



Welcome to Year 3



Miss Grady and Miss Prescott

'A safe, warm, secure and caring environment'.



Year 3 Staff

Y3G Class Teacher – Miss Grady
Y3P Class Teacher – Miss Prescott

Learning Support Assistants-
Mrs Parsons
Miss Battersby



Miss Grady
Class Teacher



Miss Prescott
Class Teacher



Mrs Parsons
Teaching Assistant

'A broad and balanced curriculum'.



Daily Timetable

Morning Registration – 8:40am – 8:55am

Morning Lessons – 9:00am – 10:30am

Break Time – 10:30am – 10:45am

Mid Morning Lessons - 10:45am – 12:00pm

Lunch Time – 12:00pm – 1:00pm

Afternoon Lessons – 1:00pm – 3:15pm

Home Time – 3:15pm



Reading Records

Planners will be checked three times a week

Monday / Wednesday / Friday

Please note that we encourage the children to read and record daily in their Reading Records. Children are asked to bring their 'Reading for Pleasure' book and their Reading Records into school every day.

Reading for Pleasure



Reading Books

The children will have the opportunity to take a reading book of their choice home from our classroom library.

We kindly request that the children return their books back to school after they have read them so that another child can share the same reading adventure!



P.E Days & Kit

PE= Tuesday afternoon and Thursday afternoon every week

P.E Kit - White t-shirt, maroon shorts, black pumps

Sports Kit - Tracksuit, t-shirt, trainers



Mr Carr



Mr Speakman

All uniform (polo shirts, sweatshirts, PE & sports kits, school rucksacks, book bags and PE bags, all embroidered with the school logo) can be ordered through school

Children may wear watches in school, **but jewellery, including earrings, are not allowed.**



Context for Learning

Our Context for Learning Plans are accessible on the school website. They provide details of your child's learning each half term.

<https://www.woodfold.wigan.sch.uk/uploads/579/files/Autumn%201%20CfL/2023%20Year%203%20Autumn%201.pdf>



Trips

Autumn 1: Field Work- Quarry Bank Mill, River Bollin.

Thursday 19th October 2023

Autumn 2: Forest Schools.

Spring 2 : Liverpool World Museum Ancient Egypt & Prehistoric Workshops.

TBC

Summer 2: RHS: Exploring Plants

Tuesday 9th July 2024



Times Tables

In Year 3, we will be learning all of the multiplication and division facts, both in and out of order, focusing on the 3, 4 and 8 times tables.

| Skill | Year | Representations and models | |
|--|------|---|---|
| Recall and use multiplication and division facts for the 3-times table | 3 | Hundred square Number shapes Counters | Bead strings Number lines Everyday objects |
| Recall and use multiplication and division facts for the 4-times table | 3 | Hundred square Number shapes Counters | Bead strings Number lines Everyday objects |
| Recall and use multiplication and division facts for the 8-times table | 3 | Hundred square Number shapes | Bead strings Number tracks Everyday objects |
| Recall and use multiplication and division facts for the 6-times table | 4 | Hundred square Number shapes | Bead strings Number tracks Everyday objects |



Times Tables

In Year 3, we will be learning all of the multiplication and division facts, both in and out of order, focusing on the 3, 4 and 8 times tables.

Skill: 3 times table

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

3 6 9 12

0 3 6 9 12 15 18 21 24 27 30 33 36

Year: 3

Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.

Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.

Skill: 4 times table

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

4 8 12 16

| | | | | |
|----|----|----|----|----|
| 4 | 8 | 12 | 16 | 20 |
| 24 | 28 | 32 | 36 | 40 |
| 44 | 48 | 52 | 56 | 60 |

0 4 8 12 16 20 24 28 32 36 40 44 48

Year: 3


Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.







Times Tables

In Year 3, we will be learning all of the multiplication and division facts, both in and out of order, focusing on the 3, 4 and 8 times tables.


Skill: 8 times table
Year: 3



8
16
24
32

| | | | | |
|----|----|----|----|----|
| 8 | 16 | 24 | 32 | 40 |
| 48 | 56 | 64 | 72 | 80 |



0
8
16
24
32
40
48
56
64
72
80
88
96

➔

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Encourage daily counting in multiples, supported by a number line or a hundred square. Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples. Highlight that all the multiples are even using number shapes to support.



Year 3 Maths Strategies

Addition:

Add numbers up to 3 digits.
Use of compact column method.

Add the ones first, carry numbers underneath the bottom line, remind pupils of actual value eg, 3 tens add 7 tens.

$$\begin{array}{r} 236 \\ + 73 \\ \hline 309 \\ \hline \end{array}$$



Use of the compact column method which requires children to subtract the ones, the tens and then the hundreds. Moving on to 'exchanging' using the compact column method.

| | | | | | | | | |
|---|----------|----------|----------|---|--------------|--------------|----------|--|
| | 3 | 8 | | | 5 | 1 | | |
| | | | | | 6 | 3 | | |
| - | 1 | 2 | | - | 1 | 5 | | |
| | <u>2</u> | <u>6</u> | | | <u>4</u> | <u>8</u> | | |
| | | | | | | | | |
| | | | | | | | | |
| | 2 | 6 | 5 | | | 6 | 1 | |
| | | | | | | 7 | 4 | |
| - | | 3 | 3 | - | 1 | 4 | 6 | |
| | <u>2</u> | <u>3</u> | <u>2</u> | | <u>1</u> | <u>2</u> | <u>8</u> | |
| | | | | | | | | |
| | | | | | | | | |



Year 3 Maths Strategies

Multiplication:

Multiply 2-digit numbers by a single digit number.

The grid method.

Eg. $23 \times 8 = 184$

| | | |
|---|-----|----|
| X | 20 | 3 |
| 8 | 160 | 24 |

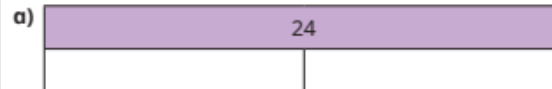
| | | | | |
|--|---|---|---|---|
| | | 1 | 6 | 0 |
| | + | | 2 | 4 |
| | | 1 | 8 | 4 |
| | | | | |



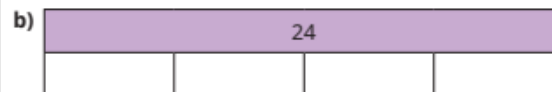
Year 3 Maths Strategies

Division:

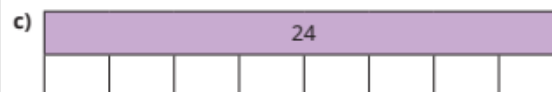
Complete the bar models and division sentences.



$$\square \div \square = \square$$



$$\square \div \square = \square$$



$$\square \div \square = \square$$



Homework

Homework is set every Friday to be returned or completed by the following Wednesday.

The homework will alternate between a Maths Task, which is to be completed online via 'My Maths' and a Reading Task.

Homework is set as an opportunity for the children to further their learning beyond the classroom. We ask that the children should complete homework independently, however if they are struggling, please don't hesitate to come and speak to a member of our Year 3 team.



Year 3 PSHE Curriculum

| | | | | | | |
|-------------|---|---|--|--|---|---|
| PSHE | Living in the Wider World (Citizenship) To know what the British Values are and why we have them. To explore the reasons for rules and laws in wider society. To consider the importance of laws, whether they govern the class, school or country. To understand the responsibilities of abiding by laws and the consequences when laws are broken. | <u>Celebrating Diversity</u> To learn about and explore visible differences. To understand that differences create diversity. To appreciate the value of being part of a diverse community. To understand how to embrace diversity within communities. To understand what discrimination and prejudice means and how to challenge these behaviours. | <u>Economic Wellbeing</u> To know where money comes from and how it is used. To identify what influences what we buy. To know about prioritising what we buy, thinking about things we need before things we want. To discuss advertisements and offers that try to influence what we buy. To know the importance of keeping track of what we spend. | <u>Relationships</u> To recognise what healthy friendships and relationships look like. To know the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality. To consider how to be a good friend. To learn how to deal with falling out and finding resolutions to conflicts. To identify feelings of anxiety associated with peer pressure. | <u>Healthy Me</u> To know how to identify typical hazards at home and in school. To know how to predict, assess and manage risk in everyday situations. (crossing the road safely) To understand the importance of following safety rules from parents and other adults. To learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what you can do to reduce risks and keep safe. To know to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. | <u>Community Project</u> The children are going to be raising money and awareness to support 'Hop, Skip and Jump' a local charity, which aims to engage and inspire children and families with SEND. Staff from 'Hop, Skip and Jump' to come into school and talk about understanding autism and share the work they do. |
|-------------|---|---|--|--|---|---|



Questions and Answers

Thank you for coming to the Year 3 welcome meeting. If you have any questions or concerns please don't hesitate to ask us. We look forward to getting to know you throughout the school year.

Miss Grady and Miss Prescott