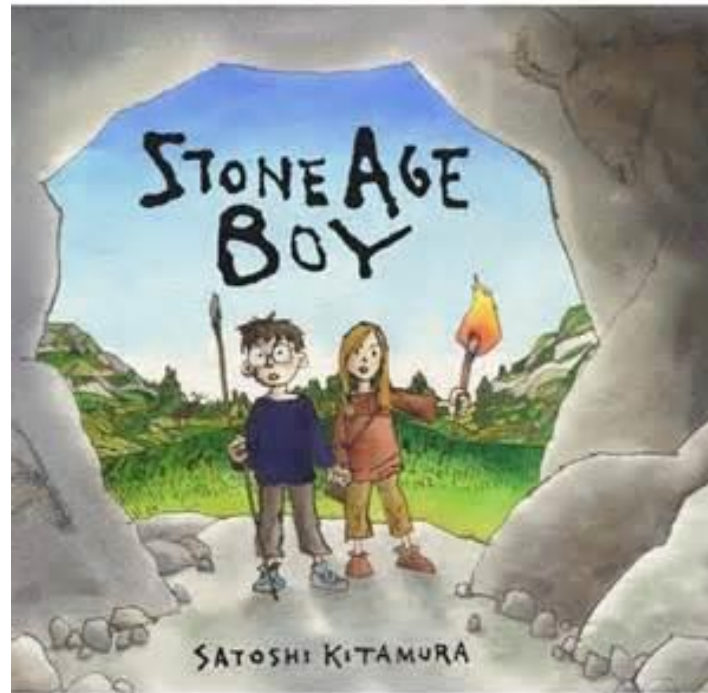


Welcome to the Year 3 Curriculum

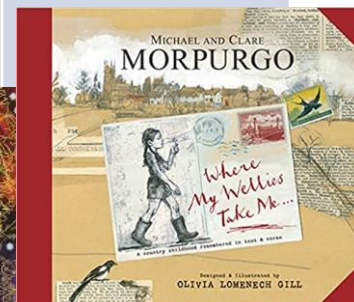
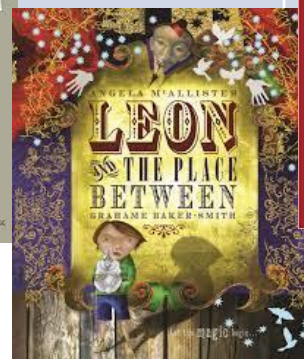
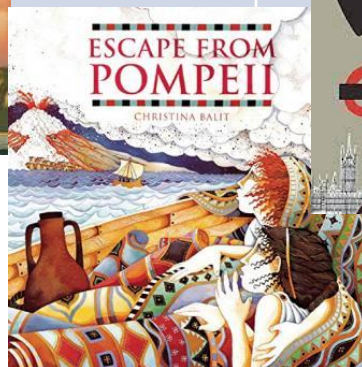
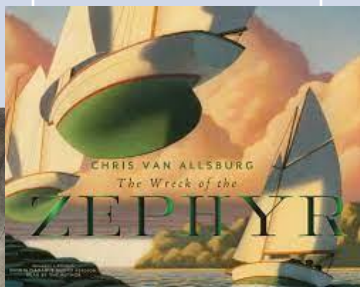
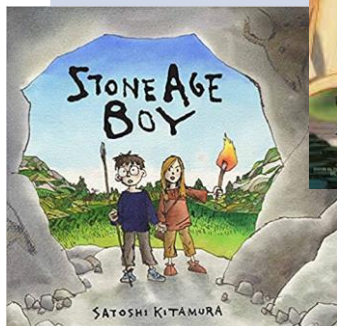


Our curriculum is based on the requirements of the National Curriculum 2014

- The children continue to learn the full range of National Curriculum subjects with a focus upon English and Maths.
- Maths and Science are specific for Year 3
- English is organised together for Year 3 and 4
- Foundation subjects have content organised into Key Stages.

Year 3 Topics

Autumn a	Autumn b	Spring a	Spring b	Summer a	Summer b
Stone Age Boy	The Wreck of the Zephyr	Togas and tesserae	This is London..	Leon and the place between	Where my wellies take me



Typical Week in Y3



Woodloes Primary School Timetable Year 3 Autumn 2022 Timetable

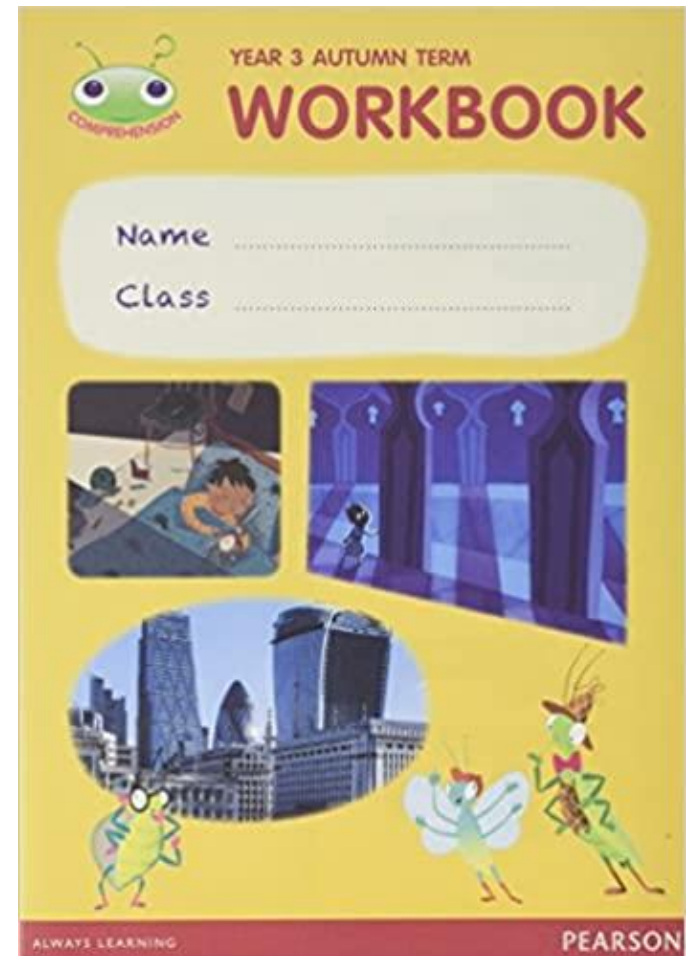
		8.45am 3.20pm	9.00am – 9.25am	10.20am – 10.35am	11.30am	12.00pm – 1.00pm	1.25pm	2.45 – 3.20			
Monday	Spellings, HW and Precision Teach	Registration – 8:55am	Guided Reading	English	B	Maths Partition numbers to 100	GPS/Phonic intervention groups	L	DEAR	Science Types of rocks	Whole School Assembly (2.45pm – 3.00pm)
Tuesday	Spellings, HW and Precision Teach		Guided Reading	English	R	Maths Numberline to 100	GPS/Phonic intervention groups	U	TT C	Topic	PSHE
Wednesday	Spellings, HW and Precision Teach		Guided Reading	English	E	Maths Count in 100s	GPS/Phonic intervention groups	N	DEAR	PPA 3ML Onside 3G Forest School	
Thursday	Spellings, HW and Precision Teach		Guided Reading	English	A	Maths Star Reading	GPS/Phonic intervention groups	C	TT C	PE Netball	Computing
Friday	Spellings, HW and Precision Teach		Guided Reading	English	K	Maths Represent numbers to 1000	GPS/Phonic intervention groups	H	DEAR	Art/Music Drawing leaves in colour Charanga	Achievement Assembly (2.40pm – 3.00pm) on alternate weeks

English

- English consists of Speaking and Listening, Reading and Writing.
- Talk is the starting point for all learning and we use 'shoulder buddies' and mixed table groups to develop talk within the classroom.

Reading

- We teach reading through daily 25 minute whole class guided reading sessions.
- Some pupils will go out for phonics guided reading groups.
- Drop Everything And Read for 25 minutes after lunch, three times a week.
- There is a shift away from word reading skills to a focus upon **comprehension** and **understanding**. Therefore many of the reading sessions will be discussions of language, meaning, inferring and vocabulary extension.



Accelerated reader

- AR was introduced last year for many children to support independent reading and home-reading.
- The children complete a **Star Reading test**
- This gives the children a ZPD - zone of proximal development
- Books in the shared area are labelled according to AR and the children are guided on which books to choose.
- **Quizzes** - once the children have read the book they complete a short quiz about the book which enables us to know if they have read with understanding.

Writing

- Year 3 Writing is linked to the topic or theme usually through an excellent book that we use as a starting point e.g. Stone Age Boy.
- Each half term we do blocks of work on narrative, poetry and non-fiction genres.
- Spelling, punctuation and grammar are a big part of the new National Curriculum. In response to our data analysis of spelling progress and attainment, we have decided to timetable a daily spelling lesson.
- Weekly spellings will be learnt and applied in school initially but we are looking into opportunities for home learning regarding spelling support.
- Children will be learning spellings based on their Y2 exit point:
 - Phase 2 to 5 tricky words
 - Y1 CEW list
 - Y2 CEW list
 - Y3/4 statutory spelling list
- Handwriting will continue using Letterjoin.

Maths in Year 3

- We follow the 2014 National Curriculum.
- Year 3 has its own programme of study, as do other year groups.
- In some areas the content is significantly more demanding than in the past.
- A focus on mental arithmetic and also on working with fractions.

Main Themes

- Number and place value - up to 1000
- Addition and subtraction - up to 3 digits
- Multiplication and division
 - \times tables from $\times 2$ plus $\times 3$ $\times 4$ and $\times 8$
 - Related division facts
 - 2 digit \times 1 digit using a formal written method
- Fractions - of objects and numbers
- Measurement - compare, add and subtract measures including time
- Geometry - properties of 2D and 3D shapes, right angles, turns and lines
- Statistics - presenting data, bar charts, pictograms and tables

Times Tables

Y2 - $\times 2$, $\times 5$, $\times 10$

Y3 - those above plus $\times 3$, $\times 4$ and $\times 8$

Times Table Championships - twice weekly

Times Tables Rockstars - for practice at home

Formal Written Methods

“It’s not like when I was at school...”



Addition: Column Method

1

$$\begin{array}{r} 453 \\ + 348 \\ \hline \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the hundreds, tens and ones.

2

$$\begin{array}{r} 453 \\ + 348 \\ \hline 1 \\ \hline \end{array}$$

Add the ones and write the answer

3

$$\begin{array}{r} 453 \\ + 348 \\ \hline 1 \\ \hline 1 \end{array}$$

Regroup any tens under the tens column.

4

$$\begin{array}{r} 453 \\ + 348 \\ \hline 01 \\ \hline 11 \end{array}$$

Add the tens including any tens you have regrouped. Regroup any hundreds under the hundreds column.

5

$$\begin{array}{r} 453 \\ + 348 \\ \hline 801 \\ \hline 11 \end{array}$$

Add the hundreds including any hundreds you have regrouped.

6

$$\begin{array}{r} 453 \\ + 348 \\ \hline 801 \\ \hline 11 \end{array}$$

Check your answer.

Subtraction: Column Method

1

$$\begin{array}{r} 453 \\ -348 \\ \hline \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the hundreds, tens and ones.

2

$$\begin{array}{r} 453 \\ -348 \\ \hline \\ \hline \end{array}$$

Subtract the ones (note that the answer to $3 - 8$ is negative).

3

$$\begin{array}{r} 4\overset{4}{\cancel{5}}\overset{1}{3} \\ -348 \\ \hline 5 \\ \hline \end{array}$$

Exchange a 10 from the 50 to give 13 ones.
Subtract the ones: $13 - 8 = 5$

4

$$\begin{array}{r} 4\overset{4}{\cancel{5}}\overset{1}{3} \\ -348 \\ \hline 05 \\ \hline \end{array}$$

Subtract the tens: $40 - 40 = 0$

5

$$\begin{array}{r} 4\overset{4}{\cancel{5}}\overset{1}{3} \\ -348 \\ \hline 105 \\ \hline \end{array}$$

Subtract the hundreds: $400 - 300 = 100$

6

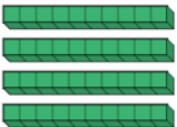
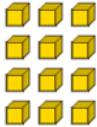
$$\begin{array}{r} 4\overset{4}{\cancel{5}}\overset{1}{3} \\ -348 \\ \hline 105 \\ \hline \end{array}$$



Check your answer.

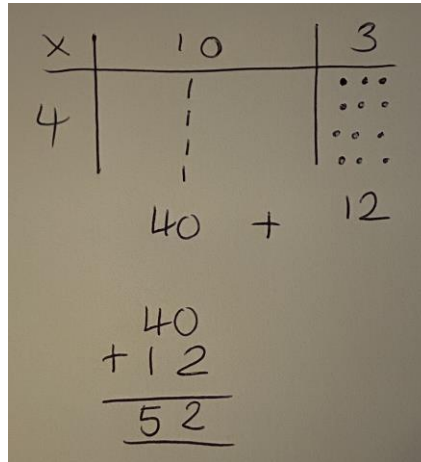
Multiplication

Concrete

x	10	3
4		

Using Dienes to show
we have 4 sets of 13.

Pictorial



Abstract

x	10	3
4	40	12

Going forwards...

x	10	8
10	100	80
3	30	24

Division

Concrete

Link division to multiplication by creating an array and thinking about the number sentences that can be created:



$$\begin{array}{l} 15 \div 3 = 5 \quad 5 \times 3 = 15 \\ 15 \div 5 = 3 \quad 3 \times 5 = 15 \end{array}$$

This can be done with lollipop sticks or Cuisenaire rods:

$$13 \div 4$$

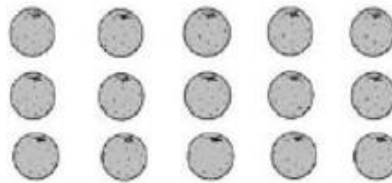


Use of lollipop sticks to form whole-squares are made because we are dividing by 4.

There are 3 whole squares, with 1 left over.

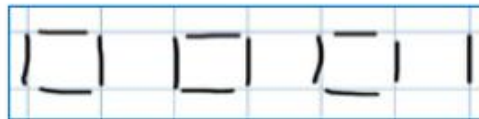
Pictorial

Draw an array and use lines to split the array into groups to make multiplication and division sentences:



$$\begin{array}{l} 15 \div 3 = 5 \quad 5 \times 3 = 15 \\ 15 \div 5 = 3 \quad 3 \times 5 = 15 \end{array}$$

Children to represent the lollipop sticks pictorially:



There are 3 whole squares, with 1 left over.

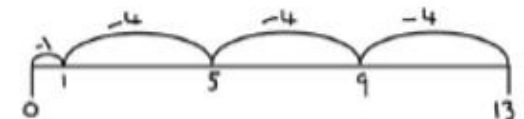
Abstract

Find the inverse of multiplication and division sentences by creating eight linking number sentences:

$$\begin{array}{l} 7 \times 4 = 28 \quad 4 \times 7 = 28 \\ 28 \div 7 = 4 \quad 28 \div 4 = 7 \\ 28 = 7 \times 4 \quad 28 = 4 \times 7 \\ 4 = 28 \div 7 \quad 7 = 28 \div 4 \end{array}$$


$$13 \div 4 = 3 \text{ remainder } 1$$

Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line:



'3 groups of 4, with 1 left over'

Assessment

 MATHEMATICS TARGETS Year 3 47	Evidence seen in:			
	Mathletics or mental maths activity	Maths book	Topic (T) or Science (S) book	Other

Number, Place Value, Approximation and Estimating/Rounding				
I can count from 0 in multiples of 4 and 8.				
I can count from 0 in multiples of 50 and 100.				
I can compare and order numbers up to 1,000.				
I can read and write numbers to 1,000 in numerals and words.				
I can find 10 or 100 more or less than a given number.				
I can recognise the place value of each digit in a 3-digit number.				
I can solve number problems and practical problems using above.				

Addition and Subtraction				
I can add and subtract mentally, including:				
A 3-digit number and ones				
A 3-digit number and tens				
A 3-digit number and hundreds				
I can add numbers with up to three digits, using the formal written method of columnar addition.				
I can subtract numbers with up to three digits, using the formal written methods for columnar subtraction.				
I can estimate a realistic answer to a calculation and use the inverse operation to check answers				
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.				

Multiplication and Division				
I can recall and use multiplication and division facts for the 3x table.				
I can recall and use multiplication and division facts for the 4x table.				
I can recall and use multiplication and division facts for the 8x table.				
I can write and calculate mathematical statements for multiplication and division using the multiplication tables and mental methods				
I can multiply and divide a 2-digit number by a one digit number, short formal written methods.				
I can solve problems, including missing number problems, involving multiplication and division				

High Achievers

We encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas or other extension tasks.

Reasoning and problem solving task in every maths lesson.

Support

If your child is not Year 3 ready, then they will access their targets through Year 2 or the most appropriate year group programme.

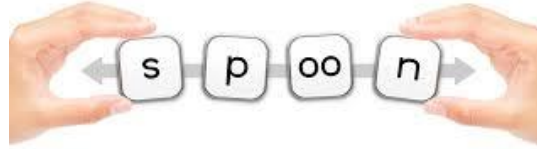
We are running reading, phonics and maths support groups.

Reading at home is essential!

Helping new or struggling readers

One book three times

•Decoding through segmenting and blending using phonics sounds



•Fluency to create more familiarity with word and build sight recognition

Fluency



I can read accurately with expression,

•Comprehension – talk and discussion



HOME LEARNING

- Emphasis on the importance of homework and how it can help children to learn, rather than focusing on the amount of time it may take.
- Opportunity for parents and carers to take part in the children's education.
- Reading for pleasure from a variety of authors is an important activity for all children and should be actively encouraged by all parents. Children are encouraged to read four times a week at home as a minimum.
- Similarly, number facts and times tables learnt and practised at home will help benefit mathematical development - use Times Table Rockstars to support this.
- Weekly English and maths activity. Issued on Thursday and returned by the following Monday.
- Longer 'project type' tasks will be set half termly with a focus on the current topic.



Can you volunteer and help the Friends of Woodloes PTA?



29th September

- We are recruiting volunteers to support us with some of our amazing events this year and help them to run smoothly!
- We've hosted so many great events over the year including the first Big Family Quiz, film nights and Bingo!
- We managed to raise around £4,000 from these and we'd like to raise even more, but we need your help.
- If you'd like to join the PTA or just volunteer for any of the events please speak to Ms Valentine (Reception), Mrs Shardlow (Y1), Miss Lyons (Y2), Miss Hancox (Y2) or Miss Tresadern (Y6)



Stone Age Day

Tuesday 18th October 2022



Thank you for coming!

Any questions?