

# Year 3

Parent Workshops



# Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>World Mountaineers</b>	<b>Back to the Stone Age</b>	<b>Going Underground</b>	<b>Animals and Us</b>	<b>Awful Egyptians</b>	<b>Into the Woods</b>
Power of Reading texts	<p><i>Mountains of the World</i> by Dieter Braun</p> <p><i>The Tales of Wonder of Wisdom</i> by Hugh Lupton</p>	<p><i>The Boy with a Bronze Axe</i> by Kathleen Fidler</p> <p><i>The First Drawing</i> by Mordicai Gerstein</p>	<p><i>Krindlekrax</i> by Philip Ridley</p>	<p><i>Charlotte's Web</i> by E. B. White</p> <p><i>Fantastic Mr Fox</i> by Roald Dahl (Sleepover)</p>	<p><i>Marcy and The Riddle of the Sphinx</i> by Joe Todd Stanton</p> <p><i>The story of Tutankhamun</i> by Patricia Cleveland-Peck</p>	<p><i>Robin of Sherwood</i> by Michael Morpurgo</p> <p><i>Robin Hood</i> by David Calcutt</p> <p>The Story of Robin Hood by Rob Lloyd Jones</p>



# MATHS

## Curriculum Map: Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Autumn</b>	<b>Number sense and exploring calculation strategies</b>			<b>Place value</b>		<b>Graphs</b>	<b>Addition and subtraction</b>			<b>Length and perimeter</b>	
	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to 100</li> <li>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference</li> <li>Derive new facts from a known fact</li> </ul>			<ul style="list-style-type: none"> <li>Read, write, represent, partition, order and compare 3-digit numbers</li> <li>Find 10 and 100 more or less</li> <li>Round to the nearest multiple of 10 and 100</li> </ul>		<ul style="list-style-type: none"> <li>Collect, interpret and present data using charts and tables</li> </ul>	<ul style="list-style-type: none"> <li>Develop and use a range of mental calculation strategies</li> <li>Illustrate and explain formal written methods – column method</li> </ul>			<ul style="list-style-type: none"> <li>Measure, draw and compare lengths</li> <li>Add and subtract lengths</li> <li>Calculate perimeter</li> </ul>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Spring</b>	<b>Multiplication and division</b>		<b>Deriving multiplication and division facts</b>			<b>Time</b>		<b>Fractions</b>		
	<ul style="list-style-type: none"> <li>Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</li> <li>Multiplicative structures: equal groups/parts, change and comparison, correspondence problems</li> <li>Relationships: commutativity and inverse</li> </ul>		<ul style="list-style-type: none"> <li>Multiply and divide by 10 and 100</li> <li>Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations</li> <li>Divide 2-digit by a 1-digit</li> </ul>			<ul style="list-style-type: none"> <li>Tell, record, write and order the time analogue and digital</li> <li>12-hour, a.m., p.m.</li> <li>Measure, calculate and compare durations</li> </ul>		<ul style="list-style-type: none"> <li>Part-whole relationships</li> <li>Fractions as part of a whole or a whole set and as a number</li> <li>Add, subtract, compare and order fractions</li> </ul>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Summer</b>	<b>Angles and shape</b>			<b>Measures</b>			<b>Securing multiplication and division</b>	<b>Exploring calculation strategies and place value</b>	
	<ul style="list-style-type: none"> <li>Identify angles including right angles and recognise as a quarter of a turn</li> <li>Identify and draw parallel and perpendicular lines</li> <li>Draw/make, classify and compare 2-D and 3-D shapes</li> <li>Measure the perimeter</li> </ul>			<ul style="list-style-type: none"> <li>Read scales with different intervals when measuring mass and volume</li> <li>Weigh and compare masses and capacities with mixed units</li> <li>Estimate mass and capacity</li> </ul>			<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for 6 and 8 times table</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract mentally</li> <li>Find 10, 100 and 1000 more or less</li> <li>Order and compare beyond 1000</li> <li>Round numbers</li> </ul>	



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



# Fractions

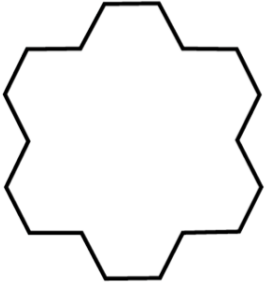
## Children in Year 3 are taught to:

- 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 e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ .
- Compare and order unit fractions, and fractions with the same denominators.

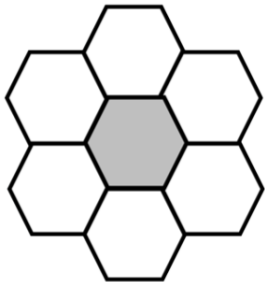
## Example questions:

### Fluency

*This is the whole*




*The whole is divided into \_\_\_ equal parts*



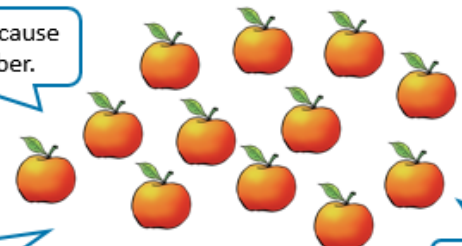
**How could we describe the part that is shaded?**

## Problem Solving and Reasoning

**Apple watch**



Circle  $\frac{1}{4}$  of the apples.



Circle 1 apple because 1 is the top number.

Circle 3 because if you put the apples into 4 equal groups, there will be 3 apples in each group and 3 lots of 4 is 12.

Circle 4 because 4 is the bottom number of the fraction and the bottom number tells us how many.

Circle 5 because  $1 + 4$  is 5.

Which statement is right and which are not? How do you know?  
What can you say, draw, build or write to help someone understand?

# READING

## Year 3 Reading Objectives

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1). (Word Reading)

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). (Word Reading)

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination. (Comprehension)

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. (Comprehension)

Understand what he/she reads independently by asking questions to improve his/her understanding of a text. (Comprehension)

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comprehension)

Understand what he/she reads independently by predicting what might happen from details stated. (Comprehension)

Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. (Comprehension)

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. (Comprehension)

Retrieve and record information from non-fiction. (Comprehension)

Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)



# Inference

**Inference:** the ability to go beyond the information given in the text based on the reader's personal experience, knowledge or opinion.

## Reading Bookmark



### Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
- ... made a prediction about what might happen next, based on what he/she has read.
- ... was able to summarise the events or information they have read.
- ... independently used a dictionary to define a word in order to understand the text better.
- ... independently identified the range of vocabulary, grammar and punctuation features the author has used and explained how it's effect on the reader.

### Ideas of useful questions to ask when reading with your child.

#### **Vocabulary:**

- What do the words ... and ... suggest about the character, setting and mood?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means...

#### **Infer**

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ... show that they are ...

#### **Predict:**

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

#### **Explain:**

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

#### **Retrieve:**

- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

#### **Summarise:**

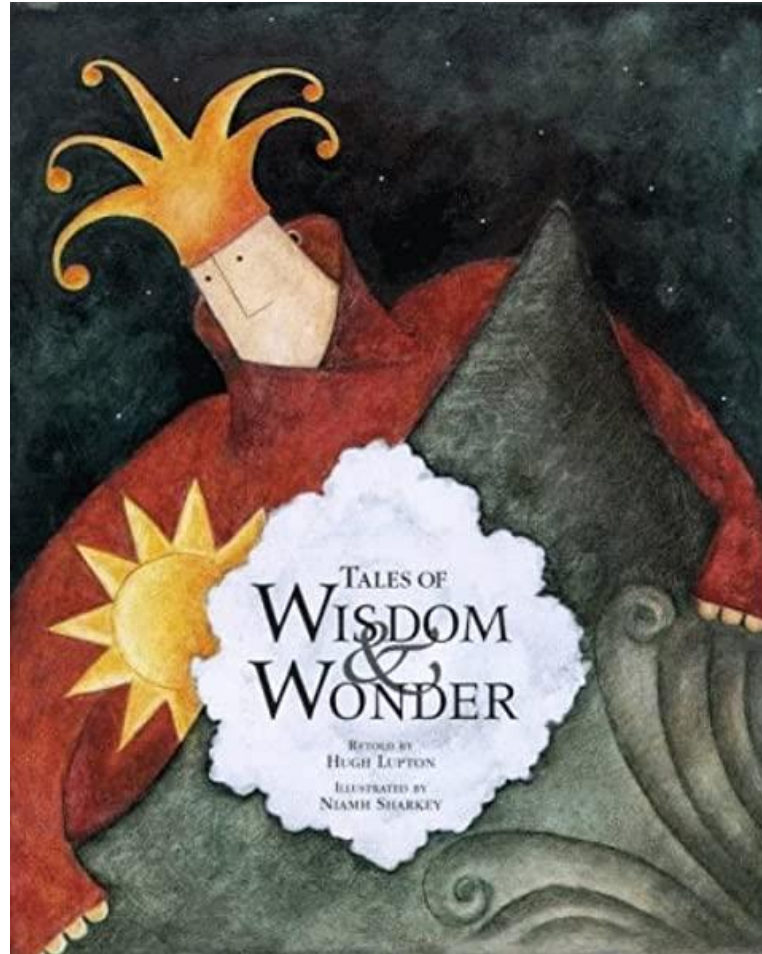
- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**ummarise



# Inference



## Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
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## Ideas of useful questions to ask when reading with your child.

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### **Infer**

- Find and copy a group of words which show that...
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### **Predict:**

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

### **Explain:**

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

### **Retrieve:**

- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

### **Summarise:**

- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?



# WRITING

## Year 3 Writing Objectives

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Spelling)

Draft and write in narratives, creating settings, characters and plot. (Composition)

Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. (Composition)

Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. (Vocabulary, Grammar and Punctuation)

Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. (Vocabulary, Grammar and Punctuation)

Use headings and sub-headings to aid presentation. (Vocabulary, Grammar and Punctuation)

Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. (Vocabulary, Grammar and Punctuation)

Begin to use inverted commas to punctuate direct speech. (Vocabulary, Grammar and Punctuation)

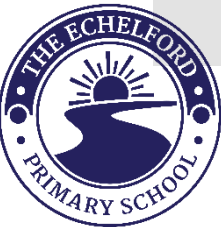




# Grammar

## Year 3 Grammar Terminology

- Conjunction
- Preposition
- Prefix
- Clause
- Subordinate clause
- Inverted commas



How are we supporting the children following the school closure?

Whole Class Feedback Sheet – EXAMPLE

DATE:			LESSON: Maths		
LO:			<i>To use mental strategies for addition and subtraction.</i>		
Recognition and Presentation			Need Further Support		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Challenge			Basic Skills Errors		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Misconceptions and Next Lesson Notes					
<ul style="list-style-type: none"> <li>• Most of the class were using partitioning as a mental strategy.</li> <li>• Have place value charts available in tomorrow's lesson.</li> <li>• TA to work with Child C, Child L and Child R in tomorrow's lesson – use counters to support the mental strategies.</li> <li>• Teacher to work with Child A, Child G, Child P and Child X tomorrow on a problem solving challenge to further develop written reasoning.</li> </ul>					
Absent from this lesson: Child S					

This is an example of our whole class marking and feedback form. This is used to assess the children at the end of every piece of learning and informs our planning of the next lesson.

