



Rainow Primary School

- Caring - Learning - Achieving -

A Guide to the Year 3 Curriculum in English and Maths



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INTRODUCTION

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should 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 child to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or would like some support in knowing how best to help your child then please talk to your child's teacher.



READING

Please encourage your child to read regularly; at least ten minutes every day. This could be a story, a non-fiction book, a magazine, newspaper or website. First and foremost, reading should be pleasurable.

It is important to make sure that children understand what they are reading. As children become more competent readers, they should be able to answer increasingly complex questions which involve more thinking. The table below might be a useful guide when asking your child questions about their reading.

Question Type	Meaning	Examples
Literal	Information that is given in the text	<ul style="list-style-type: none">• What happened when.....?• Why did.....happen?• What happened after.....?• Why did it happen?
Inference	Information implied but not given in the text	<ul style="list-style-type: none">• How did you know.....?• Why do you think.....happened?• How do you think he/she felt when.....happened?
Vocabulary	Determining the meaning of words in the text	<ul style="list-style-type: none">• What does this word mean?• Why was this word important in the story?• What is another word for.....?
Evaluation	Evaluate additional information not given in the text	<ul style="list-style-type: none">• What do you think of the story?• What do you think the author meant when they said.....?• How was.....like you?
Reorganisation	Using two or more pieces of information given in different parts of the text	<ul style="list-style-type: none">• In your own words tell me what happened in the story?• Tell me the main events in the story?• Can you tell me an event in the story that has happened to you?
Reaction	Expressing an opinion on information given in the text	<ul style="list-style-type: none">• How did you feel when.....?• Have you had an experience like.....?• Tell me a time when you felt like.....? Why?

Rainow Reading Criteria for Y3

Reading words:

- My reading is mostly fluent and I am beginning to use expression with increasing confidence
- I can tackle unfamiliar words confidently, using my phonic knowledge from KS1 to help me
- I can use my knowledge of root words and suffixes to help me understand the meaning of new words.
- I am beginning to use a dictionary to help me find out the meaning of unfamiliar words.
- I know that some words sound different to how they are spelt
- I can read stories, poems and non-fiction texts aloud with increasing fluency

Understanding Texts:

- I can recount the key events of longer stories in chronological order
- I can use non-fiction books to retrieve and record information
- I can make predictions about what will happen next using examples from the text to explain my answer
- I can explain how an author has used certain words and phrases to describe a character or event
- I can find and use evidence from a text to begin to explain a character's feelings, thoughts, motives and actions throughout a story
- I can identify words and phrases that capture the reader's interest and imagination
- I can **ask** and **answer** questions about what I have read and am beginning to think 'around' the text to identify key themes

Talking About Reading:

- I can discuss the texts I have read and link key events to my own experiences
- I can talk about the vocabulary I like in books, why the author might have chosen it and how it makes me feel
- I am beginning to work in a group to discuss a range of texts (fairy-tales, poems, myths, non-fiction) and can listen and respond to other people's ideas and opinions



WRITING

In Year Three we will be consolidating pupils writing skills, their vocabulary, their grasp of sentence structure and their knowledge of grammar terminology. Joined handwriting should be the norm and pupils should be able to use it fast enough to keep pace with what they want to say.

Rainow Writing Criteria for Y3

Planning my writing:

- I can compose and rehearse my writing by saying it aloud and making notes.
- I understand that sectioning helps my writing be clearer for the reader.

Structuring my writing:

- I use headings and sub headings in non-fiction texts.
- I understand what paragraphs do (e.g. mark a change in time, place, idea of speaker).

Writing sentences & joining clauses

- I am beginning to keep the past, present and future tenses consistent in my writing.
- I can recognise and use adjectives, adverbs and prepositions in my writing.
- I can join clauses in more complex ways by using a wide range of conjunctions (e.g. when, before, after, so, although).
- I am beginning to explore how moving clauses and phrases in a sentence affects the meaning.

Engaging and giving detail

- I am beginning to use rich and varied words in my writing.
- I can use vocabulary I have heard in books and from other curriculum areas (if appropriate), to make my writing interesting
- I can describe different places in interesting ways and use some of these settings in stories
- I can describe characters.
- I can use similes in my writing.

Punctuating Sentences

- I can use punctuation in my writing mostly accurately (e.g. ABC . ? ! commas in lists).
- I am beginning to use inverted commas to mark direct speech. I am beginning to use punctuation correctly within the speech marks.

Improving and editing

- I can spell all of the Rainow non-negotiable words correctly.
- I am starting to use the rules for adding suffixes and prefixes to root words.
- I know and can use a range of homophones. I can spell there, their and they're.
- I can use an apostrophe for possession and contraction
- I work with my teacher or a friend to improve my writing.
- I re-read my writing to check I have used the correct spelling and punctuation.
- I can use a dictionary to check if I have spelt words correctly.
- In my self-assessments I think about how well my writing fits the purpose of the task.
- I can read my writing aloud and with expression.

Handwriting

- I can join my handwriting.

Vocabulary, Grammar and Punctuation:

Spelling, punctuation and grammar (SPAG) is taught in discrete 20 minute sessions outside of the literacy lesson as well as within the literacy lesson. On the next slide is a glossary of grammar terms. The children will use these features of grammar in Year Three. The slide is a good point of reference when helping with homework.



Vocabulary Grammar and Punctuation Terminology

Clause

A clause is a phrase of two or more words. It has a verb as the key word.

- It's raining.
- Samira has four pets because she likes animals.

Conjunction

A conjunction links two words, phrases or clauses together as part of a sentence.

There are two main types of conjunction:

Words such as **and**, **but** and **so** link two words or phrases which are equally important.

- Words such as **because**, **if** or **when** introduce a subordinate clause.
- I got a bike and a football for my birthday.
- If you like, we can have chips for tea.
- There's no tennis today because it's raining.

Subordinate clause

A subordinate clause adds to another clause. It can't be a sentence by itself.

- Here's the book that I promised you.
- When I grow up, I want to be a pilot.

Direct Speech

Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.

Prefix

A prefix is added to the beginning of a word to turn it into a different word.

- overtake, disappear, return

Consonant letter

A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these:

- The sounds /p/ and /b/ are made when you close your lips then opening them quickly.
- The sound /t/ is made when you press your tongue behind your top teeth.

Vowel letter

A vowel letter is one that you make by just changing the shape of your open mouth. You don't use your teeth, tongue or lips.

- The letters **a**, **e**, **i**, **o** and **u** are vowels. They can be spoken or written.
- Letter **y** can also be used to represent a vowel sound.

Inverted commas

Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.

- "Why didn't anyone tell me I had my underpants on the outside?" asked Superman.

Word family

Words in a word family are related by meaning, grammar or spelling.

- Teach, teacher, teaching
- Child, children, childish(y)

Preposition

A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links.

- Please put your pens in the tub.
- We went to the USA on holiday.
- I haven't seen her since.

Speech marks

See **inverted commas**





SPELLING

Statutory Word List for Years Three and Four:

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

At Rainow these spellings have been divided a year Three list and a Year Four list. If you would like the separate lists please ask. Children should be practising spellings from the weekly list sent home which includes some spellings from that week's rule or sound and some from the list above. What do the words mean? Can they include them in a sentence? Can they spot them whilst they are reading?

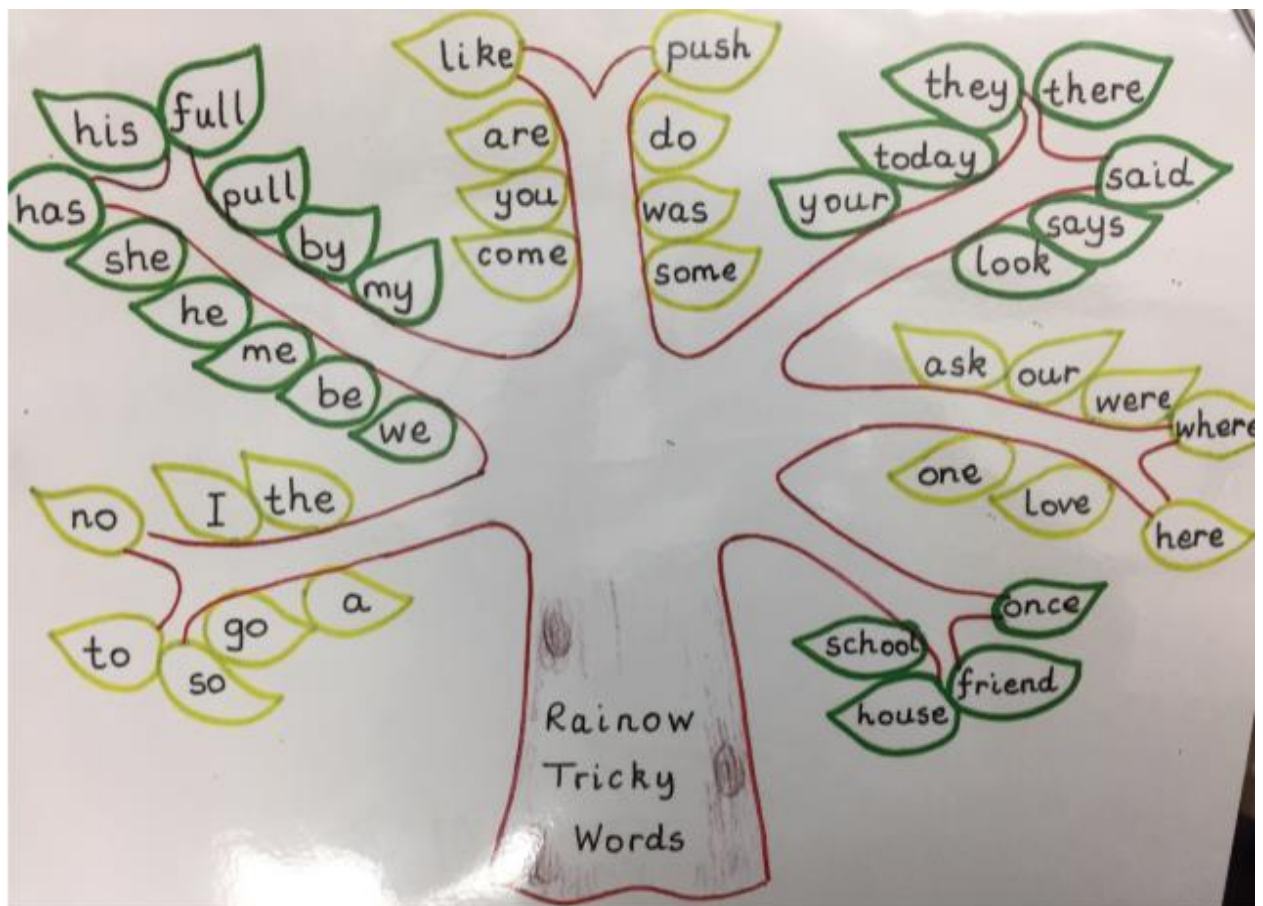
Making spelling fun...

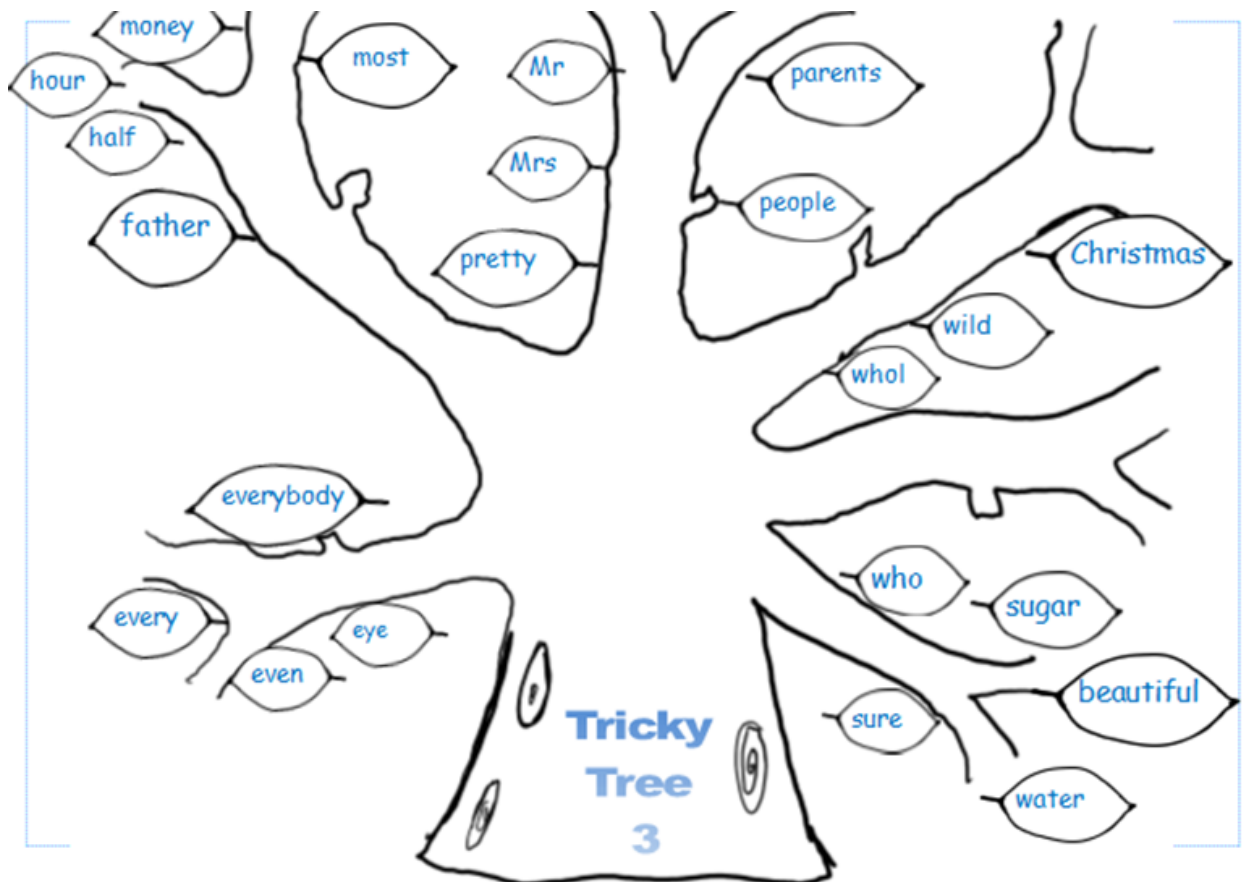
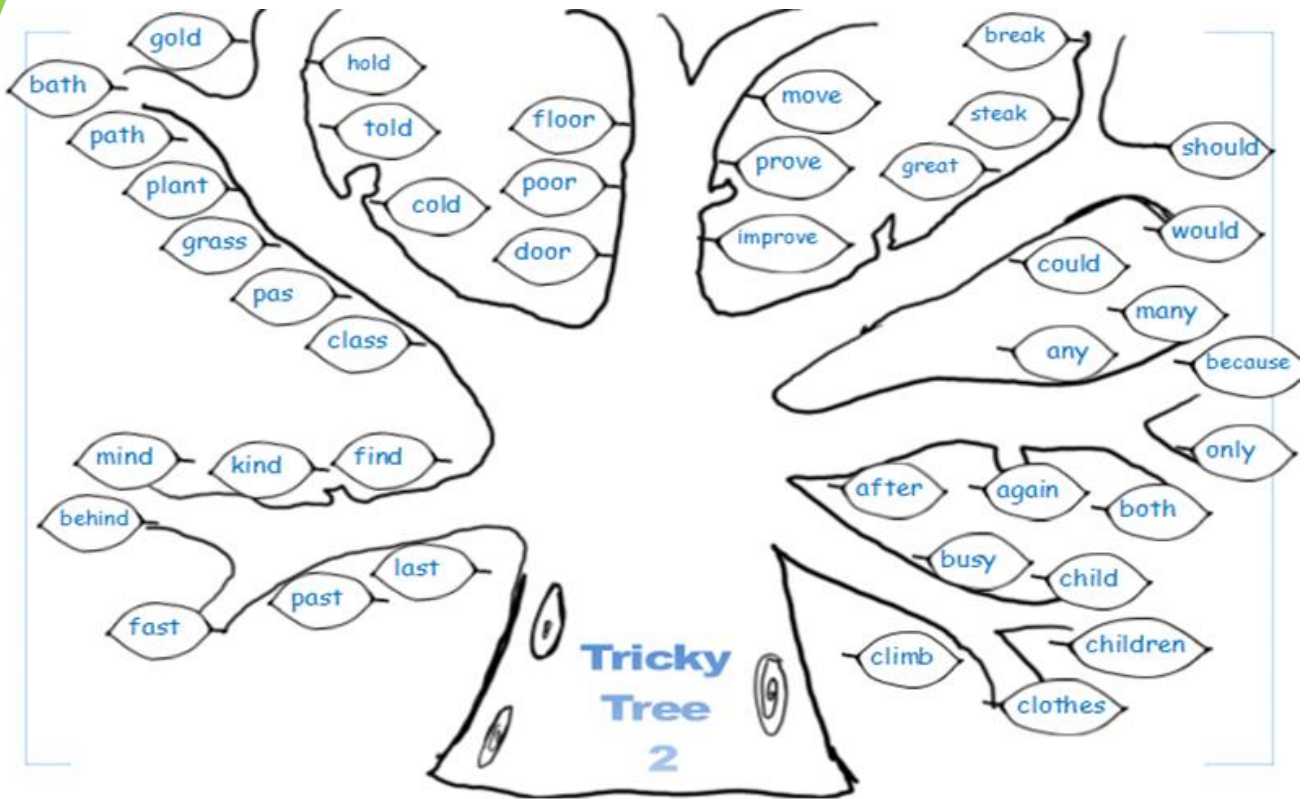
- Find the words in the paper or magazines
- Cut out the letters and see how quickly your child can rearrange them in the correct order
- Say speech rhymes and tongue twisters together
- Play detective games with words – ask your child to be a detective and find: words that rhyme, begin/end with the same sound or letter, little words in big words (e.g. 'am' in 'pyjamas'), words that sound the same but are spelt differently (e.g. ate, eight)
- Play word games that focus on sounds of words (Scrabble, Boggle, Word Snap, I Spy)
- Draw a picture, then write words to label items in the picture
- Use alphabet stamps and coloured ink pads or felt pens/crayons to make spelling artwork
- Write a short story that uses all of the spelling words
- Find the meaning of words in a dictionary and write them in a sentence
- Write words in a bucket of sand or make them from playdough
- Make secret agent words by numbering the alphabet from 1-26 and then converting spelling words into a number code
- Make a crossword puzzle or word search from the words in the spelling list
- Try to find spelling words used in a newspaper or magazine article
- Make flashcards to help practise spelling words



Rainow Tricky Trees

The tricky word trees below (and on the next slide) are from the Year One and Two curriculum. These words are common exception words, meaning they do not stick to usual spelling rules or patterns and cannot be sounded out. Therefore they simply have to be learnt. The children should already know these words by Year Three but the trees are good for reference.







MATHEMATICS – ADDITION

OBJECTIVES

Pupils should 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

METHODS

Partitioning and then recombining e.g. $76 + 22 =$
 $70 + 20 = 90$
 $6 + 2 = 8$
 $90 + 8 = 98$

Moving on to count on by partitioning the second number only e.g.

$$\begin{aligned} 247 + 125 &= 247 + 100 + 20 + 5 \\ &= 347 + 20 + 5 \\ &= 367 + 5 \\ &= 372 \end{aligned}$$

Working Towards a Written Method

In Year Three we introduce expanded column addition. We model this with place value counters or dienes apparatus to make it less abstract and to provide a visual representation to aid the children.

200 + 40 + 7
100 + 20 + 5
300 + 60 + 12 = 372

200	40	7
100	20	5
300	60	12
372		

Leading to children understanding exchanging ones for tens.

Diagram showing the exchange of 10 ones for 1 ten in place value counters.

Some children may begin to use formal column addition, initially introduced alongside the expanded method above.

$$\begin{array}{r} 242 \\ + 22 \\ \hline \end{array}$$

Vocab:

Add, addition, column addition, partition, plus, sum, total, altogether, answer, estimate, empty number line, inverse, calculate



MATHEMATICS – SUBTRACTION

OBJECTIVES

Pupils should 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

METHODS

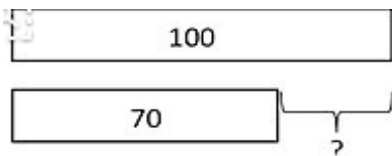
missing number problems are used in Year Three e.g. $\square = 43 - 27$; $145 - \square = 138$; $274 - 30 = \square$; $245 - \square = 195$; $532 - 200 = \square$

We continue to develop children's mental calculation methods. This mental calculation is supported by a range of models and images, including the number line.

$$53 - 34 =$$



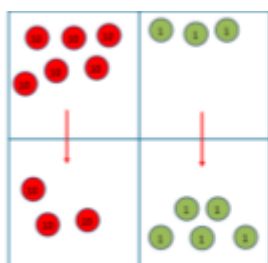
Children will also use The bar model to help with problem solving



$$100 - 30 = 70$$

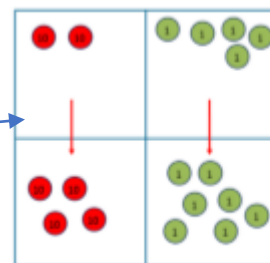
Children should make choices about whether to use counting on (as numberline above) or counting back, depending on the numbers involved.

Written methods (progressing to 3-digits) will include expanded column subtraction with no decomposition, modelled with place value counters and dienes apparatus.



$$\begin{array}{r} 908 \\ - 305 \\ \hline 603 \end{array}$$

We will then progress to column subtraction with decomposition.



$$\begin{array}{r} 702 \\ - 407 \\ \hline 295 \end{array}$$

Vocab:

subtraction, subtract, minus, decrease, less than, find the difference (between), count on, number line, number track, fewer, take (away), how many are left/left over? how many more/fewer is... than...? how much more/less is...? exchange, columns, decomposition, equals, zero, place holder



MATHEMATICS – MULTIPLICATION

OBJECTIVES

Pupils should be taught to:

- ✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. They should already know their 2, 5 and 10 times tables from Year Two.
- ✓ 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 methods and progressing to formal written methods
- ✓ Solve problems, including missing number problems, involving multiplication and division.

METHODS

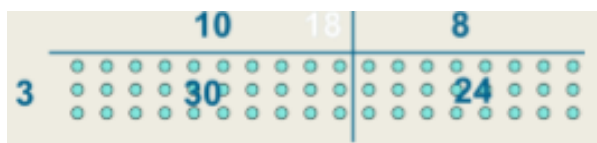
Doubling 2 digit numbers using partitioning

Demonstrating multiplication on a number line – jumping in larger groups of amounts

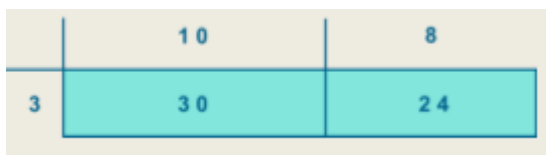
$13 \times 4 = 10 \text{ groups of } 4 \text{ \& } 3 \text{ groups of } 4$

Written methods

Written methods are developed using the children's understanding of visual images to support them. E.g. 18×3 using grid and counters



When children have deepened their understanding using place value counters and dienes apparatus, they will use the grid method.



Vocab:

array, lots of, groups of, times, multiplication, multiply, multiplied by, multiple of, product, factor, once, twice, three times, four times, five times... ten times, ...times as (big, long, wide, and so on), repeated addition, array, row, column, carry, zero, place holder, grid method.



MATHEMATICS – DIVISION

OBJECTIVES

Pupils should 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 methods and progressing to formal written methods
- ✓ Solve problems, including missing number problems, involving multiplication and division.

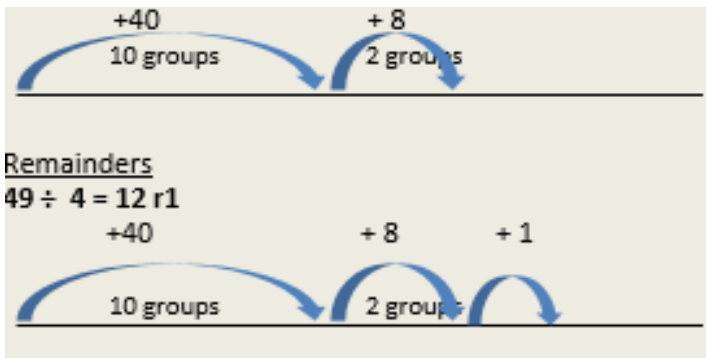
METHODS

Children will solve problems using the \div and $=$ signs and missing numbers with increasingly larger numbers as they progress.

$6 \div 2 = \square$	$\square = 6 \div 2$
$6 \div \square = 3$	$3 = 6 \div \square$
$\square \div 2 = 3$	$3 = \square \div 2$
$\square \div \nabla = 3$	$3 = \square \div \nabla$

Children will become more efficient using a numberline

Children need to be able to partition the dividend in different ways. $48 \div 4 = 12$



Important language is

Sharing – 49 shared between 4. How many left over? &

Grouping – How many 4s make 49. How many are left over?

Place value counters are used to support children when grouping.

For example: $60 \div 10 =$ How many groups of 10 in 60? $600 \div 100 =$ How many groups of 100 in 600?

Vocab:

array, lots of, groups of, multiples, repeated subtraction, number line, share, share equally, one each, two each, three each... group in pairs, threes... tens, equal groups of, divide, division, divided by, divided into, remainder.

All other Year Three maths objectives

Number & Place Value

- 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 3-digit number (100s, 10s, 1s)
- 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
- solve number problems and practical problems involving these ideas.

Fractions

- 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
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement

- 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, am/pm, 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

Properties of Shapes

- 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 2 right angles make a half-turn, 3 make three quarters of a turn and 4 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 using information presented in scaled bar charts and pictograms and tables.

Mathematics - How to help at home

When introducing new concepts at school, concrete materials (hands-on resources) and pictorial representations (models and images) are used to aid understanding before expecting children to work in an abstract way.

-- CONCRETE --- PICTORIAL --- ABSTRACT ---

Tips for helping with maths development:

- Listen to your child – ask them to explain how they found an answer. Expect your child to use different strategies to solve problems – ask “Is there another way you could solve this?”
- They truly understand what they are doing if they can explain or teach a concept to you.
- Ask your child what they are doing in maths at school and try to use it in everyday life (e.g. money – how can I make £2.00 from the coins I have to pay at the shop ? How much change will I receive from this £5 if the item is.....?) This gives them practise and shows them that maths relates to the ‘real’ world.
- Give them opportunities to do maths – maths is everywhere!

Some great contexts for maths are:

- Money – counting and calculating – pocket money, banking, shopping
- Measuring – length, area, volume, cooking ingredients
- Travelling – reading numbers on signs, calculating distances & speeds, giving directions, timetables
- Games – Monopoly, Bingo, board games such as Snakes and Ladders

