

Gorsemoor Primary School



Safe and Happy as we Learn

Welcome to Year 3

This booklet will provide you with information regarding your child's transition into Year 3 and end of year expectations.

The Year 3 team are:



Mrs Heath



Mrs Duckworth



Miss Spennewyn
(Mrs Foster)



Mrs Griffin



Mrs Fitch



Mrs Jones



Mrs Walton



Mrs James

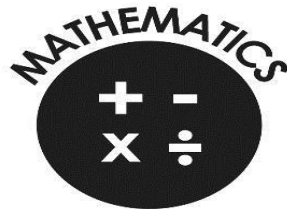


Mrs White

End of Year Expectations for Year 3

The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.



Mathematics

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
 - ❖ 3-digit nos and ones
 - ❖ 3-digit nos and tens
 - ❖ 3-digit nos and hundreds
- Add and subtract:
 - ❖ Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply:
 - ❖ 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator with whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.



Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas
- Recognise:
 - ❖ plurals
 - ❖ pronouns and how used
 - ❖ collective nouns
 - ❖ adverbs
- Explain the difference that the precise choice of adjectives and verbs make.



Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.

Overview

	English	Maths	Cross-Curricular Independent Learning Projects	PE	ICT	RE	Music	Spanish	SMCS
Aut 1	<p>Narrative: Charlie and the Chocolate Factory Setting description</p> <p>Non-Fiction: Instructions</p> <p>Poetry: Nonsense poems Ning Nang Nong</p>	<p>Week 1,2 Number : Place value</p> <p>Week 3,4,5,6 Addition and Subtraction</p>	<p><u><i>Scrumptiously sumptuous</i></u></p> <p>ILP FOCUS: Science – Nutrition</p> <ul style="list-style-type: none"> • Art & Design: Sculpture • Geography: Food miles and fair trade • D&T: Cooking and nutrition • History: Significant individuals- James Lind • Science: Nutrition 	<p>Dance Unit 1</p> <p>Who am I? The language of dance</p>	<p>Communication on-line Digital Literacy and Citizenship</p> <p>SWGFL resources</p>	<p>Hinduism</p> <p>We are learning to investigate what happens during a Diwali festival and what sense of belonging it has to Hindus.</p>	<p>Violins</p>	<p>Greetings, questions and answers.</p> <p>Numbers and colours.</p>	<p>Moral and Social</p>
Aut 2	<p>Narrative: Greek Myths Tyrannofax</p> <p>Non-Fiction: Persuasive writing- Battle cry</p> <p>Poetry: List poetry</p>	<p>Week 7,8,9,10 Multiplication and Division</p> <p>Week 11,12 Measurement</p>	<p><u><i>Gods and mortals</i></u></p> <p>ILP FOCUS: D&T – Moving parts, model making</p> <ul style="list-style-type: none"> • Art & Design: 3-D sculpture, Greek art and design • Geography: Ancient and modern day Greece • History: Ancient Greece • Science: Light and shadows • PSHE: Resolving differences 	<p>Dance Unit 3</p> <p>The Eagle and the fish</p>	<p>Manipulating sound/ soundscapes</p> <p>2simple Music toolkit</p> <p>Audacity</p> <p>Audio Networks</p> <p>Podcasting</p>	<p>Christianity</p> <p>We are learning to find out what the true meaning of Christmas to Christians and what Christmas means to us.</p>	<p>Violins</p>	<p>Colours and greetings revision</p>	<p>Spiritual and Moral</p>

Spr 1	<p>Narrative: The Five children and It.</p> <p>Non-Fiction: Information text- Predators</p> <p>Poetry: Lyric poetry</p>	<p>Week 1,2,3 Number: Multiplication and division</p> <p>Week :4,5,6 Measurement</p>	<p><u><i>Predators</i></u></p> <p>ILP FOCUS:</p> <ul style="list-style-type: none"> • Art & Design: 3D scale models • D&T: Selecting and using materials (collage and textiles) • Science: Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; working scientifically • Geography: Fieldwork; Using maps to locate countries and continents 	<p>Gymnastics Unit L</p> <p>Stretching, curling and arching</p>	<p>Introduction to databases and Branching databases.</p> <p>Softense</p> <p>Database</p> <p>Textense</p> <p>Branch</p>	<p>Christianity</p> <p>We are learning to retell Bible stories When miracles have happened and question whether Jesus really did perform miracles.</p>	<p>Violins</p>	<p>Revision numbers. Days of the week and food</p>	<p>Spiritual, Moral and Cultural</p>
Spr 2	<p>Narrative: Iron Man</p> <p>Non-Fiction: Non-chronological</p> <p>Poetry: Kenning/Haiku poetry</p>	<p>Week 7,8,9,10 Number: Fractions</p> <p>Week 11,12 Consolidation</p>	<p><u><i>Mighty Metals</i></u></p> <p>ILP FOCUS:</p> <ul style="list-style-type: none"> • Art & Design: Embossed pattern and pictures; making jewellery • D&T: Product evaluation; using research to inform design; selecting materials; making vehicles; building an iron man; using electrical circuits • Science: Forces and magnets: working scientifically 	<p>Gymnastics Unit M</p> <p>Symmetry and asymmetry</p>	<p>Exploring simulations</p> <p>Zoombins</p> <p>Sherston Model Shop</p> <p>Stage cast creator</p>	<p>Christianity</p> <p>We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians</p>	<p>Violins</p>	<p>Revision food and new vocabulary.</p>	<p>Spiritual</p>

Sum 1	<p>Narrative: How to train your dragon</p> <p>Non-Fiction: Explanation text</p>	<p>Week 1,2,3,4, Number: Fractions</p> <p>Week 5,6 Geometry: Property of shapes</p>	<p style="text-align: center;"><u><i>Tremors</i></u></p> <p>ILP FOCUS:</p> <ul style="list-style-type: none"> • Art & Design: Sculpture, photography • D&T: Structures • Science: Rocks • PSHE: Topical issues • History: Ancient Rome; Pompeii • Geography: Volcanoes and earthquakes 	<p>Gymnastics Unit N</p> <p>Pathways</p>	<p>Multimedia Photo story</p> <p>Create a photo story with picture taken on a digital camera</p>	<p>Hinduism</p> <p>To understand the Hindu beliefs , that there is one God, with many different aspects</p>	<p>Violins</p>	<p>Months of the year and numbers.</p>	<p>Spiritual and Cultural</p>
Sum 2	<p>Narrative: Stig of the Dump</p> <p>Non-Fiction: Explanation text</p> <p>Poetry: Riddles</p>	<p>Week 7,8,9,10 Measurement</p> <p>Week 11 Statistics</p> <p>Week 12 Consolidation</p>	<p style="text-align: center;"><u><i>Tribal Tales</i></u></p> <p>ILP FOCUS:</p> <ul style="list-style-type: none"> • History: Prehistoric Britain from Stone Age to Iron Age • Art and design: Neolithic Art, Clay Beakers; Iron Age Jewellery • D&T: Tool Design and Making; Building structures • Geography: Fieldwork; Human and physical Geography; Using Maps and Aerial Images • PSHE : Thinking about the Lives of others • Science : Plants; Light; Working Scientifically 	<p>Gymnastics Unit O</p> <p>Travelling with a change of front and change direction</p>	<p>Stop Motion Animation</p> <p>Zu3D</p> <p>Digital movie creator</p> <p>Anasazi SMA</p> <p>2Animate</p>	<p>Sikhism</p> <p>To understand the best way for a Sikh to show their commitment to god</p>	<p>Violins</p>	<p>Revision days and months.</p>	<p>Spiritual, Moral and Cultural</p>

Homework

We want homework to be valuable and support, develop and extend pupil learning. Year 3 homework activities are outlined below:

English homework will consist of reading, spelling and grammar.

Reading:

Sharing a book with your child, talking about the story, listening to your child's point of view, encouraging them to express their point of view is vital to enhancing their enjoyment and the importance of reading. Questioning your child whilst they are reading will enhance their comprehension of a text. Children should read and fill in the homework diary at least 5 times a week. Their reading log should be signed by a parent/guardian. Those children who have read five times during the week will be entered into a draw and the winner will receive a prize.

Spellings:

The children will have a spelling record book. Each week a selection of spellings will be given, the spelling words will be recorded in the book, which will show correctly formed and joined letters. We use the **Read, Look, Say, Cover, Write, Check** method. When the word is said, the children speak out the names of the letters, not the sounds. Children can also create mnemonics and recite them.

Grammar:

Grammar homework will be sent home half termly as booklets.

Included in your booklet are the Year 1 and 2 Common Exception Words and the Statutory Spelling Word List for Year 3 and 4. Children are required to read and spell the words correctly.

Maths

Maths homework will be **MATHLETICS**. Tasks will be set each week.

Times Tables. You can help your child to learn their times tables by reciting them together, asking them questions and writing them down. There are a number of free online games that allow children to apply these skills.

Year 3 Equipment List

Please ensure that your child has the equipment listed below:

- Book bag / School bag
- Small Pencil case (clearly labelled with name)
- Pencils
- Sharpener
- Whiteboard pen
- Ruler
- Glue stick
- Colouring pencils
- Handwriting pen (on receiving of pen licence)
- Headphones (your child will need a small pair of headphones - these are stored in your child's tray- to use during ICT lessons and ICT support lessons/activities. Some children will still have these from Year 2. If you are aware that your child's are missing/lost/broken could you please send in a replacement set with your child's name on).
- Trainers for outdoor PE (plastic bag required for muddy trainers)
- PE kit (white tee shirts and **burgundy shorts** and a **black tracksuit** for winter. Shorts must be worn for indoor PE and jewellery must be removed. The full code for PE is also in the homework diary).

Please ensure that all equipment, articles of clothing and footwear are clearly marked with your child's name.

In addition, please ensure your child has a labelled water bottle in school to ensure they stay hydrated throughout the day.

Break times and lunch times

In Key Stage 2, the children do not have an afternoon break and do not receive fruit. Also, children will not receive free school meals and please could parents use Parent Pay to pay for school dinners.

Class Dojo

Year 3 will be continuing to use Class Dojo to inform parents of events or any messages in school. Please make sure you are signed up to using Class Dojo.

Trip to Cadbury World

As part of our first theme in Year 3, the children will have the opportunity to go on a school trip to Cadbury World. More details to follow but this will be during Autumn 1.

We are really looking forward to working together as a team and having an exciting and enjoyable year with your child. If you have any queries, please contact your child's class teacher. Have a fantastic summer.

The Year 3 team