



The Year 3 Team

Class 12: Miss Flynn (Class Teacher)
Mrs Middleton (LSA)

Class 13: Mr Reynolds (Class Teacher)
Miss Coope (HLTA)

Class 14: Miss Earle (Class Teacher)
Miss Pargeter (LSA)

Our expectations



- School uniform

- PE kit
to be kept in school

- Spellings
Weekly spellings sent home for a test

- Homework
Set on Friday
Due in on Wednesday

- Water bottles
- Independently tie shoe laces and
undo shirt buttons
- Children walk to the gates on their
own

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own

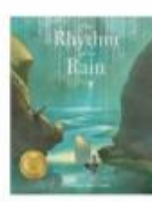
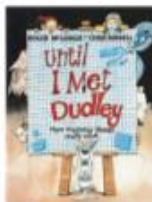
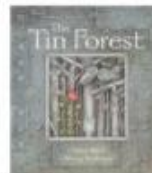
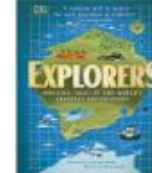


Share with your child about what you're reading... and encourage your child to do the same

50 Recommended Reads for...

Year 3

(ages 7-8)



Ways a Parent Can Help with **SPELLING**

1 Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2

Have your child spell the words out loud while you are in the car or in line at a store

3

Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4

If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5

Have your child write the words in alphabetical order or in order from shortest to longest

6

Play "Hangman" with your child using the spelling words
Make crossword puzzles and word searches with the spelling words for your child to solve

7

Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8

Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

Spelling Shed

Please ask your child's Class Teacher if you do not have their Spelling Shed log in details.

Year 3 expectations in English

| Topic: Punctuation and Grammar | | Year: 3 | Strand: English Curriculum |
|--------------------------------|---|---------|----------------------------|
| Vocabulary | | | |
| Adjective | A word that adds more information about a noun. | | |
| Adverb | A word that adds more information about verbs, adjectives or other adverbs | | |
| Command | Tell you to do something. Often urgent and short. Get in the car. | | |
| Exclamation | Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car! | | |
| Paragraph | Connected sentence about one idea or theme. | | |
| Past tense | Verb form used describe things that happened in the past. | | |
| Present tense | Verb form used to describe things happening right now. | | |
| Question | Sentences that ask something or show doubts. Is that your car? Usually end with question mark. | | |
| Speech marks | Punctuation used to show what has been spoken or said. | | |
| Statement | Sentence that claims something as truth. My car is blue. Ends with full stop. | | |

| Adverbs | Conjunctions | Prepositions |
|---|--|--|
| Modify verbs, adverbs, adjectives and clauses | Link words and phrases together. | Describe time, location and place. |
| Then Next Yesterday Soon Lately Frequently Later Now | When Because Before While So Until Yet If | Before After During Above Below Besides Due to With |
| Yesterday , we went to the zoo. | I don't like pizza because of the cheese. | We will leave after lunch. |

Paragraphs

- **T** - stands for **Time**, so start a new paragraph for a different time period.
- **P** - stands for **Place**, so start a new paragraph for each new place.
- **T** - stands for **Topic**, so start a new paragraph for each new topic, idea or subject.
- **P** - stands for **Person**, so start a new paragraph for each new person or change of speaker in a dialogue

In non-fiction a paragraph represents a group of sentences with a common theme.

The Tenses

The tense of the verb shows if something is happening in the present, past or future. The diagram shown below will be used in the tense descriptions:

| Tense | Diagram | Examples |
|-------------------|---------------|------------------------------|
| 1. Simple present | ←*****↑*****→ | Mahmoud studies every day. |
| 2. Simple past | ←X↑→ | Mahmoud studied last night. |
| 3. Simple future | ←↑X→ | Mahmoud will study tomorrow. |

Speech

Direct speech.

Opens with speech marks which are placed around what is being said.

"I don't like the zoo," said Alfred.

Commas in a list

Headings are written at the beginning of a piece of writing and explain what it is about.

Sub-headings divide a piece of writing up into smaller sections. The sub heading guides the reader and tells them what the paragraph will be about.

What you should know be able to do by the end of year 3

- Expressing time, place and cause using conjunctions, adverbs or prepositions
- Introduction to paragraphs as a way to group related material.
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past
- Introduction to inverted commas to punctuate direct speech

Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts




Point out ways math is part of “real” life: money, computers, music, art, construction, cooking...

All around us, every day.

Year 3 expectations in maths


Broken down into the different areas of maths



| Maths – End of Year 3 Expectations | |
|-------------------------------------|---|
| New National Curriculum Objectives | |
| Number and Place Value | count from 0 in multiples of 4, 8, 50 and 100; |
| | find 10 or 100 more or less than a given number |
| | compare and order numbers up to 1 000 |
| | identify, represent and estimate numbers using different representations |
| | read and write numbers up to 1 000 in numerals and in words |
| | tell and write the time from an analogue clock, including using Roman numerals |
| | recognise the place value of each digit in a three digit number (hundreds, tens, ones) |
| | solve number problems and practical problems involving above ideas. |
| | |
| Addition and Subtraction | add and subtract numbers mentally, including: a three-digit number and ones / a three-digit number and tens / a three-digit number and hundreds |
| | add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction |
| | estimate the answer to a calculation and use inverse operations to check answers |
| | solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction |
| Multiplication and Division | recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables |
| | write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods |
| | write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods |
| | solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects |
| Fractions, Decimals and Percentages | count up and down in tenths |
| | recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators |
| | recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. |
| | Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators |
| | compare and order unit fractions, and fractions with the same denominators |
| | recognise and show, using diagrams, equivalent fractions with small denominators |
| | add and subtract fractions with the same denominator within one whole. E.g one seventh + 3 sevenths = 4 sevenths. |
| | |

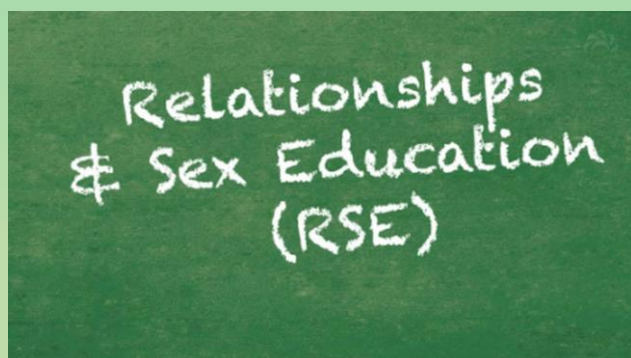
Year 3 expectations in maths

Broken down into the different areas of maths



| | |
|-----------------------------|--|
| Measurement | compare durations of events, for example to calculate the time taken by particular events or tasks |
| | add and subtract amounts of money to give change, using both £ and p in practical contexts |
| | measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| | measure the perimeter of simple 2-D shapes |
| | know the number of seconds in a minute and the number of days in each month, year and leap year |
| | measure, compare, add & subtract using common metric measures |
| Telling the time | estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight |
| | tell and write the time from an analogue clock, including using Roman numerals from I to XII , and 12-hour and 24-hour clocks |
| | estimate and read time with increasing accuracy to the nearest minute ; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight |
| Geometry Shape and Position | draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them |
| | recognise angles as a property of shape or a description of a turn |
| | identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle |
| | identify horizontal and vertical lines and pairs of perpendicular and parallel lines |
| Statistics | interpret and present data using bar charts, pictograms and tables |
| | solve one-step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. |

Emotional and social development



Emotional and social development

| | Year 2 | Year 3 | Year 4 |
|--|---|---|---|
| Brain development | Limbic system is still developing. The brain is now 95% adult size. They will be remembering how people treat them and the emotions associated with it. They want to always be right. | Becoming more cognitively flexible, engaging in complex thinking and planning. Neural connections in the brain are being fine-tuned through pruning. Increase the brains processing speed and efficiency. | Information travels with greater speed through the nervous system and different parts of the brain begin to work with coordination with one another in new combinations. |
| Mental & Intellectual development | Development of logic, can approach a problem and consider various outcomes, learning how to organise their thoughts. They will ask more questions to gain understanding. | Longer attention spans able to manage less detailed direction. Like to share their knowledge with others. Improving writing and English skills. Can utilise increasing complex and creative strategies. Learning takes place most effectively through play experiences. | Their ability to apply logic and reason increase, as does their ability to focus attention. They are able to concentrate on tasks for longer periods of time and begin to use their own resources prior to seeking adult help or may seek out peers for assistance. Eight-year-old demonstrate more highly-developed thinking skills as well as the ability to solve problems with create strategies. |
| Interpersonal development | Enjoying being with peers more, yet prefer own gender. It is either right or wrong, no grey areas. Starts to have best friends. May have difficulties getting along with other children. | More independent and are sociable. May have spells of being rebellious and aggressive. Be the role model for them when dealing with emotions. | Begin to understand the concept of masking emotions and can vary their use of copying strategies to deal with challenging situations. In peer interactions, they may start to engage in leadership, goal-setting, elaborate fantasy play and an assortment of interactive games. Having one close friend is a key developmental accomplishment at this age. |
| Adult support and guidance | Involve them in jobs/tasks for themselves at school and at home to increase independence. Help them develop routine and working with others. Continue to affirm their sense of belonging and increase their autonomy as they start to make choices suited to an adult life. | Encourage physical activity; children mature quicker if they engage in physical activity. Focus on strengths, abilities and talents. Help them to start to manage their emotions & be comfortable with them. Increase their ability to manage aspects of their lives, i.e. remembering things to do that make their lives easier. | They now read for pleasure with books associated to their interest. May want to rely less on adult supervision yet be aware of them sharing their needs and wants. Encourage them to find ways to solve emotional and social problems. On line activities to be restricted, none before bedtime. |

Autumn Term

Meet the Greeks

- Exploring Ancient Greece and how their lives were different to ours
- Try Greek food and make some Greek clothes
- Create artwork similar to the style used by the Ancient Greeks such as an amphora
- Learn about the Battle of Marathon and the Trojan Horse
- **Greek Day!**
- **Take part in an Ancient Greek Olympics**



Spring Term

The Great British Bake Off

- Finding out where food comes from
- Creating and cooking our own recipes
- Compose music to recreate the soundtrack to The Great British Bake Off
- Recreating artwork by famous artists, such as Arcimboldo
- Learning about the history of food
- Finding out by The Ancient Mayan civilisation and the origin of the cacao bean
- **Take part in Manor Park's Great British Bake Off!**

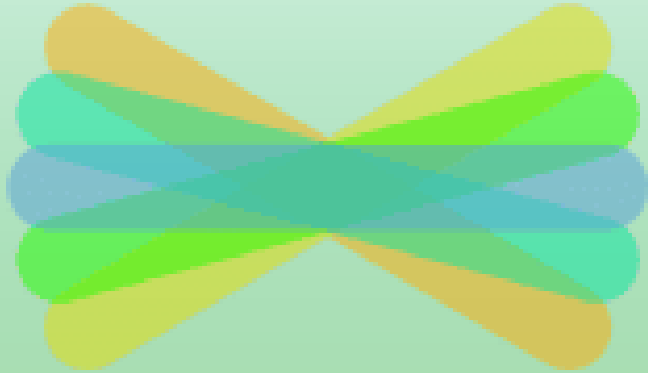


Summer Term

Across the Ages

- Look at what it was like to live in the Bronze, Stone and Iron Ages
- Discover what types of food and weapons they used and their way of living
- Cook using similar techniques to those used during The Stone Age
- Design and build your own Stone Age shelter
- Recreate Stone Age art and design your own cave paintings
- Be inspired by Anthony James and make your own weapons and tools
- **Bishops Wood - outdoor learning experience**





Seesaw

Keep up to date with
your child's learning by
connecting to Seesaw.

If you are not yet
connected, let your
child's class teacher
know.