:

Personal Understanding and Health

- Getting to Know Me
- Feeling Good, Feeling Sad
- Take Care, Be Safe

Mutual Understanding in the Local and Wider Community

- Families
- Why Should I? (looking at the need for rules etc)
- Living with Difference
- I Belong!

Thinking Skills and Personal Capabilities

Throughout our curriculum we are developing pupils' thinking skills and capabilities. Thinking skills are the tools that help children go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse and be more creative. These are developed under the headings:

- Thinking, Problem-solving and Decision-making
 - e.g. - sequencing, ordering, classifying, making comparisons;
 - making links between cause and effect;
- Self-management
 - e.g. - being aware of personal strengths, limitations and interests;
 - managing behaviour in a range of situations;
- Working with others
 - e.g. - listening attentively and sharing opinions;
 - understanding how actions and words effect others;
- Managing Information
 - e.g. - asking focused questions;
 - using own and others' ideas and questions;
- Being Creative
 - e.g. - experimenting with ideas and questions;
 - making new connections between ideas / information;

Homework

Spellings and Number Facts

On Monday, Tuesday and Wednesday nights your child receives spellings and number facts to learn for the following day. Please find attached information about the 'Look, Cover, Say, Write and Check' approach which we recommend. Also, refer to the 'Spelling Exercises and Word Play' sheet for more ideas for spelling exercises. Revise the whole weeks spelling on Thursday night for our Friday test.

Pupils will also receive number facts which will be tested along with their spellings. Please practise the number facts at home with your child. Pupils will learn the number facts in 'Stories' to help them make connections between addition and subtraction facts.

e.g. * Learn the pairs of numbers that go together to make a number story

$0 + 6 =$, $1 + 5 =$, $2 + 4 =$ etc all make 6

* Link addition to subtraction

$2 + 3 = 5$ $5 - 3 = 2$

* Understand that $3 + 4 = 4 + 3$

* Make addition and subtractions that can be made with 3 numbers

$1 + 5 = 6$ $5 + 1 = 6$ $6 - 1 = 5$ $6 - 5 = 1$

You can also introduce practical examples, e.g. I have five sweets in one hand and 5 in the other, how many altogether? etc. By the third term we shall be learning multiplication tables also.

Written Homework

Written homework will usually be Literacy or Numeracy based on a Monday and Tuesday. Activities will be a reinforcement of classwork. On a Wednesday night we will usually have a 'finding out', practical, written or learning homework. Homeworks are differentiated, where necessary, to reinforce classwork.

Please:

- Make sure that pupils write the date on their homework.
- Help with spellings when required.
- Ensure that homework is neat and tidy.
- If the work is done on a worksheet please try to ensure that it is stuck into the correct homework book.
- Sign homework

Finding Out homeworks are usually related to our topic work. Pupils are given information to acquire over the next few days and then they share this with the rest of the class. We do appreciate it if pupils have interesting items to bring in and they can be displayed on the topic table for a few weeks.

Reading

- Ask questions about the text.
- Play word games e.g. Find me a word beginning with the 'p' sound or rhyming words (make sure children point to the word and read it).
- Read with your child, you read a line, child reads a line.
- Read a page, have them follow. Leave words out which they have to read.
- Have your child 'predict' what will happen next.

Extra Curricular Activities

Year 3 children are welcome to come to gymnastics on Tuesday mornings 8.30 a.m. to 9.00 a.m. in the Assembly Hall.

Absence slips should be completed upon a child's return to school. More slips are available from school.

If you wish to speak to me about your child it would be greatly appreciated if you would make an appointment with me or through Mr. Armstrong.

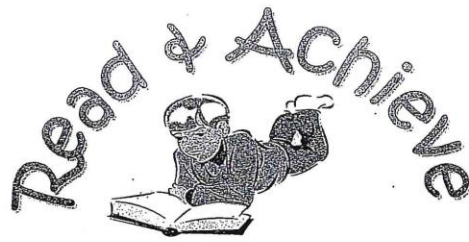


Classroom Rules

1. Always walk within the school building.
2. We will listen carefully to the person who is meant to be speaking.
3. Keep our hands, feet and objects to ourselves.
4. We will always try out best.

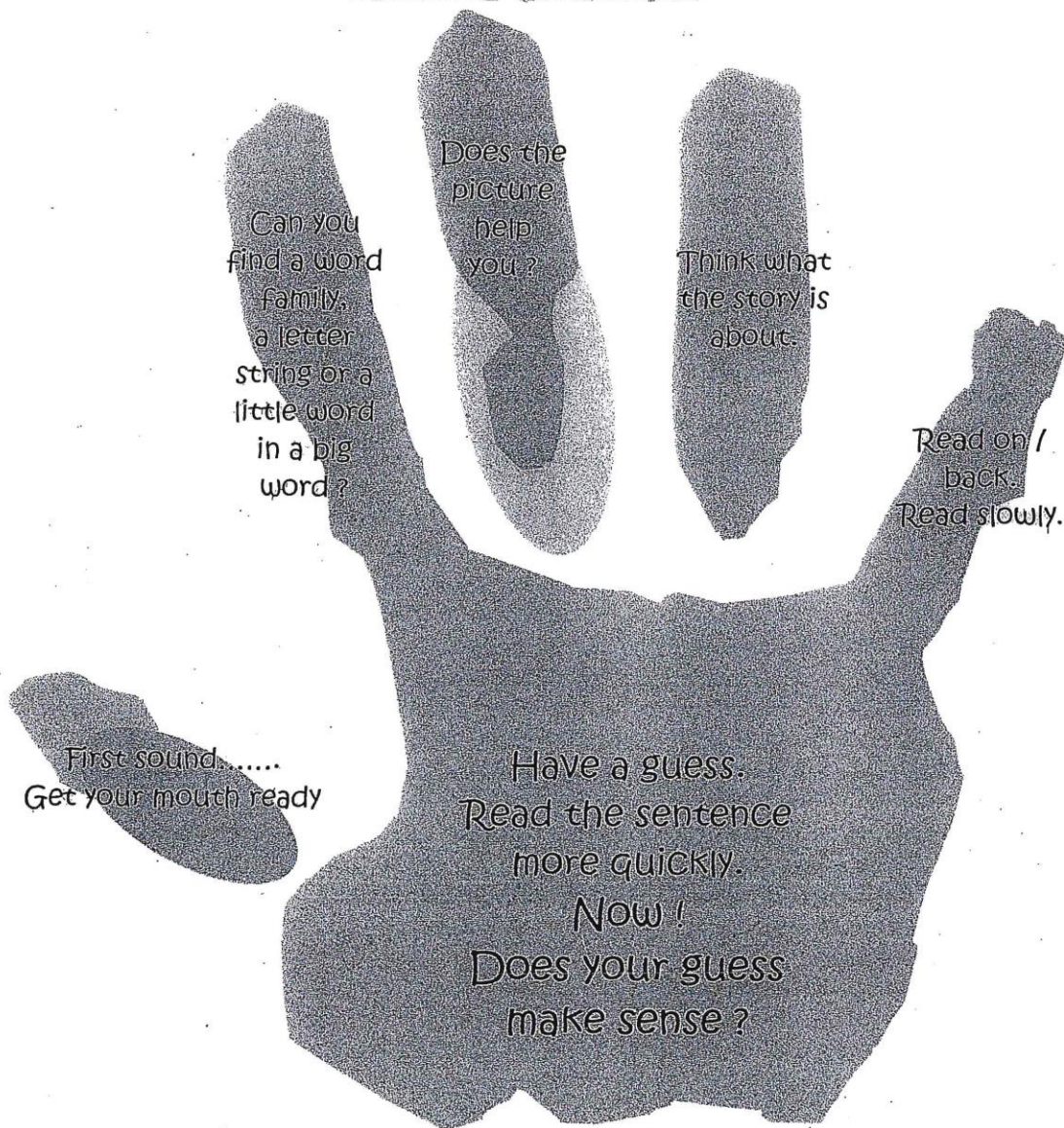
Playground Rules

1. We will avoid name calling and using bad language and speak politely at all times.
2. Keep our hands, feet and objects to ourselves.
3. Stay in your own play-zone.
4. Years 5, 6, and 7 to walk on the footpath to and from the pitch.

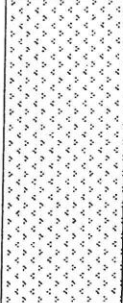


Lend a hand

Reading Strategies



Look, Cover, Say, Write, Check

	1	2	3	4
	because after when coming their			

- Write the words in the first column.
- Choose a word say it and notice the parts to remember.
- Look closely at the letters to notice visual details.
- Cover the word with the fold-down flap in column 1.
- Say the word softly.
- Write it from memory in the next column.
- Check it with the word in column 1.
- Repeat in next column until column 4 is complete.

If word is correct mark it off, if incorrect repeat process

Fold-down flap

1

2

3

4

Spelling Exercises and Word Play

To help your child learn their spellings or to encourage 'word play', complete some of the following activities on a regular basis.

1. Add a letter

Start with one letter and add a letter to make a two/three/four/five lettered word.

e.g. t – to – not – note – notes

2. Change a letter

Select a consonant or vowel to replace one. You must make a real word. How many words can you get?

tin – pin – pit – fit – fib – bib – big (consonant)

pat – pot – pet – pit – put (vowel)

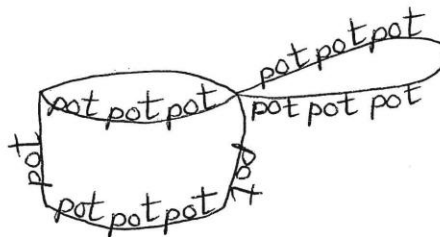
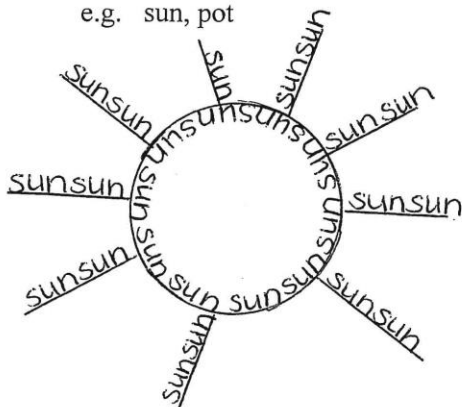
3. Small words

Make and find all the small words you can.

e.g. meat – at, me, eat, tea, mat, ate.
landed – land, an, and, dead, deal.

4. Sketch – a – word

e.g. sun, pot



5. Stretch – a - word

Stretch words into their syllables

e.g. dragon drag on dr ag on

jumper jump er j ump er

6. Alliteration

Use your spelling words to make up alliterative sentences.

e.g. Auntie Annie ate all the apples.

7. Spelling Rhymes

Write down as many rhyming words as you can. What was the rhyming part?

<i>word</i>	<i>rhyming words</i>	<i>rhyming part</i>
flat	mat, sat, pat, splat	at
play	may, day, say	ay

8. Word Snakes

Use spelling words or words from your reading book to make word snakes.

e.g.

w		w
o		o
c h a i r		c h a i r
d		d o o r
		o
		h a t e
		d

Numeracy Resources

Arrays

Please use the arrays when completing number activities.

30 array

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

50 array

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100