



Welcome to Year 3

Year 3 Teachers:

Miss McGarrity and Mrs Hillless

Year 3 Teaching Assistants:

Mrs Magness and Mrs Davison

Our Curriculum

Following the National Curriculum, the school is able to provide a wide range of activities but places the greatest emphasis on making sure that all children are both literate and numerate by the time they leave our school at age 11. We value these basic skills because they form the building blocks of future learning.

Our Curriculum Intent / Ambition

"The curriculum - taught and untaught - represents the totality of the experience of the child within schooling" Mary Myatt.

The curriculum has been developed to fit the national Curriculum, but also designed so that children see the relevance of the curriculum in the place where they live.

The aim of the DSJ curriculum is that it is progressive in nature; children are given the ability to make links across subject areas to deepen understanding; that it is accessible to all pupils (especially those who are disadvantaged in any way); it is broad, balanced and interesting and gives value to core and non-core subjects alike, so that children leave with a wealth of interests and skills. This is highlighted in our commitment to music, drama and sport.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Deeping St James, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of appropriate contexts.

For more information on Mathematics please follow the link below:

[Mathematics at DSJ](#)

Mathematics in Year 3

Throughout the year the children will be working on the following key areas:

Number - number and place value, Number - addition and subtraction, Number - multiplication and division, Number - Fractions, Measurement, Geometry - properties of shape and Statistics



In the Year 3 class mathematics lessons will be planned on the specific needs of the children, these plans will be written based on the on-going assessments made by Miss McGarrity and will be reflected in any learning log tasks. In order to support your child at home to the required standard set out by the government - key aspects of learning for each area are given below:

Number - number and place value

- 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.

Number - addition and 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.

Number - multiplication and 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.

Number - 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 denominators
- Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

Measurement

- 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 shape

- 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

- 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.

Please support your child weekly with the home/school partnership maths tasks and any learning log tasks as and when they are sent home. You can also support your child using the termly KIRFs. You may also support your child with any key aspects above as you wish.

YEAR 3 – Autumn 1

Key Instant Recall Facts



This half term the children are working towards achieving their individual KIRF targets, indicated below. The ultimate aim is for your child to be able to recall these facts *instantly!*

Know number bonds to 100.


Key Vocabulary

Add plus take away total less than altogether How many more to make?

Helpful hints:

- Use objects to consider the bonds in a practical way.
- Look at the patterns with both objects and numbers e.g. as one number increases the other one decreases.
- Practise with the numbers in order and chosen randomly - remember the aim is for your child to be able to respond immediately.

0+100=100	100+0=100
10+90=100	90+10=100
20+80=100	80+20=100
30+70=100	70+30=100
40+60=100	60+40=100
50+50=100	50+50=100

	$32 + 68 = 100$
$3 \text{ tens and } 2 \text{ ones} + 6 \text{ tens and } 8 \text{ ones}$	
$= 9 \text{ tens and } 10 \text{ ones} = 10 \text{ tens} = \text{one hundred}$	

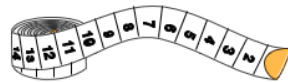
$50 + 50 = 100$
$51 + 49 = 100$
$52 + 48 = 100$
$53 + 47 = 100$
$54 + 46 = 100$
$55 + 45 = 100$
$56 + 44 = 100$
$57 + 43 = 100$
$58 + 42 = 100$
$59 + 41 = 100$
$60 + 40 = 100$

What's hidden?

I have 100 beans on a plate. I hide some under a beaker. There are 35 beans left on this plate - how many have I hidden?

Make it real!

I have 100 cm of ribbon then I cut off 14 cm. How much ribbon is left?



86 centimetres. Are you sure?
Yes, because I know that 86 and 14 make 100 altogether.

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!

English

Writing

Writing, and the progression of writing, is hugely important.

Our aims in the teaching of writing are:

- To value every part of the writing process and to develop our pupils as enthusiastic writers.
- To plan for progression in the teaching and learning of writing using different strategies for giving appropriate support at each stage of the writing process.
- Planning for writing will be based upon the National Curriculum and curriculum guidance for the foundation stage.
- Children will be given as many 'real' reasons for writing as possible, incorporating cross curricular opportunities. Writing will be for a range of purposes and audiences, including books, poetry, captions, lists, recipes, articles, letters, instructions, stories, reports, records, memos, experiments etc. Film and drama will be used to enhance ideas and motivation for writing.
- The content of writing will be valued. Punctuation, handwriting and spelling will be taught and encouraged but will not always dominate marking. Children will be told what the focus of each piece of work is.
- Children will be taught from the early years how to write independently and be shown how to use word books and dictionaries for unknown words. They will be encouraged to attempt words independently on some occasions to assist with creativity.
- Throughout the school children will have opportunities to be involved in the whole writing process of drafting, re-drafting and presentation. During KS1 and 2 children will have shared writing (whole class) and guided writing (small group) sessions



English in Year 3

within English. Separate time will be given for extended individual writing.

- Children will be taught how to use word processing as a tool for writing, drafting and re-drafting and as an alternative type of presentation.
- Children will be encouraged to improve their writing, considering increasing interest to the reader, using a rich vocabulary and different methods of presentation.
- Topics for writing should be wide and varied, of interest to both genders and to different cultures and backgrounds. Children will be given opportunities to empathise with others through their writing.
- Grammar will be taught in a progressive form utilising stimulus including video clips, pictures and links to class texts with focused learning intentions. Lessons will provide explanations of the grammar concepts, scaffolded AFL whiteboard challenges with independent writing opportunities that provoke the children's creativity and inspire their imaginations.



Spelling and Reading



We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics programme. We follow Little Wandle Letters and Sounds Revised in EYFS and Key Stage 1 to teach phonics and reading skills. From Year 2 we teach Essential Spelling.

For more information on phonics and reading please follow the link below:

[Reading & Phonics at DSJ](#)

A range of text types for fiction and non-fiction writing will be investigated and utilised during our studies in English.

Reading - Word reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



Reading - Comprehension

- 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.
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - Discussing words and phrases that capture the reader's interest and imagination
 - Recognising some different forms of poetry [for example, free verse, narrative poetry]

- Understand what they read, in books they can read independently, by:
 - 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
 - Identifying main ideas drawn from more than one paragraph and summarising these
 - Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- 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.

Writing - transcription

- Spelling
 - 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.



Handwriting

- 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].



Writing - transcription

- 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.

Vocabulary, grammar and punctuation

- 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.

As a school we are determined that every pupil will learn to write: we prioritise writing as a foundation for future learning. We aim to provide children with the necessary skills to communicate creatively and imaginatively, enabling them to succeed in the wider world. Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes, which have been carefully developed around quality, challenging texts. At DSJCP School, we want pupils to be confident writers. Pupils take pride in their learning at DSJCP School; pupils



present their work to high standard following the schools handwriting and presentation policy. Pupils also present their ideas orally, being able to elaborate and explain themselves clearly. Pupils make presentations applying their computing skills and participate in debates.

[English Appendix 1: Spelling](#)

[English Appendix 2: Vocabulary, grammar and punctuation](#)

Year 3 - Curriculum

Please see our long-term overview on the class page of the school website for the curriculum areas we will be covering each half term.

 Year 3 Curriculum Coverage 						
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Light	Animals including Humans: Skeletons	Rocks	Forces and Magnets	Plants	Animals including Humans: Nutrition
History		Stone age to Iron age		Invaders and Settlers: Romans		Ancient Egypt
Geography	Climate Zones		North America		Rio and South East Brazil	
Art	William Morris		Famous Buildings		Seurat and Pointillism	
DT		Mechanical Systems		Textiles -2D/3D		Food- healthy eating
PE	Fundamentals Y3/4 Ball Skills Y3/4	Dance Tag Rugby	Gymnastics Yoga	Tennis Hockey	Athletics Handball	Cricket Rounders
Computing	Coding	Online Safety Spreadsheets	Touch Typing Email	Email Branching Databases	Simulations Graphing	Presenting
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Hinduism	Christianity Christmas	Islam Prayer at Home	Christianity Easter	Islam Community and Belonging	Islam Hajj
Resilient Risk Taker Determined Self Improver Persistent Problem Solver Cooperative Group Worker						
Inspire to learn, achieve together						

Surviving in Year 3!!!

The Teachers



Miss McGarrity will be in the class Monday, Tuesday, Wednesday, Thursday first lesson and Friday. Mrs Hilless will be teaching on Thursdays from break time. On a Tuesday afternoon the children will have Mrs Young for music and Mrs Emery for Spanish.



Teaching in Class 3

Miss McGarrity will teach the majority of the lessons. Mrs Hilless will teach: Maths, DT, Art, History, Geography and SPaG.

Mrs Magness and Mrs Davison are teaching assistants that will support and assist the teaching in the classroom.

High Expectations

We have high expectations of the children in Class 3 in both their work and their behaviour. Always trying their best to their own ability.

We will promote, reward and celebrate positive behaviour using the school behaviour icons of the sun, rainbow and star.



There may be occasions where it is necessary for the children to spend part of their playtime or lunchtime reflecting on their behaviour, completing tasks that have not been completed. The children will be given the opportunity to have their snack and use the toilet.

Resilience & Independence

We will help the children with their transition into KS2 and their increased independence. We will work with the children and the parents to ensure a smooth transition occurs. We will work hard with the children to develop them as independent learners and will expect them to record their learning at an appropriate level and an appropriate pace. We expect the children to be resilient to challenges; taking a risk in order to progress in their learning and we expect them to take responsibility not only of their belongings, homework, reading books and records but also their own learning and progress. To promote this, we follow the school's behaviour system rewarding the following: We expect the children to become resilient in completing their tasks, homework and becoming school ready, taking risks in their learning. We will promote and reward against the school's behaviour system:

- Persistent. problem solver
- Determined self-improver
- Co-operative group worker
- Resilient risk taker

Miss McGarrity and Mrs Hilless will also be awarding a star of the day - this is based on the independence, resilience, school behaviour system as well as showing progress in their learning.

Reading Records and Books



The children will all receive a 'book banded book', following assessment, which is appropriate to their reading level. We encourage their love for reading and reading for pleasure in class 3. The children are encouraged to read a wide range of books as part of their learning eg magazines, comic, newspapers. These

reading experiences can also be recorded in their reading records- not just their book banded book reading.

Reading books will be changed every Tuesday and Friday. It is an expectation that children are reading at least 4 times per week, this should be written in the reading records. When your child has read 4 times a week they will receive a reading raffle ticket which will be drawn termly, giving them an opportunity to win a book. Reading books and records should be in school everyday as children may be asked to read to any of the adults at any time.

Parents are free to make comments in the relevant section of the records if they wish. Class 3 staff will monitor the reading records weekly to check the children are keeping a log of their own reading habits - this is monitored in a class record book and parents should not expect comments back from staff in reading records - although there may be occasions in which this is the most effective method of communication.

Children should be able to answer questions about the book - to help the children progress, the adults at home should be asking questions such as how a character might feel and what does a word mean.

Cloakroom/Lockers (KS2 Only)

Each child will have a locker that is theirs for the duration of Year 3. This is to keep any bags, coats, gloves and scarves in. The only items that should come into the classroom are a snack, water bottle and reading records. There is a lunch trolley where lunchboxes will need to be placed.

The children are allowed one bottle to be kept at the leg of their table, this is to be water only. If your child would like any other drink, it is to remain on the lunch trolley and they can access it at break and lunchtimes.

Educational Visits & Workshops

We have a very exciting year for visits and workshops which will support our learning.

Flag Fen (Stone Age to Iron Age History Topic) - 14th December

VR Headsets (North America Geography Topic) - 4th January

VR Headsets (South America Geography Topic) - Term 5

Mini-Olympics - Term 6

Rand Farm Park (1 night residential) - 2nd and 3rd July

Home/School Partnership & Learning Log Homework

In Year 3 the children follow the Parent/School Partnership for weekly home learning and this sheet can be viewed on the class 3 page of the school website. We encourage parents to take an active interest in helping their child at home. This includes reading, spelling and mathematics. The children will also have termly KIRFs (Key Instant Recall Facts) for mathematics that they need to be secure with.

We encourage parents to take an active interest in helping their child at home and take interest in their achievements to promote progress in all aspects of reading, spelling, times tables and KIRFs.

In addition to this we believe that children increase their potential if they reinforce what they learn in school in their home environment. "**Learning Logs**" are given to the children for maths consolidation at home. From time to time your child will be given a homework focus to reinforce/consolidate their learning within the

class which is over and above the expectations of the home/school partnership. Home Learning should be posted onto Seesaw for the teacher to mark - Learning Logs will be kept at home. Please ask your child's teacher if you require more information about the learning logs and the tasks that are set.

Other Essentials

School Uniform

Our school uniform is smart and attractive and very popular with both children and parents. We have a policy in school not to allow jewellery. No necklaces, rings or earrings to be worn, apart from studs (Not in PE - please see PE Kit section). This is largely a health and safety issue. If your child is to have their ears pierced, please can parents ensure that it is done in a longer school holiday as the children will have to be able to take them out themselves for PE and swimming. Staff are not allowed to do this for them. It is also against school policy for children to have dyed hair or hair styles that are out of the ordinary.

- Grey trousers (girls and boys)
 - Grey skirt or pinafore
- Polo shirt (jade green) with logo
 - Sweatshirt (navy) with logo
 - Cardigan for girls (navy)
- Grey socks/tights (white in summer)
 - Summer blue checked dress
- Smart black shoes - no trainers or boots

PE Kit - The school PE kit is navy shorts, white t-shirt with logo and trainers. Children can wear navy jogging bottoms and jumper in colder weather.

Children are encouraged to bring water bottles into school so they can keep hydrated throughout the school day. Please ensure that your child's bottle is clearly named and only contains water.

Earrings are not permitted in PE and **MUST BE REMOVED BY THE CHILD** in line with 'Safe Practice: in Physical Education, School Sport and Physical Activity'. Please see:

[Safe Practice: in Physical Education, School Sport and Physical Activity](#)

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