



# WELCOME TO YEAR 3

Parent's curriculum meeting

# Routine

- 8:45 – 9:05 Challenge / handwriting / interventions
- 9:05 – 9:25 Assembly/Worship/Reading
- 9:25 – 9:45 Reading/SPaG (spelling, punctuation & grammar)
- 9:45 – 10:45 English
- 10:45 – 11:00 Break time
- 11:00 – 12:10 Big Maths / Maths
- 12:10 – 1:00 Lunchtime
- 1:00 – 1:05 Register
- 1:05 – 1:30 Spelling / handwriting
- 1:30 – 3:05 RE, History/Geography, Science, PE,  
Music, Art/D&T, Computing
- 3:05 - 3:15 Class Story & get ready for home time
- 3:15 Home time

# Expectations

- Independence...we work toward becoming independent learners.
- Take own things out of bag/tray.
- Work towards consistently neat, joined handwriting in all work.
- Neatly presented work at all times.
- Do not be afraid to make mistakes...we all make them and we learn from them.
- Use the stuck strategies.
- Take pride in all that they do.
- Always challenge themselves...move their own learning on.
- Follow our school Ethos of True Heart, True Mind, True Spirit.

# Rewards

## Class Dojo

- Children earn points throughout the term for a variety of things;
- Manners, behaviour, progress, achievements, homework, attendance, uniform etc.

# Maths

1	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
2	Compare and order numbers up to 1000
3	Add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H
4	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
5	Estimate the answer to a calculation and use inverse operations to check answers
6	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
7	Count up and down in tenths;
8	Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
9	Compare and order unit fractions, and fractions with the same denominators
10	Recognise and show, using diagrams, equivalent fractions with small denominators
11	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
12	Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )
13	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
14	Measure the perimeter of simple 2-D shapes
15	Add and subtract amounts of money to give change, using both £ and p in practical contexts
16	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
17	Estimate and read time with increasing accuracy to the nearest minute
18	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
19	Identify whether angles are greater or less than a right angle
20	Interpret and present data using bar charts, pictograms and tables

# Writing

1	spell words that are often misspelt (Appendix 1)
2	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
3	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
4	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
5	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
7	Organising paragraphs around a theme
8	In narratives, creating settings, characters and plot
9	In non-narrative material, using simple organisational devices (headings & subheadings)
10	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
11	Proofread for spelling and punctuation errors
12	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
13	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
14	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
15	Using conjunctions, adverbs and prepositions to express time and cause (and place)
16	Using fronted adverbials
17	Difference between plural and possessive -s
18	Standard English verb inflections (I did vs. I done)
19	Extended noun phrases, including with prepositions
20	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)

# Reading

1	Apply their growing knowledge of root words, prefixes and suffixes to read aloud
2	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
3	Retelling some of these (fairy tales, traditional tales, etc.) orally
4	Identifying themes and conventions in a wide range of books
5	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
6	Recognising some different forms of poetry
7	Using dictionaries to check the meaning of words that they have read
8	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
9	Identifying main ideas drawn from more than one paragraph and summarising these
10	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
11	Justify inferences with evidence
12	Discussing words and phrases that capture the reader's interest and imagination
13	Identifying how language contributes to meaning
14	Identifying how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction

# Science

- Light and Shadows
- Magnets and Forces
- Parts of plants
- What plants need
- Movement and feeding / healthy eating
- Rocks and soils



# RE

- Domestic Church – Family - Homes
- Baptism/Confirmation – Belonging - Promises
- Advent/Christmas – Loving - Visitors
- Multi-faith week – Judaism
- Local Church – Community – Journeys
- Eucharist - Relating – Listening & Sharing
- Giving – Giving All - Lent/Easter
- Pentecost – Serving- Energy
- Reconciliation – inter-relating – Choices
- Universal Church – World – Special Places
- Multi-faith week – Islam w/c 3<sup>rd</sup> June 2019
- (Ramadan / Eid al – Fitr either 04<sup>th</sup>/05<sup>th</sup> June 2019)

# RSE

- *Understand what makes a good friend.*
  - *Know that God is our best friend.*
- Physical – who takes care of me? How do I look after myself? How am I changing?
- Social – How do I help others to make & keep friends? How do I keep myself safe? How do I take care of others?
- Emotional – How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How can you be a more supportive friend?
- Intellectual – What's the difference between being alone & lonely? What is personal space? Why is it important?
- Spiritual – How can I forgive and include others the way Jesus did? Zacchaeus & the tax collector.

# History / Geography

- **History**

- The Romans
- The Titanic
- Local history – Pottery @ Sharpes Pottery

- **Geography**

- Geographical knowledge of the UK
- Christmas around the World – Russia
- The Roman's journey
- The Titanic's voyage
- South America

# A few little notes...

- Please ensure ALL uniform is labelled including shoes and socks. Practice shoelaces over the summer.
- Please ensure your child always has a water bottle daily.
- Please do not send your child in with a pencil case as they will not need one.
- Children are able to bring their own juice and fruit in for morning break. Fruit or vegetables only.....no fruit bars etc.

**And lastly...**

My door is always open. Any issues, worries etc **PLEASE** come and see **ME** straight away! I'm not that scary...I promise!