



# Welcome to Year 3

2021 / 2022

### Teaching and Support Staff

Miss Johnston is the class teacher and will teach the majority of curriculum subjects. Miss Johnston has one non-contact afternoon a week (Wednesdays) when the children will have RE (Mrs Ludford) and Games (Mr Roberts and Mr Steele)

Learning support will be provided by teaching assistants throughout the week – Mrs Herrick and Mr Gibbin – who works on a 1:1 basis.

### PE

PE kit should be kept in school throughout the week. Please remember that no jewellery should be worn and long hair should be tied back. Please inform Miss Johnston if your child is unable to take part in PE. If your child is unfit for a longer period, please inform Miss Johnston when he or she is able to resume PE.

Mr Steele and Mr Roberts will teach the games curriculum on a Wednesday afternoon, with added physical education lessons of swimming – Autumn and Summer terms and dance and gymnastics in the Spring term – taught at Bluecoat School on a Friday morning. The children will also be taught hockey for 6 weeks in the Autumn term on a Tuesday afternoon.

Swimming hats are encouraged for the children's swimming lessons and can be purchased from the school office – respective colours for your child's house of Lindsey or Kesteven.

It is the Government's objective that all children are able to swim at least 25m by the end of their primary education, the children are taught by qualified swimming instructors, who will work with the children to work toward achieving distances up to and beyond 25m.

### Music

The music curriculum will be taught by Mr Roberts.

### MFL

New to the children's timetable in year 3 is modern foreign language. The children will have the opportunity to speak and write French. In year 3 and 4 they develop their knowledge of a bank of vocabulary, enabling them to hold simple conversation, ask and answer questions. They will be able to count, learn the days of the week, and develop a bank of vocabulary. At the same time learning about French customs, the country and the people.

### Homework

Homework will be set on Fridays to be handed in by the following Wednesday please. The children will be set spellings, reading, times tables and one additional piece of either English or Maths work. Spellings and tables will be tested on a Friday.

As part of their reading homework, please encourage your child to read at least three times a week, with at least one of these sessions involving reading to an adult. Please ensure that you continue to monitor and sign your child's Reading Record Book. We are placing a high emphasis on reading in the curriculum this year, and the more your child can read at home, will benefit their work in school immensely.

### PE

PE kit should be kept in school throughout the week. During the spring term, the class will do PE at the Bluecoat School on a Friday. They will swim during the autumn and summer terms. Please remember that no jewellery should be worn and long hair should be tied back. Please inform Mrs Swanson if your child is unable to take part in PE. If your child is unfit for a longer period, please inform Mrs Swanson when he or she is able to resume PE.

### After School Clubs

We are happy to be able to offer a range of after school activities across the year. Clubs cover a range of activities, sport, music, arts and crafts.

### Assessment

Assessments will be based upon the National Curriculum. Both formal and informal assessments will take place throughout the year and you will be able to discuss your child's attainment and progress at Parents' Evenings. Your child's reading will be assessed at the start of the term, and reading books will be allocated on the outcome of the results, by the end of week 2.

### Parents' Evenings and Open Afternoons

You are invited to meet with Miss Johnston just before half term in October and February to discuss your child's progress. Teachers are, of course, available to discuss your child's needs at any time throughout the school – please contact Miss Johnston to make an appointment. Open Afternoons will hopefully be able to take place across the school year, and we hope that you will take the opportunity to view your child's work at these informal events.

### Holidays during term time

Please remember that Mrs Simms is unable to authorise absence for family holidays during term time. The school's attendance policy can be found on the school website.

# Draft Curriculum Framework for 2021/22

	Autumn	Spring	Summer
	<u>History – Bronze Age</u> <u>Computing – we are opinion pollsters – survey</u> <u>DT – textiles – make a bag to keep something safe</u> <u>Science – forces, magnets, sound</u> PSHEE – Health and well - being <u>French – – simple conversation, asking questions</u> <u>Who/what is it? It's .....</u>	History – Roman Britain Computing we are artists Art – Exploring pattern Science – states of matter / animals including humans – Y3 <u>PSHEE – Living in the wider world / E-safety</u> French - <u>Do you have a....?</u>	<u>Geography – Rivers and Mountains</u> <u>Computing – we are co-authors – factfile</u> <u>Science – plants</u> <u>PSHEE - relationships</u> <u>French - – Do you like....? Yes I like.... No I don't like....</u>



### English in Year 3

Your child will build upon work from Year 2. Lessons will focus upon develop skills of reading, writing, spelling, grammar and punctuation.

Detailed information about curriculum content can be found below:

ENGLISH						
		Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words,</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing</p>	<p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Pupils should be taught to:</p> <p>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</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p>

<p>answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language</p>	<p>noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might</p>		<p>[for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
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<p>to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of</p>		<p>happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>				
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the listener(s)  consider and evaluate different viewpoint s, attending to and building on the contributi ons of others  select and use appropriat e registers for effective communi cation.						
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## Grammar and Punctuation

This document contains the Y3 Vocabulary, Grammar and Punctuation appendix which is used to support the planning, teaching and learning of Spelling in Year 3.

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a</i> rock, <i>an</i> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]

<i>Year 3: Detail of content to be introduced (statutory requirement)</i>	
<b>Text</b>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

### Spelling (to be mastered by the end of Year 4)

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	<p>forgetting, forgotten, beginning, beginner, prefer, preferred</p> <p>gardening, gardener, limiting, limited, limitation</p>
The /ɪ/ sound spelt y elsewhere than at the	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
end of words		
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix -ation	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix <b>-ly</b> is added to an adjective to form an adverb.	sadly, completely, usually (usual + ly), finally (final + ly),

	<p>The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	comically (comical + ly)
	<p>If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
The suffix <b>-ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

## The National Curriculum for Mathematics

### Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties,

and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Y3 Expectations

### Number and Place Value

Pupils will be taught to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

### Addition and Subtraction

Pupils will be taught to:

- 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

Pupils will be taught to:

- 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
- 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

Pupils will be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

## Measurement

Pupils will be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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 and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

## Geometry – Properties of Shapes

Pupils will be taught to:

- 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

Pupils will be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

September 2018

## **ADDITIONAL GUIDANCE – COVID 19**

There have been changes to the rules on self-isolation. Please note that this does mean that children will still be in school even if they have had contact with a confirmed case.

The rules now state that:

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons
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Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a [PCR test](#). We would encourage all individuals to take a PCR test if advised to do so.

**Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.**