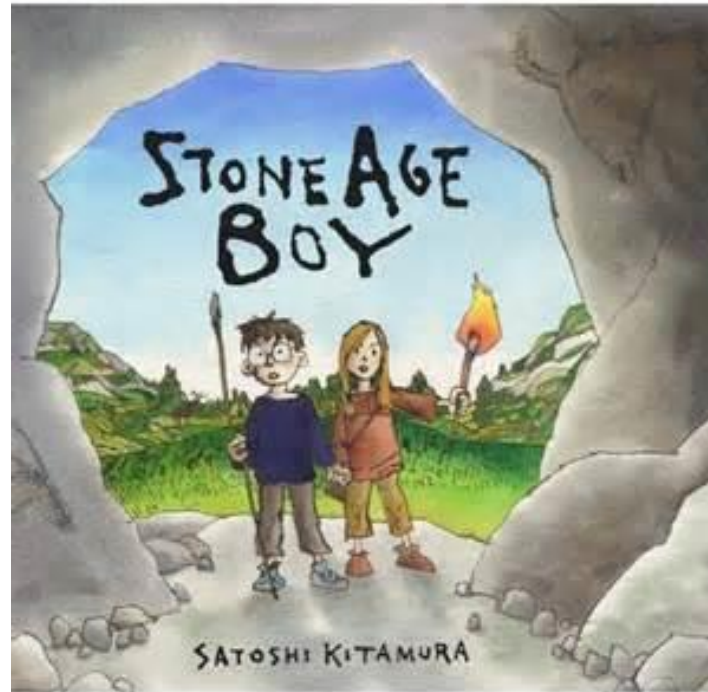


# Welcome to the Year 3 Curriculum

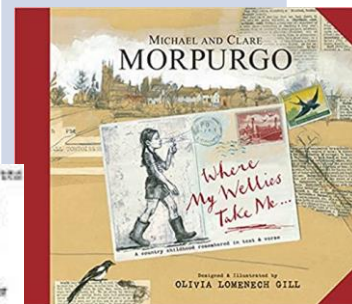
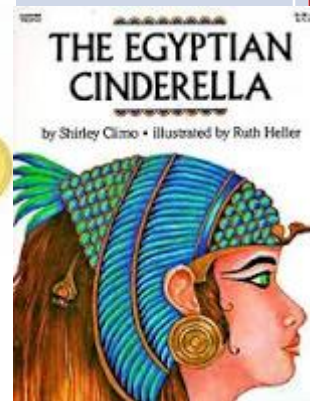
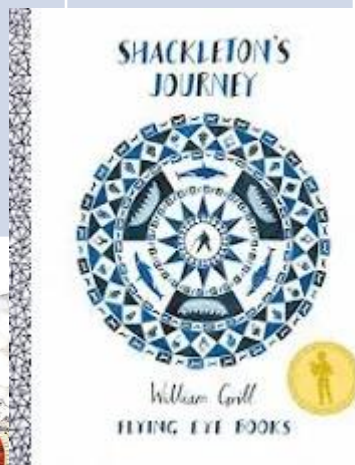
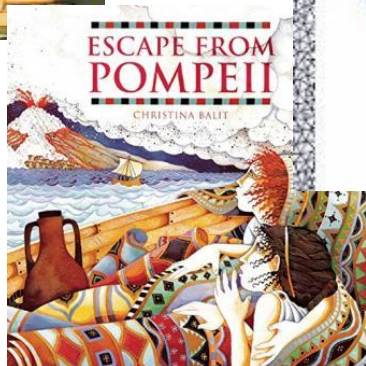
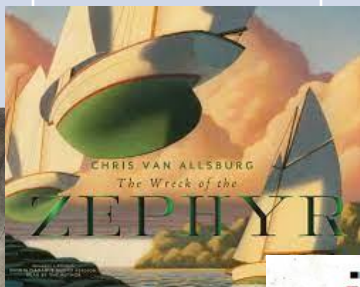
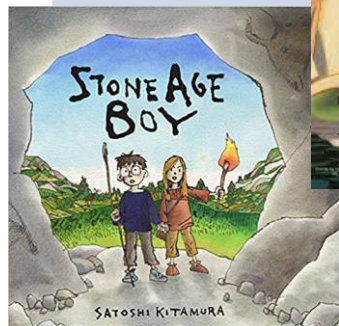


Our curriculum is based on the requirements of the National Curriculum 2014 and subsequent updates.

- 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.
- French is new in Year 3.

# Year 3 Topics

| Autumn a      | Autumn b                | Spring a            | Spring b              | Summer a             | Summer b                 |
|---------------|-------------------------|---------------------|-----------------------|----------------------|--------------------------|
| Stone Age Boy | The Wreck of the Zephyr | Escape from Pompeii | Journey to Antarctica | Mummies and Pyramids | Where my wellies take me |



# Typical Week in Y3

## Year 3 Autumn 2022 Timetable Week Bg 11<sup>th</sup> September 2023

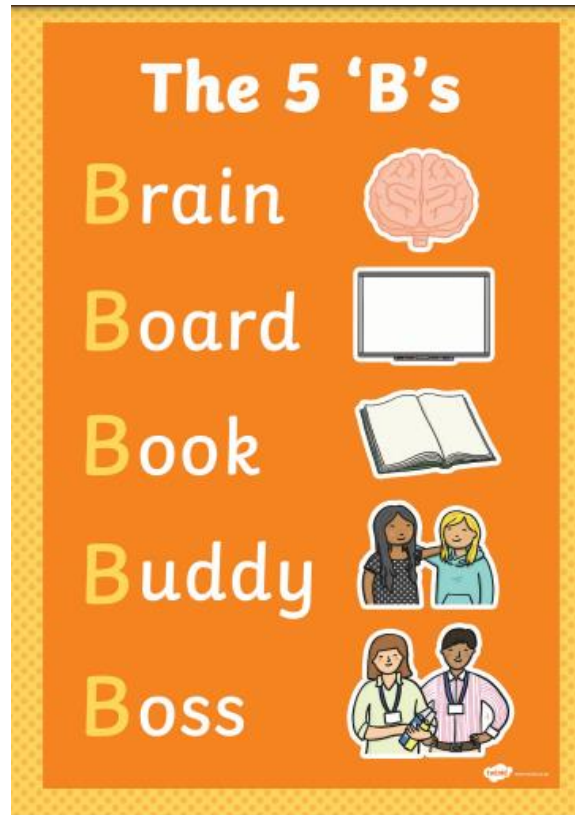


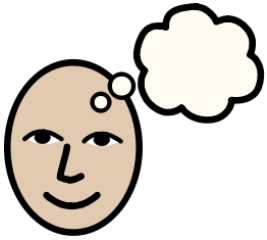
|                  | 8.45am<br>3.20pm                  | 9.00am – 9.25am                | 10.20am – 10.35am | 11.30am      | 12.00pm – 1.00pm     | 1.25pm               | 2.45 – 3.20                                                                                                                                |
|------------------|-----------------------------------|--------------------------------|-------------------|--------------|----------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Monday</b>    | Spellings, HW and Precision Teach | GPS/Phonic intervention groups | <b>English</b>    | <b>Maths</b> | Guided Reading Day 4 | DEAR                 | Science L1<br>Assembly                                                                                                                     |
| <b>Tuesday</b>   | Bring everything into class       | GPS/Phonic intervention groups | <b>English</b>    | <b>R</b>     | <b>Maths</b>         | Guided Reading Day 5 | <b>U</b><br>PPA 3S Onside<br>3M Daily 10/French TL<br>PPA 3M Onside<br>3S Daily 10/French TL                                               |
| <b>Wednesday</b> | Spellings, HW and Precision Teach | GPS/Phonic intervention groups | <b>English</b>    | <b>E</b>     | <b>Maths</b>         | Guided Reading Day 1 | <b>N</b><br>DEAR<br>History – Stone Age L2<br>Alternating weeks<br>MUSIC L1 Ballads<br>PSHE                                                |
| <b>Thursday</b>  | Spellings, HW and Precision Teach | GPS/Phonic intervention groups | <b>English</b>    | <b>A</b>     | <b>Maths</b>         | Guided Reading Day 2 | <b>C</b><br>Maths meeting<br>PE L2 Netball<br>Computing L2 Networks & Internet                                                             |
| <b>Friday</b>    | Spellings, HW and Precision Teach | GPS/Phonic intervention groups | <b>English</b>    | <b>K</b>     | <b>Maths</b>         | Guided Reading Day 3 | <b>H</b><br>DEAR<br>Art L2 Prehistoric painting<br>Alternating weeks<br>RE L2<br>Achievement Assembly (2.40pm – 3.00pm) on alternate weeks |



Ready  
Respectful  
Safe

Where can I go for help if I'm feeling too crispy?





### Prior Learning

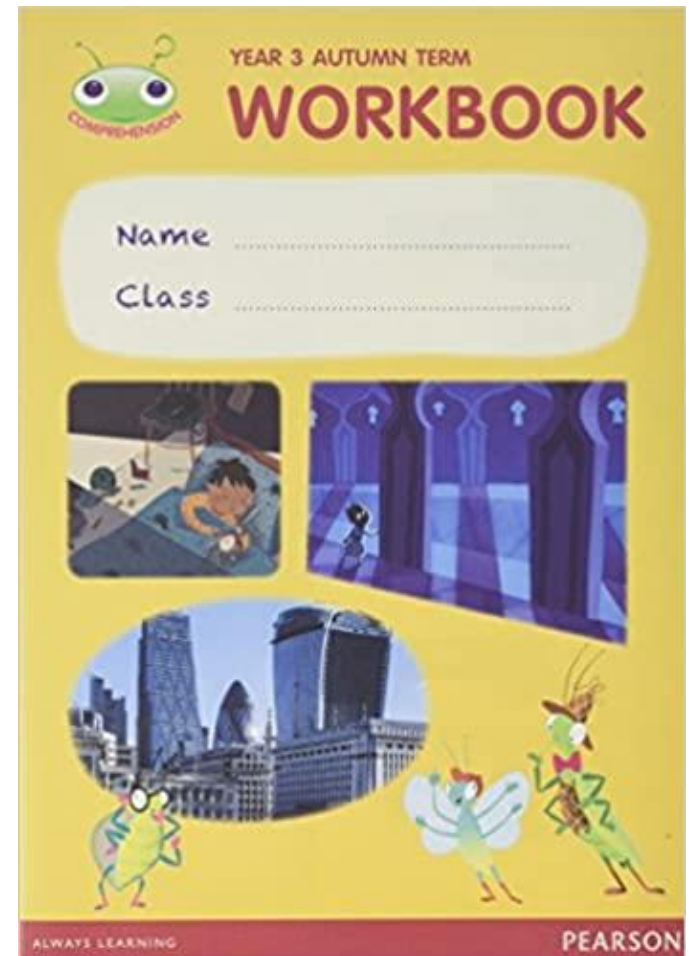
This is based on your previous learning which you will need to apply during today's lesson.

# 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 National Curriculum. In response to our data analysis of spelling progress and attainment, a daily spelling lesson is timetabled.
- 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 and subsequent updates (2021).
- Year 3 has its own programme of study.
- In some areas, the content is significantly more demanding than in the past.
- There is a focus on mental arithmetic and also on using formal written methods with larger numbers.

Maths is taught through the 6-part Maths lesson which involves three different levels of independent activities:

- **Fluency** - for the children to practise the basic skills
- **Reasoning** - where the children apply their skills to help them secure their knowledge
- and **Problem Solving** - where the children solve a variety of interesting problems which help them to deepen their understanding

# Main Themes

- Number and place value - up to 1000
- Addition and subtraction - up to 3 digits
- Multiplication and division
  - tables from  $\times 2$  ( $2\times$ ,  $10\times$  and  $5\times$ ) plus  $3\times$ ,  $4\times$  and  $8\times$
  - related division facts
  - 2-digit  $\times$  1 digit multiplication 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 - 2x, 10x and 5x

Y3 - consolidation of 2x, 10x and 5x, plus 3x, 4x and 8x

Times Tables Rockstars - for practice at home



Woodloes use Times Tables Rock Stars to help children learn their times tables. It is a fun learning game which can be accessed online and enables each child to practise the times tables that they need to focus on.

Each child has an individual login (which is under the flap of their homework folder). The children will occasionally use Times Tables Rock Stars in school. Regular practice at home helps the children to make good progress towards recalling all times tables facts instantly.

# Hit the Button



This is a great on-line game that can be used to help the children practise tables facts, division facts etc.

You can find it by searching for:  
Hit the Button

<https://www.topmarks.co.uk/maths-games/hit-the-button>

# 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

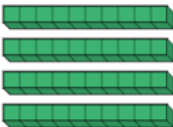
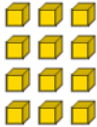
$$\begin{array}{r} 4\overset{4}{\cancel{5}}\overset{1}{3} \\ -348 \\ \hline 105 \\ \hline \end{array}$$



Check your answer.

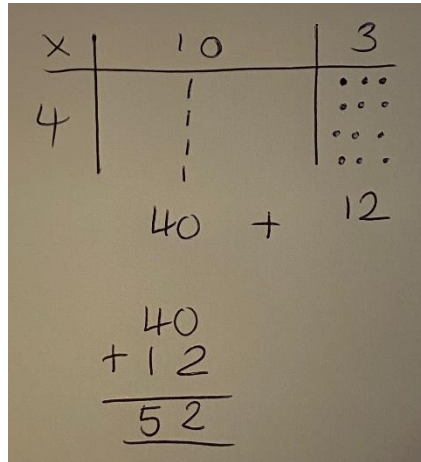
# Multiplication

Concrete

|   |                                                                                   |                                                                                   |
|---|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| x | 10                                                                                | 3                                                                                 |
| 4 |  |  |

Using base 10 equipment 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:

$$13 \div 4$$

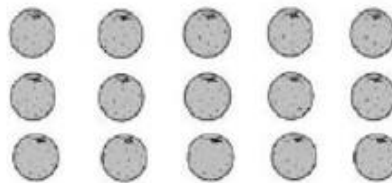


Use of lollipop sticks to form wholes-squares are made because we are dividing by 4.

There are 3 whole squares, with 1 left over.

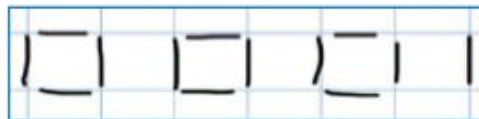
## Pictorial

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.

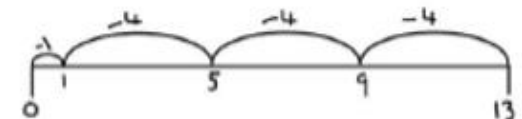
## Abstract

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

|                                                                                                                                     |                                     |            |                               |       |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|-------------------------------|-------|
| <br><b>MATHEMATICS TARGETS Year 3</b><br><b>47</b> | 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                                       |  |  |  |  |

# 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 phonics and reading groups each day.

Maths support is given through adapted learning.

# HOME LEARNING

- Emphasis on the importance of homework and how it can help children to reinforce learning, rather than focusing on the amount of time it may take.
- Opportunity for parents and carers to take part in the children's education.
- Number facts and times tables learnt and practised at home will help benefit mathematical development - use Times Table Rockstars to support this.
- Weekly English or maths activity. Issued on Friday and returned by the following Wednesday.
- Log Ins are inside the home learning folders so PLEASE encourage your child to look after their folder.
- Longer 'project type' tasks will be set half termly with a focus on the current topic.

Reading for pleasure from a variety of authors is an important activity for all children and should be actively encouraged by all parents. Children who read more, make more rapid progress across the whole curriculum. Children are encouraged to read four times a week at home as a minimum.



Bug Club Phonics is used for all children learning to read across the school until they reach fluency within phase 6.



Accelerated Reader is used for independent reading once children are fluent readers and have an understanding of comprehension.

# Bug Club Phonics Ebooks



[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Pupils will be issued with their own log in details and allocated digital books to read based on their current reading assessment by their class teacher.

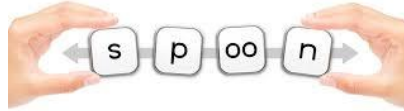
The 'Grown-Ups' section will provide more information about your child's progress and how to support their reading at home.

Teachers will access your child's page weekly to see which books have been read and how your child is progressing.

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

**F**luency



I can read accurately with expression.

•Comprehension - talk and discussion

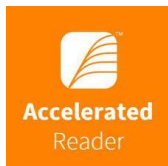




A reading comprehension and assessment programme

- Personalised goals help students stay focused on the factors that matter most for reading growth—and help teachers to monitor their progress and provide feedback to keep learners on track.
- Each pupil completes a half-termly Star Reading assessment to determine their comprehension level - ZPD
- Once a book is completed, the pupil completes a reading comprehension quiz to assess their understanding.
- Teachers monitor quiz results weekly and feedback to pupils.

# AR Home Learning - New for 2023!



- To encourage more independent reading at home, pupils will now have access to AR at home until 6pm from Monday to Friday.
- Quizzing can take place at home to improve engaged minutes.
- Each child has a weekly target of 15 engaged minutes per day.
- Children are encouraged to reach 1,000,000 words during the year to earn a book voucher reward and certificates.
- Parents can now sign up for Home Connect email to be informed of their child's progress and quiz scores.



# AR Home Connect

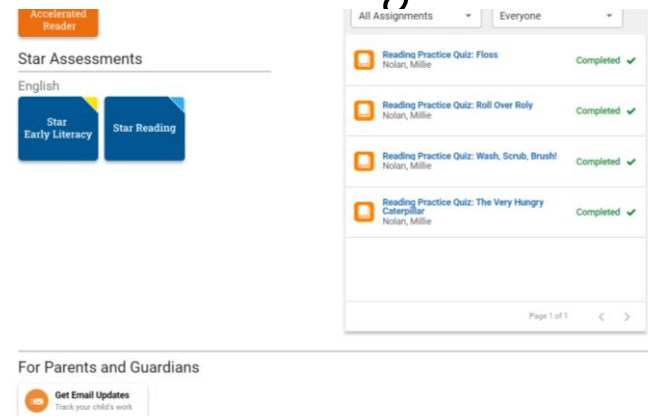
Log in must be through the school's URL link on the school website 'Reading at home.'

Pupil's will be issued with their own log in.

[https://global-zone61.renais  
go.com/welcomeportal/224](https://global-zone61.renais<br/>go.com/welcomeportal/224)

Once you child has logged

Select the 'Get Email updates' button.



# Reading Hero Volunteers

Do you have a spare afternoon during the week and would like to become a Reading Hero?



Please let the office staff know if you would like to volunteer.

# Stone Age Day

Friday 20th October 2023



Thank you for coming!

Any questions?