

**WELCOME TO
YEAR 3**

Staff Team

- ▶ Penguins: Mrs Jarvis and Mrs McQueen

Mrs Goodyear teaches on a Thursday morning

- ▶ Badgers: Miss Blake, Mrs Temple-Hill (Mon-weds), Mrs Paul (Thurs, Fri)
Mrs Goodyear teaches on a Tuesday morning.

Family Support familysupport@tannerydrift.herts.sch.uk

We are always available at the start and end of school days if you would like to speak with us.

New Skills in KS2

Children are being encouraged and supported to:

- ▶ Be increasingly responsible for having the right equipment in school
 - ▶ Select and change their own reading books
 - ▶ Find suitable resources to help them
 - ▶ Reflect on and edit their own work
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- ▶ The children know that they can always tell an adult if they feel concerned about anything. However, we will also give them strategies to use to try and resolve friendship issues more independently

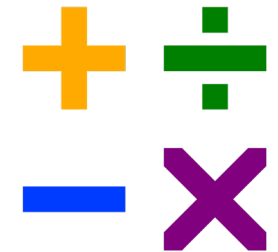
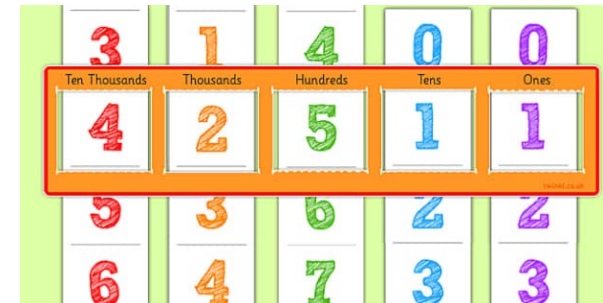
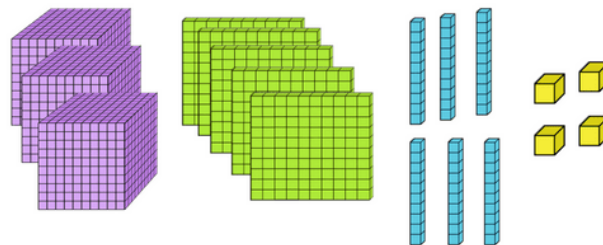
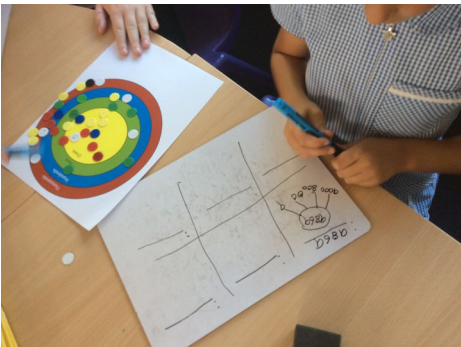
Curriculum (new in KS2)

- ▶ Usual subjects still taught in KS2
- ▶ Guided reading - VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)
- ▶ Spelling (spelling rules)
- ▶ Handwriting (cursive)
- ▶ French
- ▶ Using dictionaries/thesaurus – good skills to practise at home!

Maths

- ▶ Maths learning takes the form of formal daily lessons, fluency sessions, active maths lessons and times tables sessions
- ▶ We begin the year securing fluency skills before moving on to 3-digit place value
- ▶ We teach using the CPA approach – concrete, pictorial, abstract - offering support and stretch where needed
- ▶ For a comprehensive overview of what we teach and how we teach it, please have a look on our new school website under 'curriculum'

<https://www.tannerydrift.herts.sch.uk/page/?title=Maths&pid=75>



Fractions, Decimals and Percentages				
	= 1	= 1	= 100%	
	= 1/2	= 0.5	= 50%	
	= 1/3	= 0.33	= 33.3%	
	= 1/4	= 0.25	= 25%	
	= 1/5	= 0.2	= 20%	
	= 1/6	= 0.125	= 12.5%	
	= 1/10	= 0.1	= 10%	
	= 1/100	= 0.01	= 1%	

Times Tables

- ▶ By the end of Year 3, children should know their 2, 5, 10, 3, 4 and 8 times tables. However, we encourage children to go beyond that if they are ready in order to prepare them for the Times Tables Check at the end of Year 4
- ▶ Ideally, children should practise these at home too
- ▶ All children should have a Times Table Rockstars log in. A very engaging app to help them become fluent with their tables
- ▶ TT Rockstars club on Thursday lunchtimes with Miss Blake!

1 times table 1 x 1 = 1 2 x 1 = 2 3 x 1 = 3 4 x 1 = 4 5 x 1 = 5 6 x 1 = 6 7 x 1 = 7 8 x 1 = 8 9 x 1 = 9 10 x 1 = 10 11 x 1 = 11 12 x 1 = 12	2 times table 1 x 2 = 2 2 x 2 = 4 3 x 2 = 6 4 x 2 = 8 5 x 2 = 10 6 x 2 = 12 7 x 2 = 14 8 x 2 = 16 9 x 2 = 18 10 x 2 = 20 11 x 2 = 22 12 x 2 = 24	3 times table 1 x 3 = 3 2 x 3 = 6 3 x 3 = 9 4 x 3 = 12 5 x 3 = 15 6 x 3 = 18 7 x 3 = 21 8 x 3 = 24 9 x 3 = 27 10 x 3 = 30 11 x 3 = 33 12 x 3 = 36	4 times table 1 x 4 = 4 2 x 4 = 8 3 x 4 = 12 4 x 4 = 16 5 x 4 = 20 6 x 4 = 24 7 x 4 = 28 8 x 4 = 32 9 x 4 = 36 10 x 4 = 40 11 x 4 = 44 12 x 4 = 48
5 times table 1 x 5 = 5 2 x 5 = 10 3 x 5 = 15 4 x 5 = 20 5 x 5 = 25 6 x 5 = 30 7 x 5 = 35 8 x 5 = 40 9 x 5 = 45 10 x 5 = 50 11 x 5 = 55 12 x 5 = 60	6 times table 1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72	7 times table 1 x 7 = 7 2 x 7 = 14 3 x 7 = 21 4 x 7 = 28 5 x 7 = 35 6 x 7 = 42 7 x 7 = 49 8 x 7 = 56 9 x 7 = 63 10 x 7 = 70 11 x 7 = 77 12 x 7 = 84	8 times table 1 x 8 = 8 2 x 8 = 16 3 x 8 = 24 4 x 8 = 32 5 x 8 = 40 6 x 8 = 48 7 x 8 = 56 8 x 8 = 64 9 x 8 = 72 10 x 8 = 80 11 x 8 = 88 12 x 8 = 96
9 times table 1 x 9 = 9 2 x 9 = 18 3 x 9 = 27 4 x 9 = 36 5 x 9 = 45 6 x 9 = 54 7 x 9 = 63 8 x 9 = 72 9 x 9 = 81 10 x 9 = 90 11 x 9 = 99 12 x 9 = 108	10 times table 1 x 10 = 10 2 x 10 = 20 3 x 10 = 30 4 x 10 = 40 5 x 10 = 50 6 x 10 = 60 7 x 10 = 70 8 x 10 = 80 9 x 10 = 90 10 x 10 = 100 11 x 10 = 110 12 x 10 = 120	11 times table 1 x 11 = 11 2 x 11 = 22 3 x 11 = 33 4 x 11 = 44 5 x 11 = 55 6 x 11 = 66 7 x 11 = 77 8 x 11 = 88 9 x 11 = 99 10 x 11 = 110 11 x 11 = 121 12 x 11 = 132	12 times table 1 x 12 = 12 2 x 12 = 24 3 x 12 = 36 4 x 12 = 48 5 x 12 = 60 6 x 12 = 72 7 x 12 = 84 8 x 12 = 96 9 x 12 = 108 10 x 12 = 120 11 x 12 = 132 12 x 12 = 144

Writing

- ▶ Children are expected to write at length in Year 3, using grammar taught previously and building in new skills.
- ▶ Spellings are taught frequently throughout the week (separately to English lessons)
- ▶ Handwriting is practised throughout the week and cursive is taught during Year 3
- ▶ For a more comprehensive overview of the units we cover, please have a look at the curriculum page of the website

<https://www.tannerydrift.herts.sch.uk/page/?title=English&pid=74>



Reading at Home

- ▶ Children in Year 3 will still bring a reading book home that is appropriate for their word recognition and comprehension skills
- ▶ Ideally, children should read at home to an adult everyday with the expectation that they read a minimum of three times a week. This should be recorded in their reading records
- ▶ We encourage the children to also read for pleasure and to help aid this, children are allowed to choose a library book with the opportunity to change it weekly (Monday for Penguins, Wednesday for Badgers)
- ▶ [\(9\) How To Read With Your Child – YouTube](#)



Topics

We start a new topic every half term, alternating History and Geography.

Autumn 1 – Stone Age to Iron Age

Autumn 2 – Our European Neighbours (London vs Paris)

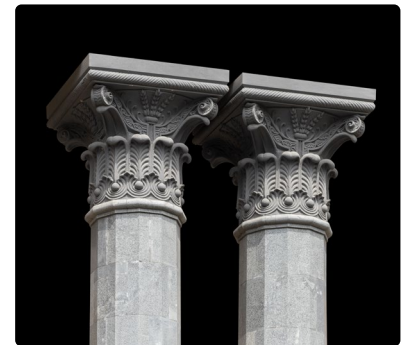
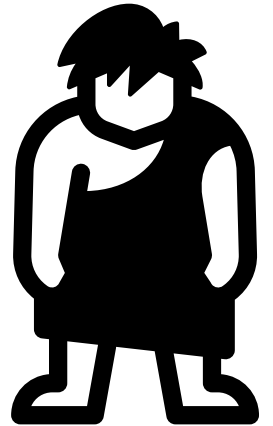
Spring 1 – Romans

Spring 2 – Biomes

Summer 1 – Ancient Royston

Summer 2 – Royston vs Cambridge

Children are often keen to bring in things to 'show' or 'tell', often topic related. We have decided to have a 'show and tell' week on the last week of every half term, where children will be able to do this.



Science

- ▶ Rocks and Soils
- ▶ Forces and magnets
- ▶ Plants
- ▶ Animals including humans (x2)
- ▶ Light
- ▶ There is an ongoing focus on Plants throughout the year

End of year expectations

Year 3	
Working at the expected standard	
The pupil can:	<ul style="list-style-type: none"> write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) create settings, characters and plot in narrative¹ use speech punctuation correctly when following modelled writing use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) use the range of punctuation taught up to and including Y3 mostly correctly¹ (e.g. apostrophes for possession, commas in lists) spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,² using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible spell most common exception words² increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) join letters with diagonal and horizontal strokes where appropriate.²

End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (at National Standard)			
Year 3 Maths			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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, 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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, 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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, 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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, $5/7 + 1/7 = 6/7$]. Compare and order unit fractions, and fractions with the same denominator. Solve problems that involve all of the above.
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Measure, add and subtract: lengths (m/cm); mass (kg/g); volume/capacity (l/ml); area (sq/m/sq/cm); perimeter of simple 2-D shapes. Subtract amounts of money to give change. Use both E and P in practical contexts. Write the time from an analogue clock, and write the Roman numerals from I to XII, and read using Roman numerals. Use 1-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 the 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). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> 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?'). Use information presented in scaled bar charts and pictograms and tables.

E-safety

The internet and online technology provides new opportunities for young people's learning and growth, but it can also expose them to new types of risks (NSPCC)

E-safety is taught within the computing curriculum and through e-safety day in the Spring term.

Questions we ask them are:

How can we keep passwords safe and why are they important? (Reading records)

How can I be a good friend online?

What do I do when something happens or appears that I don't like?

Do you know what a PEGI rating is?

www.thinkuknow.co.uk/

www.imbd.com

Snack / Lunch

- ▶ When children reach Key Stage 2 they are no longer eligible for Universal Free School Meals. School dinners need to be booked and paid for in advance
- ▶ School lunches must be ordered in advance through the School Grid App. If they are not ordered in advance, they will be given a standard cold option and you will be charged for the meal
- ▶ If you think you may qualify for **Free School Meals**, please speak to the office
- ▶ Children need to bring in their own **healthy snack for break time**. We are a **nut-free school**, so please ensure the children's snack is safe to bring to school



Trips and Visits / Clubs

- ▶ We take part in whole-school themed weeks throughout the year such as, Number Day, Arts Week, Feeling Good Week, World Book Day and Science Week (many more!)
- ▶ Lunchtime and after school clubs have commenced
- ▶ We will be planning a trip for Year 3 later on in the year