



Uffington Church of England
Primary School

'Optimum Solum Satis Est' - 'Only the best is good enough'

Welcome to Year 3

2017 / 2018

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| Monday | REGISTRATION 8.45 – 8.55 | ENGLISH | MATHS | BREAK | MATHS | LUNCH | ENGLISH GUIDED READING | TOPIC | Assembly preparation 2.45 – 3.00 | Assembly | |
| Tuesday | | ENGLISH | MATHS | | ENGLISH | | ENGLISH GUIDED READING | TOPIC | | Assembly | |
| Wednesday | | Class Assembly | ENGLISH | | SCIENCE | | ENGLISH GUIDED READING | RE | | PE | Hymn Practice |
| Thursday | | ENGLISH | MATHS | | ENGLISH GUIDED READING / SPELLINGS | | SCIENCE | PE | | Assembly | |
| Friday | | READING MUSIC | SPELLINGS | | SWIMMING (PE in the Spring Terms) | | FRENCH | GOLDEN TIME | | Merit Assembly | |

Teaching and Support Staff

Miss Johnston is the class teacher and will teach the majority of curriculum subjects. Miss Johnston has one non-contact afternoon a week (Wednesdays) when the children will have RE (Mrs Ludford) and Games (Mrs Swanson)

Mrs Swanson will teach Science, PE, Music and Personal, social and health education (PSHE).

Mrs Williams will provide learning support in English, Maths and Science lessons.

Mr Steele and Mr Lawson will support Mrs Swanson for Wednesday afternoon Games lessons.

Homework

English homework will be set on Tuesdays to be handed in on Fridays.

Maths homework will be set on Tuesdays to be handed in on Fridays.

Spellings will be sent home each Tuesdays to be tested on the following Friday.

Children should read at least three times a week, one of these sessions should involve reading to an adult. Please ensure that you continue to monitor and sign your child's Reading Record Book.

PE

PE kit should be kept in school throughout the week. During the autumn and summer terms, the class will do PE at the Bluecoat School on a Friday. They will swim during the spring term. Please remember that no jewellery should be worn and long hair should be tied back. Please inform Mrs Swanson if your child is unable to take part in PE. If your child is unfit for a longer period, please inform Mrs Swanson when he or she is able to resume PE.

Assessment

Assessments will be based upon the National Curriculum. Both formal and informal assessments will take place throughout the year and you will be able to discuss your child's attainment and progress at Parents' Evenings. A nationally standardised test in English and mathematics will be used in the summer term with outcomes included in your child's end of year report.

Parents' Evenings and Open Afternoons

You are invited to meet with Miss Johnston just before half term in October and February to discuss your child's progress. Teachers are, of course, available to discuss your child's needs at any time throughout the school – please contact Miss Johnston to make an appointment. Open Afternoons will take place in December, March and July and we hope that you will take the opportunity to view your child's work at these informal events.

Holidays during term time

Please remember that Mrs Simms is unable to authorise absence for family holidays during term time. The school's attendance policy can be found on the school website.

KS2 Curriculum 2017 / 2018

| | Autumn | Spring | Summer |
|---------------|--|--|--|
| Years 3 and 4 | <p><u>History – the Bronze Age</u></p> <p><u>Science – Forces</u> Magnets Sound</p> <p><u>Geography</u> Counties and cities of the UK Lincolnshire, our county</p> <p><u>RE – Christian belief and lifestyle</u> The Eucharist</p> <p><u>PSHEE – Health and Well-being</u></p> | <p><u>Art – Textiles</u></p> <p><u>Science</u> States of matter Animals including humans – Skeletons and muscles</p> <p><u>Geography</u> Mountains and rivers The water cycle</p> <p><u>RE – What do the Easter celebrations mean to Christians?</u> Ngara Cross Project</p> <p><u>PSHEE – Living in the Wider World</u></p> | <p><u>Science – Plants</u></p> <p><u>Design Technology – Textiles</u></p> <p><u>Art – What is art?</u> Exploring contemporary artists; materials and ideas</p> <p><u>RE – What is special about the Bible?</u></p> |

English in Year 3

Your child will build upon work from Year 2. Lessons will focus upon develop skills of reading, writing, spelling, grammar and punctuation.

Detailed information about curriculum content can be found below:

| ENGLISH | | | | | | |
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| | | Comprehension | Writing – transcription | Writing – Handwriting | Writing – Composition | Writing – Grammar, Vocabulary and Punctuation |
| <p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> | <p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences</p> | <p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that</p> | <p>Spelling</p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the</p> | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency,</p> | <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> |

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| <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding</p> | <p>between spelling and sound, and where these occur in the word.</p> | <p>capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied | | <p>downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> |
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| <p>through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> | | <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | | | | |
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| <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p> | | | | | | |
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Grammar and Punctuation

This document contains the Y3 Vocabulary, Grammar and Punctuation appendix which is used to support the planning, teaching and learning of Spelling in Year 3.

| <i>Year 3: Detail of content to be introduced (statutory requirement)</i> | |
|---|---|
| Word | <p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p> |
| Sentence | <p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p> |
| Text | <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> |
| Punctuation | <p>Introduction to inverted commas to punctuate direct speech</p> |
| Terminology for pupils | <p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p> |

Spelling (to be mastered by the end of Year 4)

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
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| Adding suffixes beginning with vowel letters to words of more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation |
| The /ɪ/ sound spelt y elsewhere than at the end of words | These words should be learnt as needed. | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou | These words should be learnt as needed. | young, touch, double, trouble, country |
| More prefixes | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> | <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p> |
| | <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> | <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> |

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| | <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p> | <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p> |
| The suffix -ation | The suffix -ation is added to verbs to form nouns. The rules already learnt still apply. | information, adoration, sensation, preparation, admiration |
| The suffix -ly | <p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) |
| | <p>If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p> | basically, frantically, dramatically |
| Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p> | <p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p> |
| Endings which sound like /ʒən/ | If the ending sounds like /ʒən/, it is spelt as -sion . | division, invasion, confusion, decision, collision, television |

| <i>Statutory requirements</i> | <i>Rules and guidance (non-statutory)</i> | <i>Example words (non-statutory)</i> |
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| <p>The suffix –ous</p> | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p> | <p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> |

The National Curriculum for Mathematics

Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Y3 Expectations

Number and Place Value

Pupils will be taught to:

- 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 three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words

- solve number problems and practical problems involving these ideas.

Addition and Subtraction

Pupils will 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
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

Pupils will 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 and 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.

Fractions

Pupils will be taught to:

- 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 $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement

Pupils will be taught to:

- 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, 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].

Geometry – Properties of Shapes

Pupils will be taught to:

- 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.

Statistics

Pupils will be taught to:

- 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?'] using information presented in scaled bar charts and pictograms and tables.

September 2017