St Mark’s C of E Primary School

Year 3 Curriculum Evening

Year Group Leader: Emma Hardy
Fiona Chapman 3C
Courtney Barnett 3B
Differences between Year 2 and Year 3

- Early Morning Work (EMW)
- Morning Challenge
- Fruit or vegetable snack at playtime
- Later lunch time
- Toilets outside of the classroom
- More skills based and team games in PE
- French Lessons
Maths Curriculum 2014/2015:

• 3 main aims: fluency, reasoning and solving problems.

• Emphasis on the four operations and applying these to other aspects of maths for example statistics.

• A strong focus on mental calculations and knowing number facts (place value and number bonds) which can be applied to formal methods.

• Problem of the week – promoting independence.

• Base Boxes to support children’s learning.
Some of the maths skills children will be taught this year

• Recognise, find and write fractions.

• Add and subtract amounts of money to give change.

• Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.

• Times Tables – weekly sessions and tests.

• Using a range of strategies to solve calculations for the four operations - + - x ÷
Addition

**Expanded Column Method**

\[
\begin{array}{c}
23 + 52 \\
20 + 3 \\
+ 50 + 2 \\
\hline
70 + 5 = 75 \\
\hline
132 + 289 \\
100 + 30 + 2 \\
+ 200 + 80 + 9 \\
400 + 20 + 1 = 421 \\
\hline
10010
\end{array}
\]

**Formal Column Method**

\[
\begin{array}{c}
342 + 475 \\
\hline
342 \\
+ 475 \\
\hline
817 \\
\hline
756.85 + 49.3 \\
\hline
756.85 \\
+ 49.3 \\
\hline
806.15
\end{array}
\]
Subtraction

Expanded Column Method

\[
\begin{align*}
89 - 23 &= \underline{80 + 9} - 20 + 3 \\
&= 60 + 6 = 66 \\
636 - 218 &= 20 \\
&= 600 + 36 + 16 \\
&= 200 + 10 + 8 \\
-400 + 10 + 8 &= 418
\end{align*}
\]

Formal Column Method

\[
\begin{align*}
698 - 422 &= 698 - 422 \\
&= 276 \\
7568 - 493 &= 7568 - 493 \\
&= 7075
\end{align*}
\]
Multiplication

**Chunking on a Number Line**

- $24 \times 5$
  - $20 \times 4$
  - $+100$ (for the next step)
  - $+20$ (for the next step)

**Grid Method**

- $23 \times 4$
  - $20 \times 4 = 80$
  - $3 \times 4 = 12$
  - Total: $92$

- $142 \times 5$
  - $100 \times 5 = 500$
  - $40 \times 5 = 200$
  - $2 \times 5 = 10$
  - Total: $710$
Division

Chunking on a Number Line

- $75 \div 5 = 15$
- $67 \div 3 = 22 \text{ remainder } 1$
English

• The 2014 curriculum has allowed for much more flexibility.

• Cross curricular links with topic areas. E.g instructions of how to trap a woolly mammoth.

• Purpose for writing – providing an audience and making a task more exciting.

• Genre – allowing children more independence over how they would like their final piece to look.

• Speaking and listening activities

• Reading for meaning
Building on from Year 2…

- Range of sentence types
- Range of conjunctions to join sentences
- Starting sentences in different ways
- Accurate use of punctuation
- Paragraphing
- Words selected for effect
- Joined handwriting with correct use of letter formation
- Coverage of a range of texts (poetry, fiction and non-fiction) during whole class learning, small group and individual work
- Awareness of the reader
Imagine having a name that's 23 words long. Pablo Diego José Francisco de Paula Juan Nepomuceno Cipriano de la Santísima Trinidad Ruiz y Picasso did. But when he was older he thought that a name that long was too complicated so he changed it to a shorter name: Pablo Picasso.

Picasso was born in Spain on the 25th of October 1881 on the southern coast of Spain in Málaga. Baby Pablo was christened Ruiz after his father and Picasso after his mother.
Reading and Book Club

• The children are split into groups for Book Club and will study a text or book in depth with the teacher. This is our opportunity to both listen to the children read and to teach them reading and comprehension skills.

• 3 weekly sessions with different reading activities.

• Teacher will work with a group approximately every other week.

• Between the teaching assistant and class teacher, we aim to

• Reading at home is the children’s opportunity to practise the skills learnt in school. We encourage that they do this at least five times a week.
Overview of the Year

Autumn 1 – Stone Age Adventure
Autumn 2 – From Stone to Steel

Spring 1 – London vs. Paris
Spring 2 - Blood, Bones and Body Bits

Summer 1 – How does your garden grow?
Summer 2 – Titanic: Triumph or Tragedy?
Growth Mindsets & Talk Partners
Compliment slips

To ___________________

Thanks for being a great talk partner!
I really enjoyed learning with you because . . .

__________________________________________

__________________________________________

From ____________________________
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<thead>
<tr>
<th>Band 1 (Y1)</th>
<th>Band 2 (Y2)</th>
<th>Band 3 (Y3)</th>
<th>Band 4 (Y4)</th>
<th>Band 5 (Y5)</th>
<th>Band 6 (Y6)</th>
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<tbody>
<tr>
<td>Beginning</td>
<td>Working within</td>
<td>Secure</td>
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National test = SATs
Year 3 children:

- Are expected to read regularly and record this in their Home Learning Logs.
- Weekly Maths homework handed out on a Thursday, to be completed by the following Tuesday.
- Practising number bonds and times tables.
- Occasional topic based homework.
How you can help at home

- Telling the time
- Times tables – 2s, 5s, 10s, 3s, 4s and 8s. This includes related division facts
- Number bonds to 10 and 20
- Reading regularly out loud
- Sentence writing. For examples letters, cards and diaries.
- Relating learning to life situations e.g counting change, working out how much things cost.
- Visiting the library and other educational sites.
Home Learning Logs

St Mark's CE Primary School

Autumn Term Targets

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<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
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Individual Targets

Please record any reading and sign the home learning log every week.
We want to hear from you too...

If children would like to they can bring in any sporting certificates/ trophies or other extra curricular awards to share in celebration worship on a Friday.
• Please feel free to visit your child’s classroom, meet the class teacher and look at the resources available.