Welcome to Year 3!

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45- 9.00	**Registration** **Quiet reading and 1-1** Reading records check	**Registration** **Quiet reading and 1-1**	**Registration** **Quiet reading and 1-1**	**Registration** **Quiet reading and 1-1** Reading records check	**Registration** **Quiet reading and 1-1**
9.00 – 9.25	Spellings	WCR	Spellings	WCR	WCR
9.25- 9.35	Assembly				Assembly
9.35 – 10.50 **9.45- 10.50 - MON & FRI**	Maths	iPads Maths	Maths	Maths	iPads Maths Arithmetic/Mental Maths
10.50 – 11.10	B	R	E	A	K
11.10 – 12.15	English	English	English	English	English (G & P)
12.15-1.00	L	U	N	C	H
1.00 – 1.15	Class Novel	Class Novel	Class Novel	Class Novel	Class Novel
1.15 – 2.15	Science	Art/DT	History/Geography	Spellings Spelling Test PPA - PSHE	Computing
2.15 – 3.15	Music	RE Reflection Time	French Reflection Time	PE Reflection Time	PE

Year 3 Maths - Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value** FREE TRIAL VIEW (Free trial)			Number **Addition and subtraction** VIEW					Number **Multiplication and division A** VIEW			
Spring	Number **Multiplication and division B** VIEW			Measurement **Length and perimeter** VIEW			Number **Fractions A** VIEW			Measurement **Mass and capacity** VIEW		
Summer	Number **Fractions B** VIEW		Measurement **Money** VIEW	Measurement **Time** VIEW			Geometry **Shape** VIEW		**Statistics** VIEW	Consolidation		

- Mental maths test - weekly
- Arithmetic test - weekly

Maths

Other end of year expectations for maths

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support at home to achieve these is always greatly valued.

End of Year expectations:

- 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
- Recognise place value of any 3-digit number
- Add and subtract: 3-digit numbers and ones/ 3-digit numbers and tens/ 3-digit numbers 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 within one 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

Times Tables

Maths:
Learning times tables is a key aspect of maths in Year 3.

By the end of the year, we would hope all children know their x2, x5, x10, x3, x4, x8.
It is important that the children are confident with the division as well as the multiplication represented in a variety of ways for example:

1	□ × 10 = 30		21	3 × □ = 24		41	9 × 3 = □	
2	18 ÷ □ = 3		22	□ × 3 = 27		42	3 × □ = 27	
3	30 ÷ □ = 3		23	□ × 5 = 15		43	6 ÷ □ = 3	
4	3 × 3 = □		24	3 × 5 = □		44	3 × 10 = □	
5	9 × 3 = □		25	3 × 5 = □		45	3 × □ = 30	

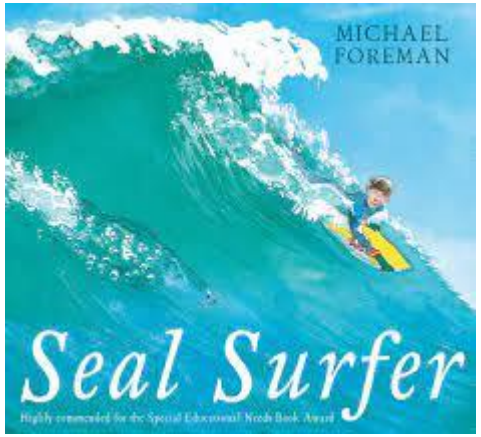
Times Tables Rockstars:
10 minutes, at least 4 times per week

English

English:

Our first text is **Seal Surfer** by Michael Foreman. This is an inspiring story centered around a boy and his relationships with a seal and his grandfather. Our writing outcome is to write a letter from the boy to his grandfather telling him about the events he has missed.

These are the skills we will be developing through the unit:



Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co-ordination (or, and, but) • Use present and past tenses consistently and correctly • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation	• Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech	• Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a letter • Ensure chronological order to explain sequence of events

The children are encouraged to edit their learning before handing in a piece of writing, checking for missed punctuation and words.

We expect fully joined handwriting by Y3.

Reading:

In addition to sharing the class text, we have a class novel which is read aloud to the children.
We also have specific Whole Class Reading sessions which are used to build comprehension and reading skills- skimming, scanning, inference, and deduction.

Daily reading is set in our homework. We cannot stress enough how much impact reading, even for 10 minutes a day, has on the children's development in reading, and love of reading.

Spellings:

- The children are encouraged to use their whiteboards to try spellings they are unsure of before asking. This is to build their confidence.
- Incorrect spellings, which we feel the children should be able to spell, are highlighted with a 'sp' in the margin and underlined for them to have another go at.
- They have a set of spellings to learn as part of their homework.
- Additional Statutory Wordlist for Y3 and Y4 are added in weekly.

PaG:

In addition to the learning mentioned above we also have focused activities to develop our Punctuation and Grammar. This includes finding errors in given sentences and exploring how words change in different tenses.

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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	

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Yearly Overview

Topic History/Geog	European Contrast - Italy	Volcanoes, Earthquakes and Tsunamis	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Rainforests	The Roman Empire and its Impact on Britain
Art/D&T	Cloth, Thread, Paint	Structures – Shell Structures	Gestural Drawing with Charcoal	Mechanical systems - Levers and linkages	Using Natural Materials to make Images	Cooking and Nutrition – Healthy and varied diet
PE	Hockey Netball	Tag Rugby Gymnastics/Dance - for Creativity Week	Swimming Dance	Swimming Football	Athletics Cricket	Rounders Tennis
Computing	Emails	Branching Databases	Touch Typing E-safety	Route Planners	Spreadsheets	Presenting / Microbits
French	Getting to Know You	All about Me	Food Glorious Food	Family and Friends	Our School	Time
Music	A Shining Performance – Sparkle in the Sun	Christmas carols/ Sing and Move (The King of all Polar Bears and Five Gold Rings)	Three Little Birds	More Musical Styles	Compose and perform – Bringing Us Together	Reflect, Rewind and Replay
RE	What is it like for someone to follow God?	What is the 'Trinity' and why is it important for Christians?	How do Festivals and Worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the Creation Story?	How and why do people try to make the world a better place?
PSHE	**Relationships** Together everyone achieves more	**Health & Wellbeing** Mental Wellbeing Think Positive	**Life in the Wider World** Celebrating Difference Diverse Britain	**Relationships** Be Yourself	**Health and Wellbeing** Changing Me It's my Body	**Life in the Wider World** Jobs and Money Aiming High

Trips

- Theatre Trip

A LOWRY AND ROYAL & DERNGATE CO-PRODUCTION

THE JOLLY CHRISTMAS POSTMAN

- Poole’s Cavern

- Deva Roman experience

Parent Fund to Support Teaching and Learning

twinkl

ELS Essential Letters and Sounds

RE Today Primary RE Curriculum

White Rose MATHS

Pathways to Write

purple mash Computing

White Rose SCIENCE

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Access Art

charanga MUSICAL SCHOOL

Grammarsaurus Curriculum

Attendance

Good attendance in school is essential for learning:

- Attendance of 95% in a year means that a child has missed 9.5 days of school.
- Attendance of 90% in a year means that a child has missed 19 days of school.
- Attendance below 90% is very low and is classified by the Department of Education as a child being persistently absent.
- It is also very important that children are in the classrooms ready to start learning at 9am.

Useful information

You can find lots of useful information on our school website:

https://www.mottramacademy.org.uk/

Also our Instagram page has lots of regular updates and photos:

mottramstandrewprimary

Any Questions?

Please don’t hesitate to contact us if you have any questions or queries. We always like to sort out any worries or queries as quickly as possible.

Please include both of us in any emails sent.

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