



Curriculum Information Year 3

2023-2024



Staff

- Class Teacher- Miss Humphrey

Support Staff

- Mrs Metcalfe
- Miss Savanna
- Mrs Pheasy



Timetable

Year 3

	8.30	9	9.20	10.30	10.45	12.00	12.45	1.05	2:40-3:00
Monday	GPS/ TTR	Hall Assembly	DD/Maths	BREAK	English/Reading	LUNCH	Story time	Science	MFL
Tuesday	GPS/ TTR	PSHCE	DD/Maths		English/ Reading		Story time	Computing	PE
Wednesday	GPS/ TTR	Votes for school	DD/Maths		English/Reading		PE (J)	Music (LB)	Story time
Thursday	GPS/ TTR	My Happy Mind	DD/Maths		English/ Reading		Story time	Hist/ Geog	MFL
Friday	GPS/ TTR	Celebration Assembly	DD/Maths		English/Reading		Library	Art/ DT	PSHCE



Daily & weekly routines

- Start of the day- Please be lined up on the playground at 8.30
- End of the day- Please collect from the year 3 door at 3
- Playtime 10.30-10.45
- Lunchtime 12.00-12.45
- PE- please come in kit on Tuesdays & Wednesdays
- Morning Tasks- we will be starting the day with Times Tables practice on Rockstars and daily drillings
- Library time on Friday afternoons
- Spelling Tests- Monday mornings (starting week 3)



Homework

- Spellings- will be introduced on a Tuesday, tested following Monday
- Spelling shed
- TT Rockstars
- Reading- daily, discuss texts and books, questioning
- Children may be encouraged to research a fact when starting new topics- this will be communicated over Marvellous Me at the time



Taking pride in work

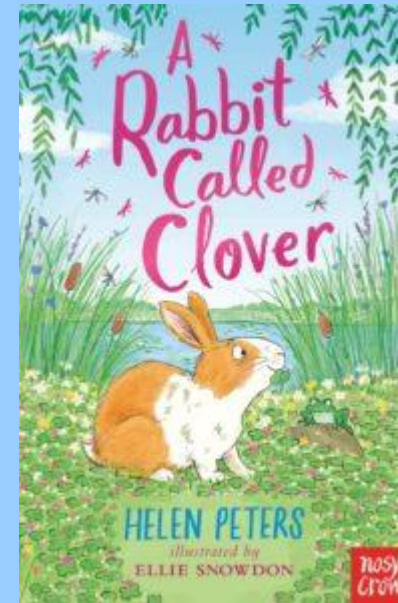
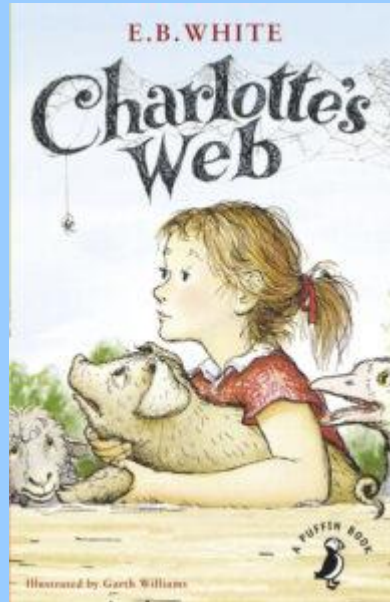
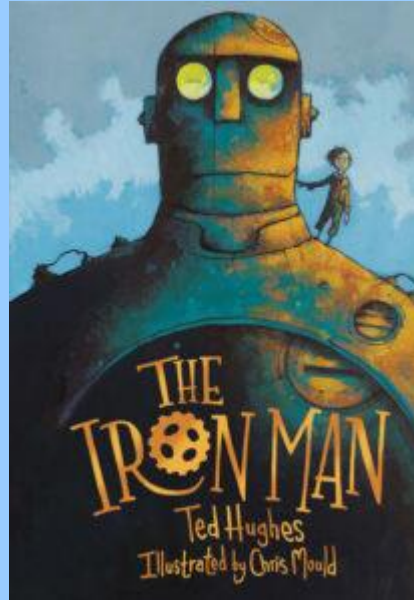
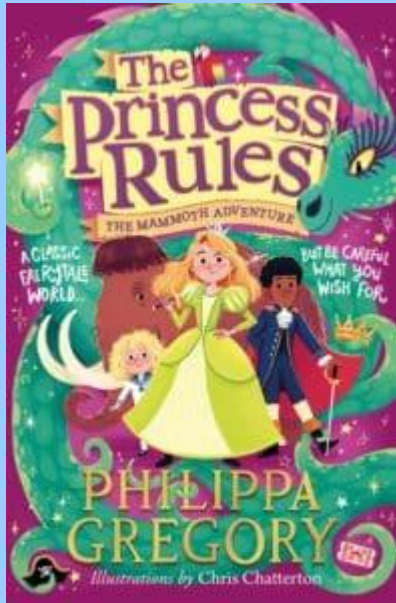
Focusing on handwriting and taking pride in all our work

Cursive writing
abcdefghijklmnopqrstuvwxyz



Suggested Reading

Suggested reading books



Reading

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).
- Read at a speed sufficient for them to focus on understanding
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud





Reading Comprehension

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books.
- Identify themes and conventions in a range of books e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader’s interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

English (expected standard)

The pupil can, after discussion with the teacher:

write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing

describe settings and characters using expanded noun phrases

use a range of co-ordinating and subordinating conjunctions

use adverbs to express time

use prepositions to express place and time

use correct tense consistently, including the present perfect tense

maintain Standard English forms, e.g. using *a/an* correctly

begin to use paragraphs to structure writing

use simple organisational devices (e.g. headings or sub-headings) appropriately

use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly

begin to use inverted commas to punctuate speech

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)

use the diagonal and horizontal strokes needed to join some letters

make simple additions, revisions and proof-reading corrections to their own writing



English (greater depth)

The pupil can, with developing independence:

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

use dialogue sparingly so it effectively adds detail to the writing

use a wide range of co-ordinating and subordinating conjunctions within and across sentences

use a range of precise vocabulary (nouns, verbs and adjectives)

accurately use the full range of punctuation taught at key stage 1 and in Y3

spell most words correctly

produce legible joined handwriting



Aiming by the end of Yr3

Number & Place Value

- ✓ Count from 0 in multiples of 3, 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 & Subtraction

- ✓ 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 & Division

- ✓ 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

- ✓ 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 denominator.
- ✓ 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.



Spelling expectations

- Continued practise of Year 2 high frequency words.
- Spelling lessons are within the GPS daily before English lessons
- Use knowledge to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range, of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.
- Spelling tests.
 - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
 - Tested on different words with the same spelling patterns.



Topic- alternating history & geography half termly

Autumn 1 Stone, Bronze & Iron Age- How did they live in the Stone, Bronze and Iron Ages?

Autumn 2 Amazon Basin- How is the environment changing in the Amazon?

Spring 1 Volcanoes & Rocks- What causes volcanic eruptions?

Spring 2 Tudors- What was life like in the Tudor times?

Summer 1 Mapping- Can you put Bradford on the map?

Summer 2 Ancient Greeks- How have the Ancient Greeks influenced society today?



Science

Autumn 1 Light- What happens in the absence of light?

Autumn 2 Animals including humans- What is under the skin of animals and humans?

Spring 1 Rocks and Soils- How can we classify and group different types of rocks?

Spring 2 Plants – What do plants need to grow?

Summer 1 Forces and Magnets- How do magnets work?



Art & DT- alternating half termly

Autumn 1 Sketching- How can I use sketching to record what I observe?

Autumn 2 Computer Programming- How can I use computer aided programmes to create a design?

Spring 1 Painting- What was the pop art movement?

Spring 2 Woodwork- How did the Tudors create their home structures?

Summer 1 Sculpture- How can we use sculpture to recreate our local area?

Summer 2 Cooking- What did the Ancient Greeks eat?



Assessment

- Children's books
- Observations
- Discussion / questioning
- Tests – on going to see what is being applied independently.
- Cold Tasks/ Hot Tasks across different subjects



Supporting learning at home

- Keep in contact with school and teachers- parents evening and throughout year
- Encourage learning- spelling shed, TT rockstars, reading to one another, nurturing curiosity



Behaviour

- Creating a kind class community
- Rewarding positive behaviour
- Star of the week- 6 ways to shine
- Marvellous Me badges



Contact

- Before and after school to pass on information or for a quick chat
- Call school office

Happy to answer any questions and help with any queries
year3@hardenprimaryacademy.co.uk

