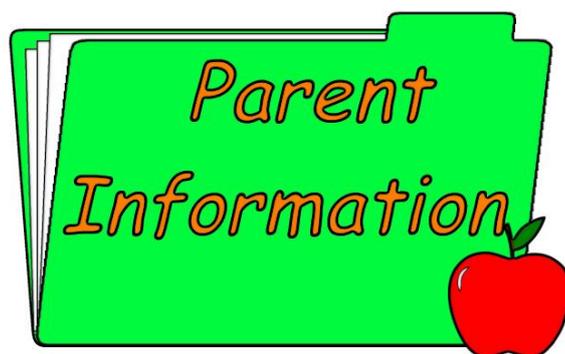


Moorlands Primary School

How to help your child succeed in

Year 3



In this booklet we have included information about what your child will be learning, Phonics, tricky words and how to help with spellings and handwriting. We have also included a topic grid so that you can talk or do some research at the library or on the internet about what we are doing in school with your child.

Useful websites

www.bbc.co.uk/schools

www.phonicsplay.co.uk

<https://ec1.educationcity.com>

www.oxfordowl.co.uk

www.roythezebra.com

www.mathsisfun.com

www.ictgames.com

www.topmarks.co.uk

www.engineeringinteract.org

www.bbc.co.uk/bitesize

<http://resources.woodlands-junior.kent.sch.uk/>

www.oxfordowl.co.uk/for-home

www.crickweb.co.uk

www.compare4kids.co.uk/maths.php



Assessments

Throughout this year your child's progress will be tracked and assessed by their teacher. At the end of the year your child's level of development will be shared with you on their report.



We follow the 'Mastery' approach to learning which provide children with a range of basic, advancing and deep learning activities to achieve the Year Group Expectations, which are as follows.

MATHEMATICS TARGETS FOR YEAR 3

A Year 3 Mathematician can:

Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.



Calculations

- I can add and subtract mentally, including:
 - A 3-digit number and ones
 - A 3-digit number and tens
 - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.
- I can recognise and use fractions as numbers, unit fractions and non-unit fractions with small denominators.
- I can recognise and show, using diagrams, equivalent fractions with small denominators.

Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Geometry – properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

A Year 3

Writer can:

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and Punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.



READING TARGETS

A Year 3 Reader

Develop positive attitude to reading and understanding of what they have read by:

Word Reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.



Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Spellings

Each Thursday your child will bring home a list of spellings for them to learn and a spelling test will be held the following Tuesday. Please practise these words at home. They will usually follow a spelling pattern. In school we encourage the children to



**LOOK at the word,
SAY the word,
COVER the word,
WRITE the word and then
CHECK the word.**

In addition we will encourage the children to learn the following expected spellings using challenge cards and tests.

<u>Autumn A</u> Revision and consolidation of key tricky words	<u>Autumn B</u> accidentally actually	<u>Spring A</u> breathe build
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	address answer appear arrive believe bicycle breath	busy business calendar caught centre century certain February
<u>Spring B</u> circle complete consider continue decide describe different difficult disappear	<u>Summer A</u> early eight eighth enough exercise experience extreme famous favourite	<u>Summer B</u> forward(s) fruit grammar notice occasionally special through various weight woman/women

Handwriting

When your child is writing make sure that they are sitting comfortably and that their book is at an angle which will help their writing flow. Below is the formation that we teach in school.



A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

abc defg hij klmnopqrstuvw x

y z

Reading

Reading plays a very important part in Year 3.

Your child will bring home a reading book every week. Please write any comments in the Reading diary. It is also important that they read a variety of texts at home too – comics, newspapers, signs, labels, library books etc.

Make sure that you talk about what your child has read – to ensure that they have not just read the words but fully understood it too. Ask them about the characters, the plot the setting, likes and dislikes and also things that are inferred by the text but not actually said.



Topics

Below is a grid of Topics that we will be covering over the year. Please talk to your child about these areas. Each term a curriculum newsletter will be sent home with more details and suggestions on how to help your child. Some topics may be subject to change, we will let you know in the newsletter.

Autumn ½ term 1	Spring ½ term 1	Summer ½ term 1
What makes the Earth angry? (Volcanos and Earthquakes) Can you dig it? (Rocks and soils)	Is your knee connected to your hip bone? Are girls better than boys? (The Celts/Iron Age)	Mary, Mary, quite contrary how does your garden grow?- continued (Plants and growing) Can you walk like an Egyptian?
Autumn ½ term 2	Spring ½ term 2	Summer ½ term 2
How does your garden grow? (Winter plants) Light and Shadows What makes the Earth angry?- continued (Volcanoes/Earthquakes)	May the force be with you? (Magnets) How does your garden grow? (Spring plants)	Can you walk like an Egyptian?

We hope you find this information useful and if you have any further questions now or later in the year please do not hesitate to speak with us.

Thank you