

SOUTH GROVE PRIMARY

YEAR 3

Year 3 Staff
Miss Hubbard
Miss Haq
Mrs Malek
Miss Kotecha
Miss Mitchell

Phase Leader Mrs Sandhu-Hanif



How will your child be assessed?

- Continue to assess half-termly.
- Instead pupils will be assessed against year group expectations that are set out in the new national curriculum.
- Pupils will be assessed as beginning to achieve the year group expectations, working within the year group expectations or secure against the year group expectations.

Year 3 = Band 3

How will performance be reported to parents?

Parents evening
Thursday 18th October

End of year written report
Informal discussions with
parents.

Attendance and Punctuality

Our school expectation this year is 97%

Please refrain from booking holidays during school terms. If you need a reminder of the term dates please ask the office.

Home Learning

The children will be receiving one piece of home learning each week - We will be alternating between English and Maths home learning.

Spellings will be sent home weekly.

Home learning will be sent home on a Friday. It should be completed and brought back by the following Wednesday.

Reading records will be monitored weekly. *Bug Club books are accepted.*

Green - Reading 4 times a week

Orange/yellow - Reading less than 4 times a week

Red - Not reading

Parents **MUST** sign the reading record each time your child reads.

-In the new English curriculum there is a big focus on handwriting and presentation.

Handwriting practise may be sent weekly if your child's teacher feels it would be beneficial.

BUG CLUB

Using the eBooks



Log in here
with the
details we will
give you

Example login details

School ID: **XXXXX**

Username: **Emily22**

Password: **sheep**

Each child's login details will be different

Parent Support

When you are with your child we would like you to practise:

- Number bonds to 10, 20 and 100
- Times tables X3, X4 & X8 (includes related division facts)
- Mental addition and subtraction
- Support and guide your child with their weekly homework and spellings
- Support and engage your child during research projects (termly)

Expectations

Things to be brought to school each day:

- Book bag
- Water bottle
- Reading Record
- P.E. Kit: purple t-shirt, black shorts/jogging bottoms (outdoors), and black plimsolls. No jewellery or earrings to be worn during P.E.
- Year 3 have an outdoor PE session so tracksuit bottoms are ideal

Please be punctual everyday as reading activities are set to begin at 8.45 sharp.

3H

Monday- indoor PE

Tuesday- library

Wednesday - outdoor PE

3SH

Tuesday- indoor PE

Wednesday- outdoor PE

Friday- Library

By now, we should have:

- *Your medical forms

Educational Visits

We are looking to organise a trip that links with our topic. Details and cost to follow.

We would like some volunteer parents to join in with our trips!

Class Assemblies

3H - 23rd November 2018

3SH - 25th January 2019

All parents are welcome - We hope to see you there!

Useful websites and resources

Have fun teaching - times tables

Snappy Snaps

Active Learning Primary

BBC

YOU ARE A GREAT
INFLUENCE ON YOUR CHILD
AND WE HOPE TO WORK IN
PARTNERSHIP WITH YOU
AND YOUR CHILD FOR THEM
TO ACHIEVE THEIR
PERSONAL BEST.

Thank you for attending our parents meeting.
We are looking forward to a great year

HOW DOES THE NEW CURRICULUM AFFECT MY CHILD?



How can I best support their learning?

New Maths Curriculum

Multiplication and division

- Children should continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.
- Children should develop efficient mental methods, for example, using commutativity (e.g. $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 \times 3 = 6$, $6 \div 2 = 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 \times 3 = 60$).
- Children should develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.
- Children should solve simple problems in contexts, deciding which of the four operations to use and why, including measuring and scaling contexts, and correspondence problems in which m objects are connected to n objects (e.g. 3 hats and 4 coats, how many different outfits; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).

Addition and subtraction

- Children should practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.
- Children should use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see National Curriculum Appendix 1).

Number and place value

- Children should now be using multiples of 2, 3, 4, 5, 8, 50 and 100.
- Children should use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in Year 2 (e.g. $146 = 100$ and 40 and 6 , $46 = 30$ and 16).
- Using a variety of representations, including those related to measure, children should continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to

Fractions

- Children should connect tenths to place value and decimal measures, not restricted to decimals between 0 and 1 inclusive and to division by 10.
- They should begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the $[0, 1]$ interval, and $\frac{1}{4} + \frac{3}{4} = 1$ for example, relating this to measure.
- Children should understand the relation between unit fractions as operators and division by integers.
- They should continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, or unit fractions as a division of a quantity.
- Children should practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.

Geometry: properties of shapes

- Childrens' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Children extend their use of the properties of shapes. They should be able to describe the properties of 2D and 3D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.
- Children should draw and measure straight lines in centimetres.

Measurement

- Children should continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (1 kg and 200g) and simple equivalents of mixed units (5m = 500cm).
- The comparison of measures should also include simple scaling and this should connect to multiplication.
- Children should continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They should record £ and p separately. The decimal recording of money is introduced formally in Year 4.
- Children should use both analogue and digital 12- hour clocks and record their times. In this way they become fluent in and prepared for using digital 24- hour clocks in Year 4.

Statistics

- Children should understand and use simple scales (e.g. 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.
- They should continue to interpret data presented in many contexts.

What is new in English?

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 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].