

**WELCOME TO  
YEAR 3**

# Staff Team

- ▶ Penguins: Miss Frances and Mrs McQueen  
Mrs Jarvis teaches on a Friday Morning and Mrs McQueen on Friday afternoons.
- ▶ Badgers: Mrs King, Mrs Temple-Hill (Mon-weds), Mrs Paul (Thurs, Fri)  
Mrs McQueen teaches on a Tuesday morning.

Family Support [familysupport@tannerydrift.herts.sch.uk](mailto: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.

# Changes in KS2



Select and change their own reading books



Children read with an adult once every two weeks.



Reflect on and edit their own work with increasing independence.

# Curriculum (new in KS2)



Usual subjects still taught in KS2



Guided reading - VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary)



Spelling (spelling rules)



Handwriting (cursive)

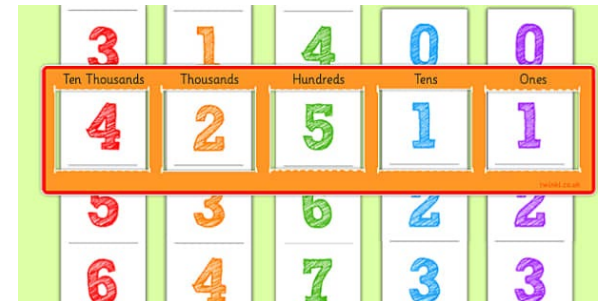
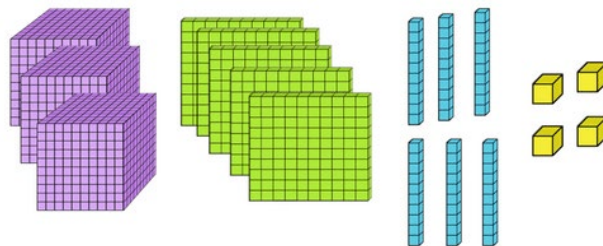
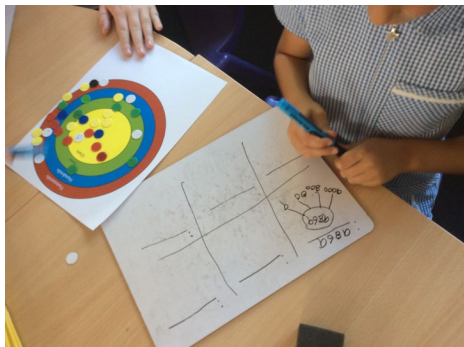
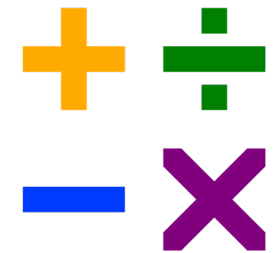


French

# Maths

- ▶ Maths learning takes the form of formal daily lessons, fluency sessions, active maths lessons and times tables sessions
- ▶ We begin the year within 3-digit place value
- ▶ 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%	
	= 1/8 = 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 fluently. However, we encourage children to go beyond that if they are ready 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.



1 times table	2 times table	3 times table	4 times table
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48

5 times table	6 times table	7 times table	8 times table
1 x 5 = 5	1 x 6 = 6	1 x 7 = 7	1 x 8 = 8
2 x 5 = 10	2 x 6 = 12	2 x 7 = 14	2 x 8 = 16
3 x 5 = 15	3 x 6 = 18	3 x 7 = 21	3 x 8 = 24
4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = 32
5 x 5 = 25	5 x 6 = 30	5 x 7 = 35	5 x 8 = 40
6 x 5 = 30	6 x 6 = 36	6 x 7 = 42	6 x 8 = 48
7 x 5 = 35	7 x 6 = 42	7 x 7 = 49	7 x 8 = 56
8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64
9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72
10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80
11 x 5 = 55	11 x 6 = 66	11 x 7 = 77	11 x 8 = 88
12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96

9 times table	10 times table	11 times table	12 times table
1 x 9 = 9	1 x 10 = 10	1 x 11 = 11	1 x 12 = 12
2 x 9 = 18	2 x 10 = 20	2 x 11 = 22	2 x 12 = 24
3 x 9 = 27	3 x 10 = 30	3 x 11 = 33	3 x 12 = 36
4 x 9 = 36	4 x 10 = 40	4 x 11 = 44	4 x 12 = 48
5 x 9 = 45	5 x 10 = 50	5 x 11 = 55	5 x 12 = 60
6 x 9 = 54	6 x 10 = 60	6 x 11 = 66	6 x 12 = 72
7 x 9 = 63	7 x 10 = 70	7 x 11 = 77	7 x 12 = 84
8 x 9 = 72	8 x 10 = 80	8 x 11 = 88	8 x 12 = 96
9 x 9 = 81	9 x 10 = 90	9 x 11 = 99	9 x 12 = 108
10 x 9 = 90	10 x 10 = 100	10 x 11 = 110	10 x 12 = 120
11 x 9 = 99	11 x 10 = 110	11 x 11 = 121	11 x 12 = 132
12 x 9 = 108	12 x 10 = 120	12 x 11 = 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

- ▶ 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 (Library day will be Monday)







# Reading

ON OUR WEBSITE YOU WILL FIND SOME RECOMMENDED READING FOR PLEASURE BOOKS FOR YEAR 3 CHILDREN.

# Topics

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

Autumn 1 – Stone Age to Iron Age

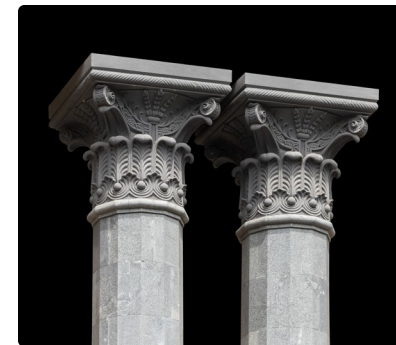
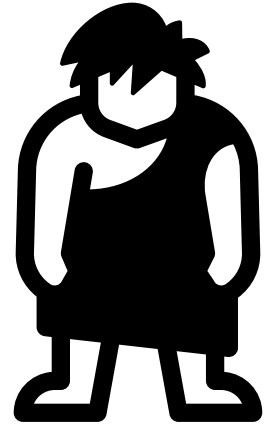
Autumn 2 – Our European Neighbours (London vs Paris)

Spring 1 – Romans

Spring 2 – Biomes

Summer 1 – Ancient Royston

Summer 2 – Royston vs Cambridge



# Curriculum

- ▶ Please refer to the website for overviews of all curriculum subjects, this has been updated recently to reflect the topics and progression of skills covered
- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors
- ▶ PE days are Tuesday and Thursday, please send children into school in correct PE kit.

# End of year expectations

**Year 3 Working at the expected standard**

The pupil can:

- 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 narrative
- 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 correctly<sup>1</sup> (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,<sup>\*</sup> using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible
- spell most common exception words<sup>\*</sup>
- 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.<sup>2</sup>

End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (at National Standard)			
Year 3 Maths			
<b>Number and Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 more or less than a given number.</li> <li>Count up to 1000, in ones and tens, and in multiples of 100.</li> <li>Use number lines to represent addition and subtraction problems.</li> <li>Use mental methods to add and subtract.</li> <li>Use formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Add and subtract mentally, including a three-digit number and ones, a three-digit number and tens, a three-digit number with up to three digits, and subtract.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>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.</li> <li>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.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>].</li> <li>Compare and order unit fractions, and fractions with the same denominator.</li> <li>Solve problems that involve all of the above.</li> </ul>
<b>Measures</b>	<b>Geometry – Properties of Shapes</b>	<b>Geometry – Position and Movement</b>	<b>Statistics</b>
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Measure, add and subtract: lengths (l/m), mass (kg/g), volume/capacity (l/ml).</li> <li>Calculate the perimeter of simple 2-D shapes.</li> <li>Subtract amounts of money to give change.</li> <li>Use an analogue clock to show the time to the nearest minute, and write the time from 1 to 12, and use Roman numerals from I to XII, and use a 24-hour clock.</li> <li>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.</li> <li>Know the number of seconds in a minute and the number of days in each month, year and leap year.</li> <li>Compare durations of events (for example to calculate the time taken by particular events or tasks).</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Draw 2-D shapes and make 3-D shapes in modelling materials; recognise 3-D shapes in different orientations and describe them.</li> <li>Recognise angles as a property of shape or a description of a turn.</li> <li>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.</li> <li>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement, including rotation 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).</li> </ul>	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <li>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?').</li> <li>Use information presented in scaled bar charts and pictograms and tables.</li> </ul>

# E-safety

E-safety is a very important part of everyday life for adults and children.

During our computing sessions, the children learn how to use 'SMART with a heart' and this is embedded across the whole curriculum and in daily life at school.

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/](http://www.thinkuknow.co.uk/)

[www.imdb.com](http://www.imdb.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 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
- ▶ We also have some local visits throughout the year

# Our approach to behaviour in school

Emotional Literacy (Zones of Regulation) involves:

- Self-awareness.
- The ability to name emotions and feelings.
- Recognition of your own emotions and feelings.
- Knowing how to manage your emotions and feelings.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

## Therapeutic Thinking

- We analyse behaviour
- We look for the root causes from feelings and experiences
- We model therapeutic practices

Where children need additional support in this area, we will work with parents and carers to support them.



## Golden Rules



We are gentle and kind to everyone in our school.



We always try our best.



We always listen carefully and politely to everyone.



We always look after our property, other children's property and property belonging to adults and the school.



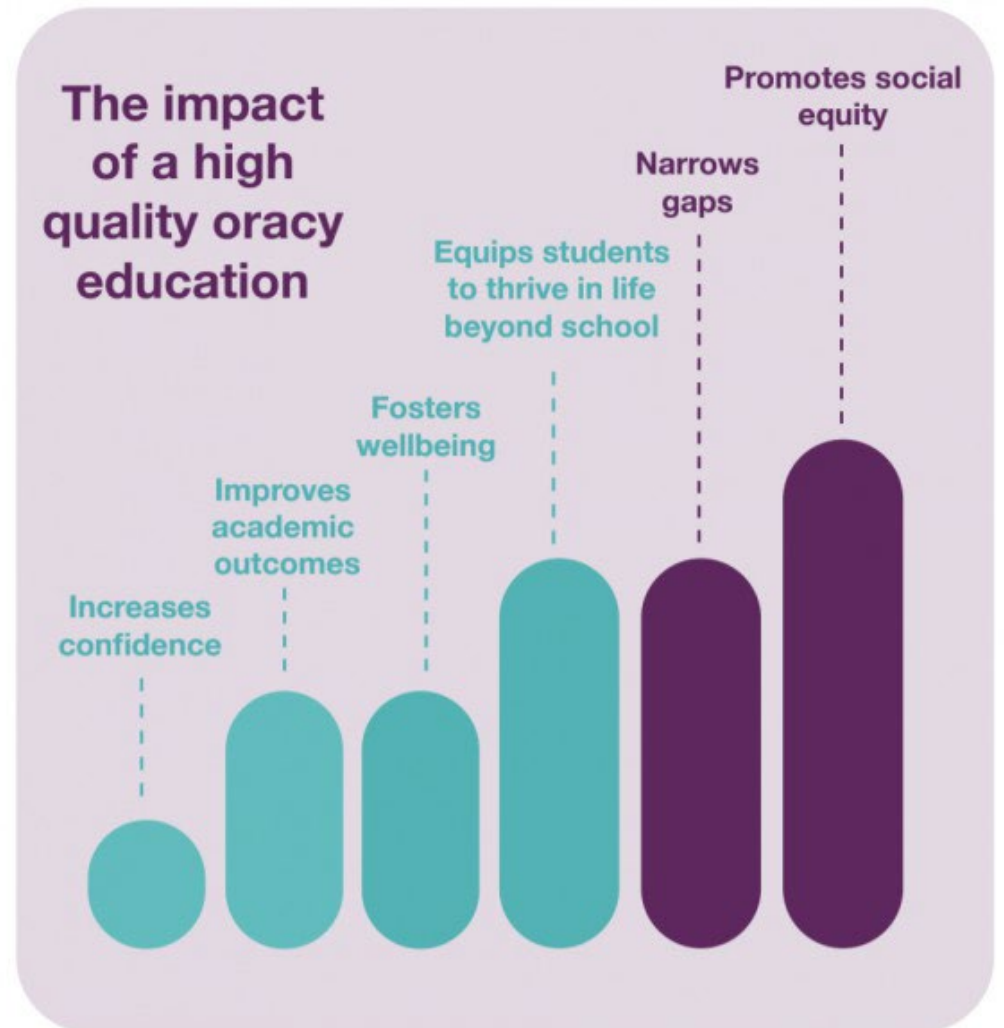
We try hard to be honest at all times.



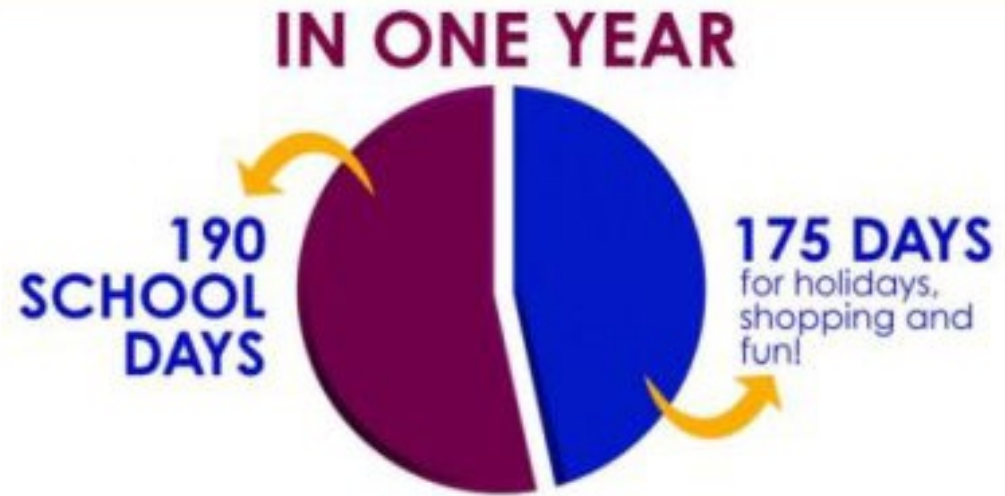
# Whole School Improvement

Oracy refers to the ability to communicate effectively through speech.

It involves using language to express thoughts, ideas, and feelings, and to interact with others in a way that is clear, coherent, and appropriate.



# Whole School Improvement



### MEDICAL APPOINTMENTS



When possible, book them outside of school hours.

### ILLNESS



Unless it's serious, bring your child to school and we will keep an eye on them throughout the day.

### FAMILY HOLIDAYS



There are 175 days a year when students aren't in school.

### 95% ATTENDANCE

- 10 days absence
- 50 lessons lost (when 5 lessons a day).

### 90% ATTENDANCE

OR LESS has a serious impact on education and reduces life chances.

### BEING LATE 5 MINUTES EACH DAY

over a year, adds up to 3 days lost.

