

Year 3

Curriculum PowerPoint

Miss Horsley and Mrs Fawcett

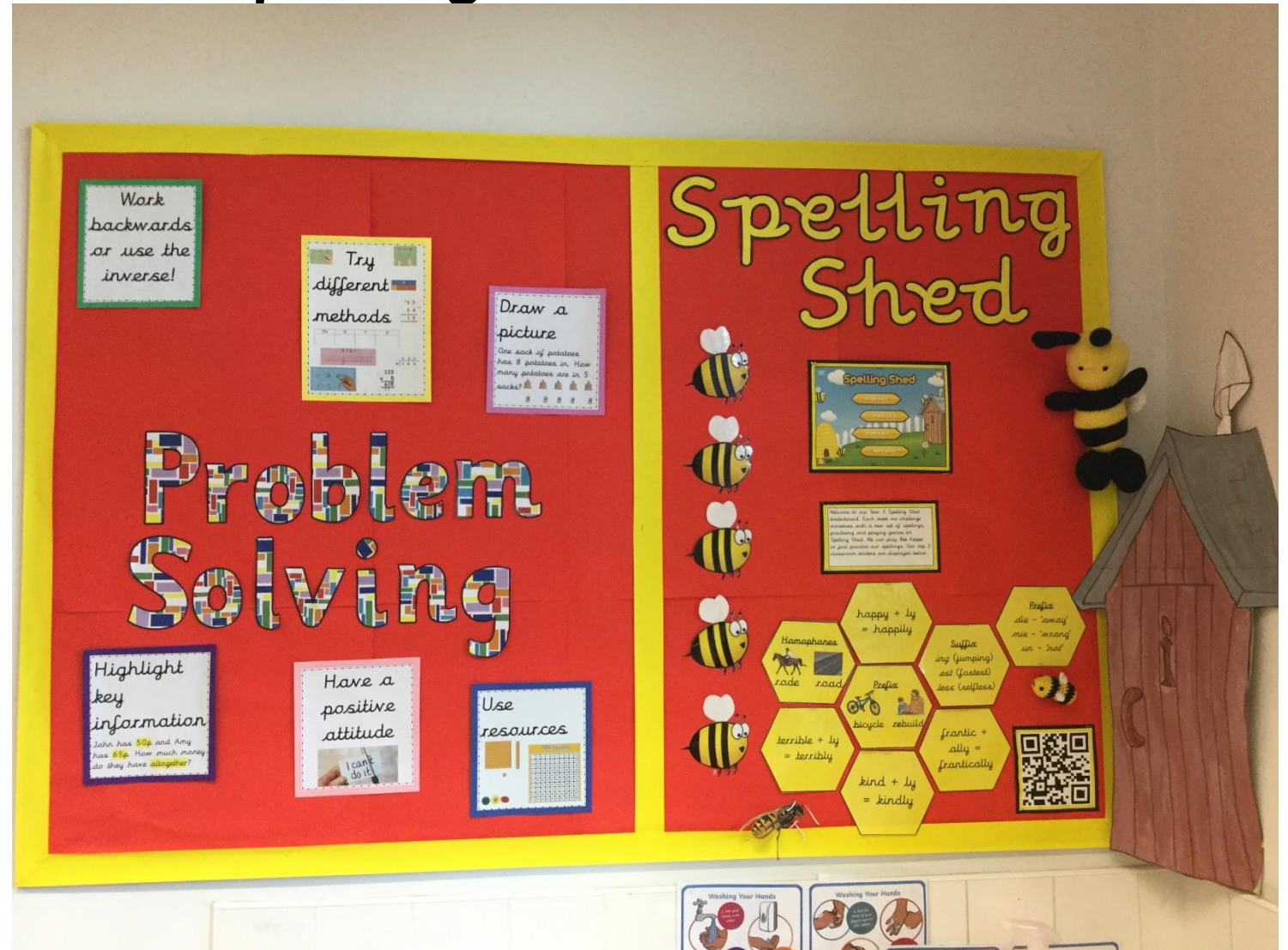
Our Year 3 Displays!

This board teaches us how to be outstanding learners. We work on different statements throughout the year.



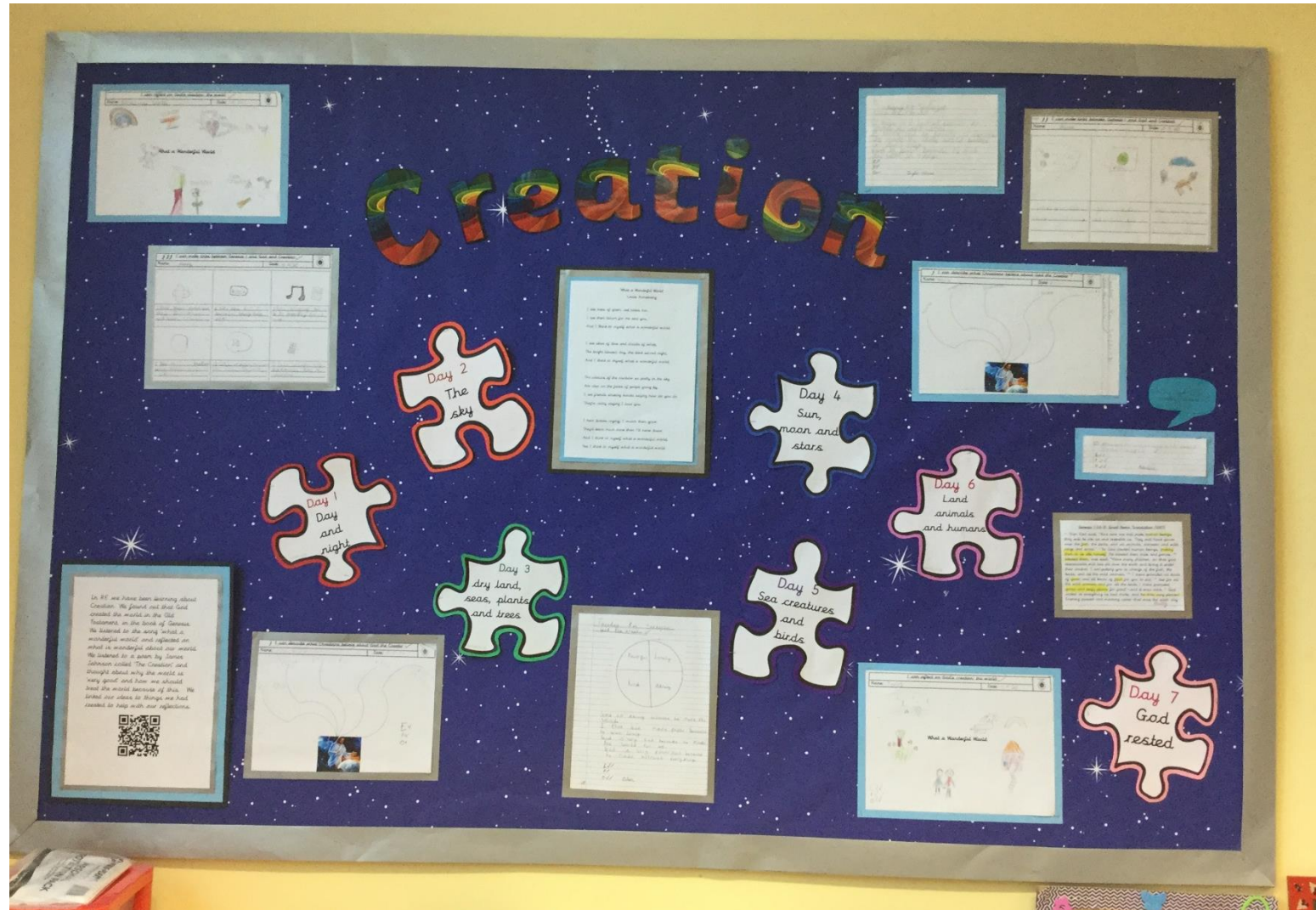
Our Year 3 Displays!

This display board is used to help us solve problems in Maths and to help us with spellings and Spelling Shed.



Our Year 3 Displays!

This is our RE display board. We learned about how God created the world and the responsibilities that he gave us as humans.



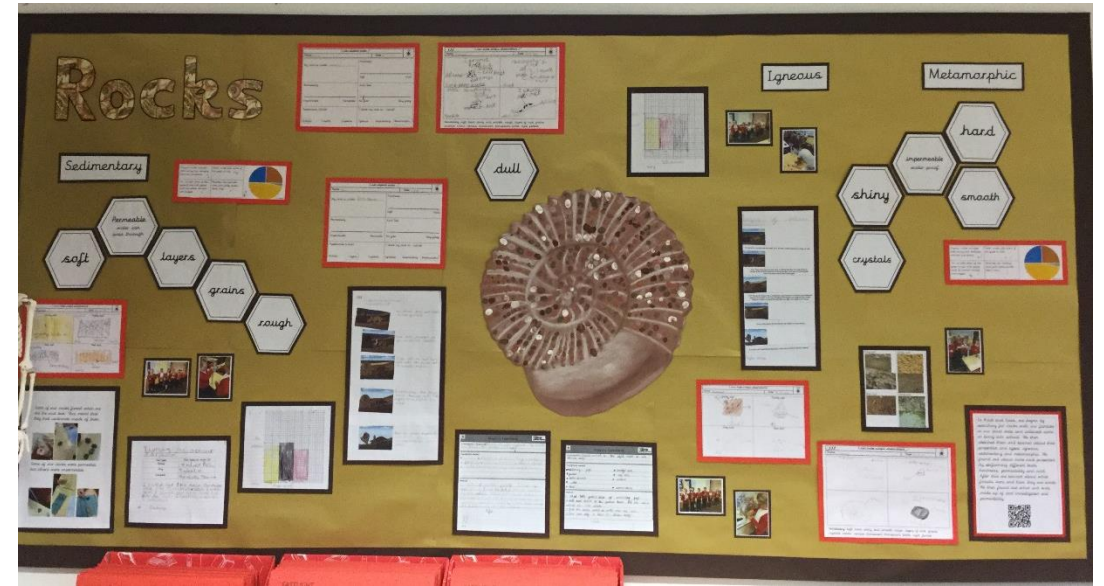
Our Year 3 Displays!

This is our reflection display board. We thought about different feelings and matched them to colours. Then we used colours to describe our own feelings.



Our Year 3 Displays!

This is our science display board. We collected different rocks and explored their properties then carried out tests on them. We learned about how fossils are made and what makes up soil, too.



Our Year 3 Displays!

This is our creativity display board in the hall. We thought about what skills somebody would need to be creative and reflected on what creative skills we have.



Homework

- Every Tuesday children will bring spellings home that we have addressed in class. They will be tested on a Monday and will be taught or revise a spelling rule(s) on a weekly basis in our phonics lessons. Please practise them as frequently as possible. This can be on Spelling Shed or recorded as sentences in their yellow books.
- Children will work on practising timetables at home which will be revised in the classroom on a regular basis.
- Homework is not currently being brought home in pink books due to quarantine rules. Occasionally, other online work may be set such as Maths Shed and Bug Club.
- Children must be writing in their reading record three times each week (Friday to Friday) to develop their reading skills. Example comments have been sent home via email. If you wish to still write your own comment in, it is okay to do so still.

Maths

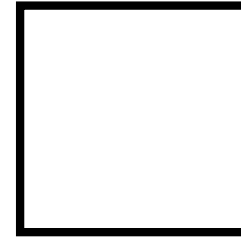
- Top 10
- Superhero tests - *every half term*
- Times table practise - *new test in y4 up to 12×12 (25 questions)*

MTC

<https://www.gov.uk/government/collections/multiplication-tables-check>

- Fluency with accuracy - *mental addition and subtraction, multiplication and division facts.*
- Application (*problem solving, reasoning, real life contexts*)

An example of Top 10



1. How many vertical lines are there in a square?

2. $146 = 130 + \underline{\hspace{2cm}}$

3. $543 + 129$

4. Write the order smallest to largest:

341 314 342 316

5. $5 \times 7 = \underline{\hspace{2cm}}$

6. $28 \div 4 = \underline{\hspace{2cm}}$

7. 0, 8, 16, 24, ____

What is the next number?

8. What is $2/8 + 5/8$?

9. Jade runs 8 laps of a track with a total distance of 968m. How far is each lap in metres?

10. How many seconds are in two minutes?

Mental Maths

Strategies

- counting on and backwards in 1s, 10s, 100s
- Partitioning what is being added (split up into smaller multiples or number bonds)

Example 1: $253 + 30$

$$253 + 10 = 263, 263 + 10 = 273, 273 + 10 = 283.$$

Example 2: $675 + 22$

$$675 + 2 = 677, 677 + 10 = 687, 687 + 10 = 697$$

Example 3: $198 + 5$

$$198 + 2 = 200, 200 + 3 = 203$$

Example 4: $694 + 20$

$$694 + 10 = 704, 704 + 10 = 714$$

Complete the calculations.

Use the number line to help if you need to.



a) $475 + 1 =$

$475 + 2 =$

b) $475 - 1 =$

$475 - 2 =$

Number lines can also support this ->

Written Methods for Addition

$$721 + 186 = 907$$

7	2	1		
1	8	6	+	
		7		

Start in the units
 $1 + 6 = 7$

	7	2	1	
	1	8	6	+
	0	7		

Then the tens
 $2 \text{ tens} + 8 \text{ tens} = 10 \text{ tens}$

7	2	1		
1	8	6	+	
9	0	7		

Then the hundreds
 $7 \text{ hundreds} + 100 + 100$

Addition: Exchange to the next column (the 'one ten' or the 'one hundred').

Written Methods for Subtraction

$$827 - 684 = 143$$

8	2	7			
6	8	4	-		
		3			

Start in the units
 $7 - 4 = 3$

7					
8	2	7			
6	8	4	-		
	4	3			

Then the tens
 2 tens - 8 tens X
 Exchange from 8 hundreds
 $120 - 80 = 40$

7					
8	2	7			
6	8	4	-		
1	4	3			

Then the hundreds
 $700 - 600 = 100$

Subtraction: If a smaller number is on the top, exchange one from the digit to the left (from the tens or hundreds) and exchange it across (to the tens or units).

Written Methods for Multiplication (two by one digits)

	1	9		
	3	4	x	
		6		

	1	9		
	3	4	x	
	7	6		

Start in the units (9×4)

Then the tens. Add on the digit carried
($1 \times 4 + 3$)

- Regular times table practise is essential so that children can fluently recall number facts. Please practise these regularly at home.
- Websites: Maths Shed, Top marks.

Written Methods for Division (two by one digits)

	2		
4	8	4	

How many lots of 4 are in 8?

	2	1	
4	8	4	

How many lots of 4 are in 4?

	1		
8	9	6	

How many lots of 8 are in 9?
1 with 1 remainder

	1	2	
8	9	6	

How many lots of 8 are in 16?

- Times table practise is essential so that children can fluently recall number facts. Please practise these regularly at home.

Common mistake with division: subtracting instead of dividing ->

Mistake explained:

$3 - 2 = 1$. Instead of how many times can 3 go into 2?

0 with 2 remainders

	1	0	
3	2	1	✗
	0	7	✓
3	2	1	

Writing focus of new curriculum - grammar and punctuation



Grammar

- **Connectives/conjunctions** (when, if, because, although, when, while etc) within sentences. Sometimes using more than one, using them in the middle of a sentence to join ideas or at the beginning of a sentence. These form subordinate clauses.

I played football while my parents were at a meeting.

While my parents were at a meeting, I played football.

- **A and an** (an if the next word begins with a vowel - apart from some exceptions!)
- **Use nouns and pronouns** (not repeating names e.g. their, his, her, she, he, we etc)
- **Use conjunctions, adverbs and prepositions** to express time and cause (e.g. before, after, because, when, during, from, since, until, whether, even though, yesterday, tomorrow, next, always, therefore, certainly, probably, possibly, definitely etc)

Punctuation

Use the following mostly correctly:

- full stops
- capital letters (to begin sentence and for names of people and places)
- exclamation marks (to show loudness or surprise)
- question marks (for questions)

Use inverted commas (speech marks) to punctuate direct speech

Writing in Year 3



In class, we will write with different genres to show that children can apply their skills.

This may include:

- Stories (create characters, settings and plots)
- Poetry
- Reports (newspaper, chronological, explanation)
- Letters
- Vocabulary (interesting and for effect such as expanded noun phrases (the magical adventure), adverbs (happily) and similes (as white as snow), we learn how to use dictionaries and thesauri)

Presentation / handwriting

- Pen licenses are earned in Y3
- Your child will receive a certificate for achieving this.
- If they have not earned a pen by the end of Y3, they will automatically receive one in Y4, but we want as many children as possible to achieve this.

How to earn a pen

- All letters are to be joined
- All letters should sit on the line
- Tall letters should be twice the size of smaller letters
- Finger spaces between words
- Write with fluency and good pace

Spelling

In class we mostly:

- sound out using phonics sounds
- Use look, cover, write, check in handwriting lessons
- Segment the word into known words or syllables like a sum

Something = some + thing

appear = ap + pe + ar

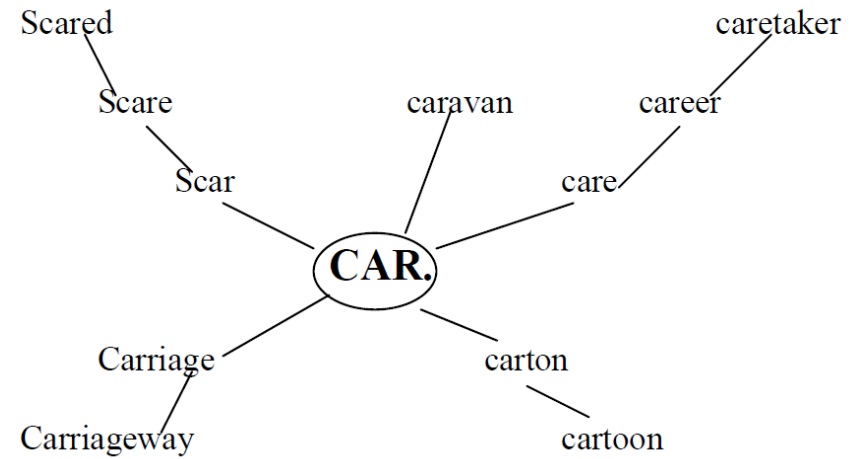
Disobey = dis + obey

*The children record their weekly spelling scores in the front of their yellow books on a weekly basis so that you can monitor these alongside school

Other strategies

- * Look, Cover, Write, Check
Look, Cover, Say, Write, Check

Spelling webs



* Highlighting - Use a high highlighter or a coloured pencil to identify the tricky part of the word, then practise it.

- Mnemonics - Create a word or phrase to help remember the word
e.g. Because - big elephants can always understand small elephants
- Spelling Shed

Spellings are given on Tuesday, ready for testing every Monday

Reading

- The most important part of learning
- How you can help your child progress the most
- Just 5 minutes per night would benefit your child's learning
- Fiction and non-fiction books (so that they experience different writing styles)
- Fluency and expression
- *Questioning is key*
- The more children read (and the wider variety of books they read) the more words they will come across! This supports their spelling knowledge and vocabulary acquisition.
- Your child is required to write three comments per week from their independent reading (school or home book) or after they have read to an adult.
- All children still have access to Bug Club

Types of reading comments

- Explain what happened
- Would you recommend the book? Who to - gender, age, interests etc.
- Make a prediction (what might it be about and why do you think this, what might happen next and why)
- Who is your favourite character and why?
- How does the main character feel and how you know
- Why did the character do that?
- If you could add a character in who or what would it be and why?
- If you could ask a character something what would it be and why?
- What is the theme of the book (good vs evil, friendship, love, death, power, courage and heroism, honesty etc)?
- Is it fiction or non-fiction? How do you know?

Questions to ask your child while reading

- Summarise that paragraph/chapter.
- Predict what will happen next.
- Why is it named...?
- Why do you think this chapter is called...?
- How did your character feel when...? Which words/phrases/actions/dialogue show this?
- Why did your character do/say...? Would you have done the same? Why/why not?
- What atmosphere is the author trying to create? Which words show this?
- This word uses a prefix/suffix (e.g. disappointed) - What does it mean? How does the prefix change the meaning? Do you know any other words the prefix could go with (e.g. disappear)

Marking

In the children's book, we assess using EPO. They also self-assess in blue pen and when it is safe, they will peer-assess in green pen.

- Effort
 - Presentation
 - Objective
-
- not achieved
 - ✓ partially achieved
 - ✓ ✓ fully achieved

Final comments



- Reading is key
- 'How to Tube' tab on our school website for strategies we use
- Government expectations are very high so we appreciate your support in helping your child to achieve these
- Please use communication books to record any questions you have, or alternatively contact the school office and I will speak to you over the phone.

Thank you for your time!

