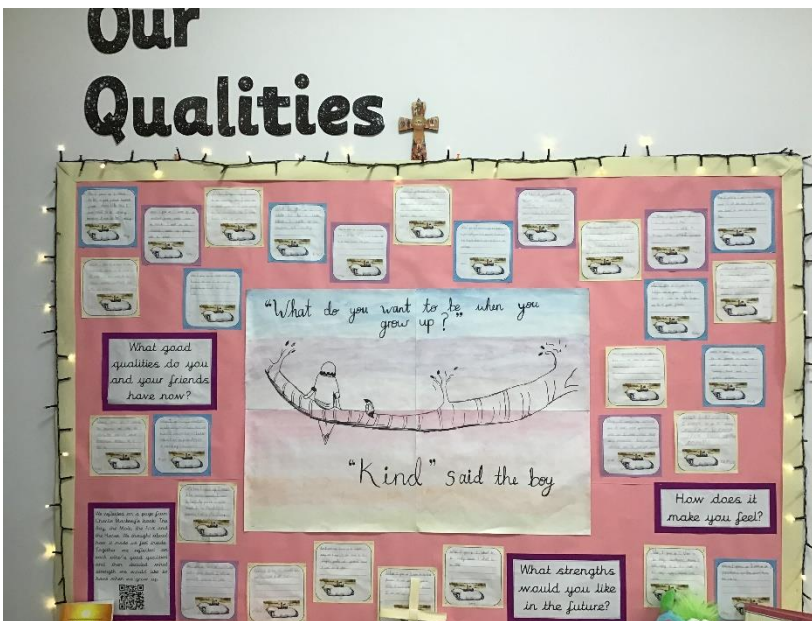


Our Year 3 Displays!



Homework

- Every Tuesday children will bring spellings home that we have learned 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 spelling lessons. Please practise them as frequently as possible. This can be on Spelling Shed or recorded as sentences in their yellow books as well as verbally asking your child how to spell each word or methods such as look, cover, write and check.
- Children will work on practising timetables at home which will be revised in the classroom on a regular basis.
- Homework is set weekly on Seesaw. Please check it every Thursday and complete by the following Tuesday. This homework supports the Y3 curriculum.
- Children must be writing their own reading comments in their reading record three times each week (Friday to Friday) to develop their reading skills. Example comments were sent home via email but if you'd like another copy contact hhtyear3@hpoolholytrinity.org.uk. If you wish to still write a parent comment in, I love to see this however your child should still write three of their own.

Maths



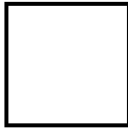
- Top 10
- Superhero tests - every half term
- Times tables focus: 2, 5 and 10 in Y2 and 3, 4 and 8 in Y3 - new test in y4 up to 12×12 (25 questions)

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.)
- Manipulatives (place value counters, base 10 units, rods and flats, numicon)
- Pictorial (bar model, part whole model, place value charts, number lines)

An example of Top 10



- How many vertical lines are there in a square?
- $146 = 130 + \underline{\quad}$
- $543 + 129$
- Write the order smallest to largest:
341 314 342 316
- $5 \times 7 = \underline{\quad}$
- $28 \div 4 = \underline{\quad}$
- 0, 8, 16, 24,
What is the next number?
- What is $2/8 + 5/8$?
- Jade runs 8 laps of a track with a total distance of 968m. How far is each lap in metres?
- How many seconds are in two minutes?

Examples of Maths Fluency

I know ... so ...
 $105 + 100 = 205$ ✓
 $105 + 200 = 305$
 $105 + 300 = 405$ ✓

What is the mistake?
 $876 - 200 = 856$
 Show me.

You have took away 2 tens instead of taking away 2 hundreds.
 1076

Write the column method next to each to find the answer

1. $384 + 267 = 651$ ✓

2. $248 + 379 = 627$ ✓

3. $456 + 387 = 843$ ✓

4. $576 + 266 = 842$ ✓

5. $673 + 243 = 916$ ✓

6. $547 + 178 = 725$ ✓

Examples of Maths problem solving and reasoning

Is it the same?
 $353 - 90$ is the same as 353 take away 50 , take away 40

True because I know that $50 + 40 = 90$. ✓

Large 48 chocolates Small 24 chocolates

If I buy 3 large boxes of chocolates and 1 small box of chocolates, how many chocolates will I have altogether?

$48 + 48 + 48 + 24 = 168$

You will have 168 chocolates altogether. ✓

What could the missing digits be?

$\begin{array}{r} \square 5 1 \\ + \quad 4 2 \\ \hline \square 9 3 \end{array}$

HTU HTU HTU HTU HTU
 $\begin{array}{r} 151 \\ + 42 \\ \hline 193 \end{array}$ $\begin{array}{r} 251 \\ + 42 \\ \hline 293 \end{array}$ $\begin{array}{r} 351 \\ + 42 \\ \hline 393 \end{array}$ $\begin{array}{r} 451 \\ + 42 \\ \hline 493 \end{array}$ $\begin{array}{r} 551 \\ + 42 \\ \hline 593 \end{array}$

Ex Q How many possibilities are there?
 There are 9 possible answers. If there were more than 9 it will turn into a one thousand number with 4 digits. ✓ H P

Evaluation: I am calculating $879 - 302$.

Astrobee has made some mistakes. What went wrong? Find the correct result.

$\begin{array}{r} \text{H T O} \\ 8 7 9 \\ - 3 0 2 \\ \hline 5 5 9 \end{array}$

Astrobee didn't put the 0 in between
 $879 - 302 = 577$ ✓

Mental Maths



Strategies

- Counting on and backwards in 1s, 10s, 100s
- To add 9: add 10 then subtract 1
- 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: $675 + 22$

$$675 + 2 = 677, 677 + 20 = 697$$

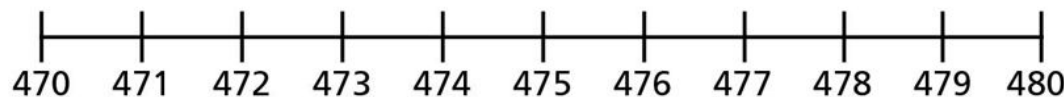
Example 3: $198 + 5$

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

Example 4: $694 + 20$

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

Number lines can also support this ->



Written Methods for Addition

$$721 + 186 = 907$$

	H	T	U	
	7	2	1	
+	1	8	6	
<hr/>				
			7	
<hr/>				

Start in the units
 $1 + 6 = 7$

	H	T	U	
	7	2	1	
+	1	8	6	
<hr/>				
		0	7	
<hr/>				

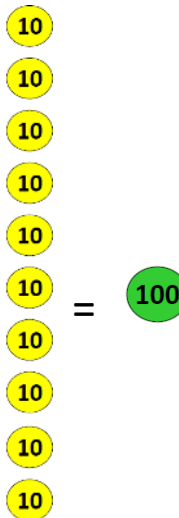
Then the tens
 $2 \text{ tens} + 8 \text{ tens} = 10 \text{ tens}$

	H	T	U	
	7	2	1	
+	1	8	6	
<hr/>				
	9	0	7	
<hr/>				

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

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

We support this concept with counters by physically exchanging 10 tens for 1 hundred



Written Methods for Subtraction

$$827 - 684 = 143$$

	H	T	U	
	8	2	7	
-	6	8	4	
			3	

	H	T	U	
7	8	2	7	
-	6	8	4	
		4	3	

7			
8	2	7	
-	6	8	4
	1	4	3

Start in the units
 $7 - 4 = 3$

Then the tens
 $2 \text{ tens} - 8 \text{ tens} \times$
 Exchange from 8 hundreds
 $120 - 80 = 40$

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). We support this concept with counters by physically exchanging 1 hundred for 10 tens

100 =

Written Methods for Multiplication (two by one digits)

	T	U		
	1	9		
	3	4	x	
<hr/>				
		6		
<hr/>				

Start in the units (9×4)

	T	U		
	1	9		
	3	4	x	
<hr/>				
	7	6		
<hr/>				

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: Daily 10, Hit the Button, Spuq.

Written Methods for Division (two by one digits)

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	X
	0	7	✓
3	2	1	

Writing focus of the 2014 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 sound - 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 licences can be 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



- **Phonics:** the sounds of language and the letters and groups of letters that represent them.
- **Morphology:** the units of meaning that make up the words we use (e.g. prefixes, suffixes and root words - unhappy).
- **Etymology:** the history and origin of words and how they've changed over time (e.g. knowing the Greek 'aer', which means 'air', would help children to remember how to spell aeroplane).
- Use look, cover, write, check in handwriting lessons
- Segment the word into known words or syllables like an addition number sentence:

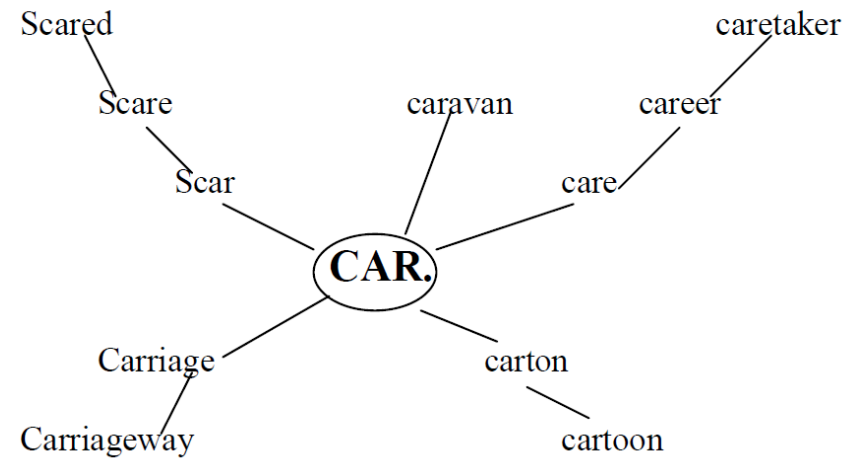
something = some + thing

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

Spelling webs



*Highlighting - Use a 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

Spellings are given on Tuesday, ready for testing every Monday

Examples of Year 3 Writing

Thursday 7th October
Kvavani

Dear diary,
Today something truly spectacular happened! You will never ever guess what? It was this that made me incredibly happy! I have got a new friend, I couldn't wait to tell you. I am really happy that I told you now we can remember for a very long time.

He lived in Africa and he told me about the animals and cool stuff that he saw such as a warthog and animals including zebras, lions and hyenas! But he said there was a white lion that Boris Andrews (My new friend) kept as a pet. (But I didn't believe him.) Boris had blue socks and a cap on his head by my knee getting stuck up a tree and he kindly helped me get it down. It was really fun and he was very nice. I thought we could be friends and be agreed.

EW * adverbs
P/ use of paragraphs
O/W ⊕ Subordinating conjunctions

sp guess glass

Wednesday 24th November
Character Speech

✓✓ "Who are you and where did you come from? My Aunt's will kill you if they saw you." Said James quietly.

✓✓ "Whoever I am doesn't matter. I just have to show you these bright green things." The old man mumbled.

✓✓ "How can I trust you so much to look in your bag? I don't even know who you are." James said curiously.

✓✓ "I know you have a miserable life just do what I say and EVERYTHING will change for EVER!" The old man blurted out.

✓✓ "I ~~stand~~ Fine! I will take the bag but what will happen?" James said curiously.

✓✓ "You will be happy for ever and be very very magical just like Disney." The old man said excitedly.

✓✓ "Okay then what if I trip and all of them fall out of the bag?" Said James happily.

✓✓ "The thing they find first the power goes to them." Said the man quite sadly.

✓✓ "Oh okay then I'll try not to fall." Said James very sadly.

EW E/W
P/ P/W
O/W O/W

Thursday 14th October
Empathise.

Dearest Millie,
The other day I went for a walk outside of college and I saw a poster. It said 'Boris want you!' Then I ~~real~~ what I wanted to gain the army because it seemed interesting. Also I have absolutely had enough of games, walks and bells/bells and even more annoying bells. However I feel that I am trapped in a prison and behind bars. I've had enough of all of this nonsense. I have absolutely decided to fly free because I have absolutely lost my mind about this.

When we last ~~saw~~ each other we were little ~~hunger~~ now I am over 6 feet tall I can't believe it I bet you can't even believe it ever in your life ever. I have to shave twice a week now. Honestly I'm not joking I have to! But I'll always remember you also you are very special to me of course you are to me you are my best friend in the whole world. I might not write for a while you now it is very hard work. I will always remember you you will always be in my heart.


Your
Bertie

EW EW
P/W P/W
O/W O/W
HP sp³ believe believe

Wednesday 13th October
Persuasion.

CIRCUS

Awesome, adventurous and astonishing.
Cool, creative and captivating.



BUY TICKETS NOW!

A jaguar from Zanzibar leared to play the bass guitar.
The Cheekers dart and are super smart.
Creative, creative and more creative.
Surprise after surprise.

Bring all your family!

What will be your favourite thing in the circus?
Will you visit again?

Out of this world!

Sunday 2pm

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 and Reading Eggs, and some children will progress on to Reading Eggspress

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



- Can you summarise that paragraph/chapter?
- Can you 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 sometimes they will peer-assess in green pen.

- Effort
- Presentation
- Objective

- not achieved
- ✓ partially achieved
- ✓ ✓ fully achieved