# LEECHPOOL PRIMARY ay SCHOOL Welcome to Year 3 <br> Information for Parents 

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# Welcome letter 

Dear Parents,

Welcome to Year 3! We are incredibly excited to be welcoming your child into the juniors. Ahead of us are some brilliant learning themes, a few exciting extras and a lot of enjoyment. In Year 3 we have lots of interesting and creative learning planned. The majority of our lessons are theme based which provide cross-curricular opportunities and involve lots of fun.

Throughout the year we aim to keep you fully informed with all the information you require, whether about the day to day events in the year group, your own child or whole school events.

We hope this booklet will give you a wealth of information about the organisation, curriculum and requirements of Year 3 and will answer many of the start of year questions. We hope this gives you a clear overview of the great learning that the child will be involved in, as well as obtaining key information about our general routines and expectations.

Thank you for taking the time to read this and we look forward to welcoming you and your child to Year 3 at Leechpool Primary School.

## The Year 3 Team

## As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which encourages each child to value themselves and maximize their potential.
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognises children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

| Name | Role |
| :--- | :--- |
| Mr Dodd | Jaguar class teacher |
| Mrs Hampton | Llama Class Teacher |
| Mrs Harrison | Learning Support Assistant |
| Mrs Newman | Learning Support Assistant |
| Mrs Wade | Learning Support Assistant |
| Miss Cullern | French Enrichment |
| Mr Law | PE Enrichment |
| Miss Morgan | RE Enrichment |
| Mrs Bazeley | Art Enrichment |
| Mr Gilmore | Music |

## The School Day

Our school day runs: -
Juniors - from 8.45 a.m. until 3 p.m., with a lunch break from 12.30-1.15 p.m.

## It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from $8.35 \mathrm{a} . \mathrm{m}$. Pupils in all year groups can go straight to their classrooms and take part in early morning activities until registration at 8.45 a.m. for Juniors. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

## Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.
Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

## Homework Expectations

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :--- | :--- | :--- | :--- | :--- |
| Spellings are set <br> (set every 3 <br> weeks) |  |  | Homework is set (on <br> Google Classrooms). <br> Alternating maths and <br> literacy with topic <br> work some weeks. |  |
|  |  | Homework is <br> due in. | Spellings are tested <br> weekly |  |
| Reading Please ensure your child reads at home at least 4 times a week |  |  |  |  |
| Times tables Please practise times tables ready for regular times tables tests as there will be a <br> statutory test for year 4 at the end of the year. |  |  |  |  |
| Spellings They will receive a 3-week blocks of spellings to learn. These will be given out every <br> third Monday via Google Classroom and the children will be tested on a Friday each week. These <br> spellings are from the Spelling Shed Scheme and can be accessed through Spelling Shed. |  |  |  |  |

## 1. Learning at Leechpool

## a) Valuing All Learners Equally

## Aspirations

As a learning community, we will strive to:

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.


## b) Life Skills

In Year 3 we focus on developing the following life skills:

## Staying Safe

Internet Safety
Road Safety
Train Danger
Swimming, Water Safety
Stranger Danger

## Emotional Health and Well Being

Health and Fitness Scheme
Healthy Teeth
Feeling good, feeling bad

## Drug Education

When is a medicine not a medicine?

## Sex and Relationships

Where did we come from?
We are different, we are the same

## Economic Well Being and Financial Capability

What is a budget?

## Citizenship

Law makers
Fair Trade
Democracy

## 2. 6Rs



Our one School Rule is RESPECT - represented by the lion who remind pupils to be respectful to other people and to take an interest in them.
We encourage the following skills in all pupils at all times:

## a) "Catch them being good"

Our overriding school rule is RESPECT and this incorporates the Golden Rules, which are as follows:

| Owl - Reflective | I remind you to be reflective in your learning <br> and think about how well you are doing. |
| :--- | :--- |
| Meerkat - Relationships | I remind you to have good relationships when <br> you work with other people. |
| Cat - Risk Taking | I remind you to be a risk taker in your learning <br> and to learn from making mistakes. |
| Bee - Resourceful | I remind you to be resourceful in your learning <br> and try different ways to solve thing yourself. |
| Dog - Responsible | I remind you to be loyal and responsible and <br> care for those around them. |
| Tortoise - Resilient | I remind you to be resilient in your learning and <br> never give up. |

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system will now follow aspects of the Therapeutic Thinking model in classrooms, which is about supporting children to regulate their emotions themselves and reflect on their behaviours and emotions. We will not be using the traffic lights to manage behaviours in class, they will be more for helping the children to self-regulate their emotions and will be a good discussion tool for all pupils.

At Leechpool, we firmly believe that

## Positive experiences create positive feelings Positive feelings create positive behaviour

We will talk about the pro-social behaviours that we actively encourage and plan activities to develop these.

We will use the term anti-social behaviours to describe behaviours that we do not wish to see and work with the pupils to identify why they might be displaying some of these behaviours and what support can be put into place to make them more pro-social.

We believe that emotional feedback is the most effective reward - praise, smiles, thumbs up, thank you etc. Tangible rewards (stickers, smiley faces, etc) are not effective in the long term and should only be a short-term prop. We believe that everyone starts each day on a positive. We also believe that everyone can expect to give and receive praise.

We will use a number of reward systems to develop and sustain this. These are:

Verbal and/or written praise
Showing work and sharing successes and achievements with other teachers and pupils
Notes home
Displaying good work
Stickers - we will limit the amount of stickers we use as we want children to be verbally praised for what they achieve. Any stickers given need to be purposeful and explicitly given.
Extra playtime

We will also continue to use the following to acknowledge the achievements of pupils:

- Dragon tokens-every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour.
- Headteacher Awards-any member of staff can send a pupil to Mrs Davenport with a gold token- this is for exceptional pieces of work or exceptional behaviour. The children will then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies on Mondays and Fridays.
- Class Rewards-in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves.
- Class Headteacher Awards-any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc.
- Golden Time-every class finishes the week with 15 minutes of Golden Time on Friday afternoons. This is time to develop those prosocial behaviours, feelings and teamwork.
- Lunchtimes- at lunchtimes, pupils are praised and given yellow slips for good behaviour and polite manners. Stickers are given for pupils that try new foods or have a clean plate.


## b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

| Year group | Continent | Class names |
| :--- | :--- | :--- |
| Foundation stage | Australasia | Kangaroo /Koala |
| Year 1 | Europe | Hedgehog / Squirrel |
| Year 2 | Antarctica | Penguin /Seal |
| Year 3 | South America | Jaguar / Llama |
| Year 4 | North America | Bear/ Eagle |
| Year 5 | Africa | Lion / Giraffe |
| Year 6 | Asia | Panda / Tiger |

## c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. Please check the website if you are unsure what our uniform policy includes.

# 3. Successful Learners 

## Successful Learners

## Who.....

Have the essential learning skills of English, Maths \& Computing
Have enquiring minds and are creative, resourceful and able to identify and solve problems
Communicate and collaborate well
Enjoy learning and are motivated to achieve the best they can now and in the future

## R.A.P. time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.
R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

## Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.
At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

## a) English <br> i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 4 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the character's thoughts and feelings within the story

For more information on reading, please take a look at the resources on our website.

## Year 3 Reading Key Objectives

| $\mathbf{1}$ | Read exception words, noting the unusual correspondences between spelling and sound, <br> and where these occur in the word |
| :--- | :--- |
| $\mathbf{2}$ | Read books that are structured in different ways and reading for a range of <br> purposes |
| $\mathbf{3}$ | Read for a range of purposes |
| $\mathbf{4}$ | Increase your familiarity with a wide range of books, including fairy stories, myths and <br> legends, and retelling some of these orally |
| $\mathbf{5}$ | Prepare poems and play scripts to read aloud and to perform, showing <br> understanding through intonation, tone, volume and action |
| $\mathbf{6}$ | Identify the main ideas drawn from more than one paragraph and summarising these |
| $\mathbf{7}$ | Draw inferences and justify your choice with evidence |
| $\mathbf{8}$ | Discussing words and phrases that capture the reader's interest and imagination |
| $\mathbf{9}$ | Retrieve and record information from non-fiction |
| $\mathbf{1 0}$ | Participate in discussion about both books that are read to them and those they can read <br> for themselves, taking turns and listening to what others say |
| $\mathbf{1 1}$ | Use dictionaries to check the meanings of words they have read |
| $\mathbf{1 2}$ | Predict what might happen next from the details stated and implied |
| $\mathbf{y}$ |  |

## ii. Writing

## Year 3 Writing Key Objectives

| 1 | Spell words that are often misspelt from the Year 3-4 list |
| :--- | :--- | :--- |

2 Use the possessive apostrophe accurately with plurals
3 Use a dictionary to check a spelling
4 Use appropriate handwriting joins, including choosing un-joined letters
5 Adopt the features of existing texts to shape own writing

6 Build sentences with varied vocabulary and structures
7 Organise paragraphs around a theme
8 Develop detail of characters, settings and plot in narratives
9 Use simple organisational devices in non-fiction
10 Suggest improvements to grammar and vocabulary
11 Proofread own work for spelling and punctuation errors

| $\mathbf{1 2}$ | Read aloud using appropriate intonation, tone and volume |
| :--- | :--- |
| $\mathbf{1 3}$ | Use a range of conjunctions to extend sentences with more than one clause |
| $\mathbf{1 4}$ | Choose nouns and pronouns for clarity and cohesion |
| $\mathbf{1 5}$ | Use conjunctions, adverbs and prepositions to express time, cause and place |
| $\mathbf{1 6}$ | Use fronted adverbials |
| $\mathbf{1 7}$ | Understand the difference between plural and possessive '-s' |
| $\mathbf{1 8}$ | Recognise and use standard English verb inflections |
| $\mathbf{1 9}$ | Use extended noun phrases, including with prepositions |
| $\mathbf{2 0}$ | Use and punctuate direct speech correctly |

## Editing

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

## iii. Spelling, Grammar and Punctuation

In Year 3, children will be sent home spellings in 3 week blocks. Each week the teacher will set homework of how they would like the children to practise their spellings. They will be tested on the spellings on Friday at the end of each 3-week block.

## Spelling in Year 3 \& 4

| Statutory requirements | Example words |
| :---: | :---: |
| Adding suffixes beginning with vowel letters to words of more than one syllable | forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation |
| The /i/ sound spelt y elsewhere than at the end of words | myth, gym, Egypt, pyramid, mystery |
| The / $/$ / sound spelt ou | young, touch, double, trouble, country |
| More prefixes | dis-: disappoint, disagree, disobey <br> mis-: misbehave, mislead, misspell (mis + spell) <br> in-: inactive, <br> incorrect illegal, <br> illegible <br> immature, immortal, impossible, impatient, <br> imperfect irregular, irrelevant, irresponsible <br> re-: redo, refresh, return, reappear, redecorate <br> sub-: subdivide, subheading, submarine, submerge <br> inter-: interact, intercity, international, interrelated (inter + related) <br> super-: supermarket, superman, <br> superstar anti-: antiseptic, |
| The suffix -ation | information, adoration, sensation, preparation, admiration |
| The suffix -ly | sadly, completely, usually (usual + ly), finally (final + ly), comically <br> (comical + ly) <br> happily, angrily, gently, simply, humbly, nobly, basically, frantically dramatically |
| Words with endings sounding like /3ə/ or /tja/ | measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure |


| Endings which sound like /Зən/ | division, invasion, confusion, decision, collision, television |
| :---: | :---: |
| The suffix -ous | poisonous, dangerous, mountainous, famous, various |
| Endings which sound like /「ən/, spelt -tion, -sion, ssion, -cian | invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension |
| Words with the /k/ sound spelt ch (Greek in origin) | scheme, chorus, chemist, echo, character |
| Words with the /J/ sound spelt ch (mostly French in origin) | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | league, tongue, antique, unique |
| Words with the /s/ sound spelt SC <br> (Latin in origin) | science, scene, discipline, fascinate, crescent |
| Words with the /ei/ sound spelt ei, eigh, or ey | vein, weigh, eight, neighbour, they, obey |
| Possessive apostrophe with plural words | girls', boys', babies', children's, men's, mice's <br> (Note: singular proper nouns ending in an $s$ use the 's suffix e.g. Cyprus's population) |
| Homophones and near-homophone | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |

## Word list - years 3 and 4

| accident(ally) | decide | grammar | natural | quarter |
| :---: | :---: | :---: | :---: | :---: |
| actual(ly) | describe | group | naughty | question |
| address | different | guard | notice | recent |
| answer | difficult | guide | occasion(ally) | regular |
| appear | disappear | heard | often | reign |
| arrive | early | heart | opposite | remember |
| believe | earth | height | ordinary | sentence |
| bicycle | eight/eighth | history | particular | separate |
| breath | enough | imagine | peculiar | special |
| breathe | exercise | increase | perhaps | straight |
| build | experience | important | popular | strange |
| busy/business | experiment | interest | position | strength |
| calendar | extreme | island | possess(ion) | suppose |
| caught | famous | knowledge | possible | surprise |
| centre | favourite | learn | potatoes | therefore |
| century | February | length | pressure | though/although |
| certain | forward(s) | library | probably | thought |
| circle | fruit | material | promise | through |
| complete |  | medicine | purpose | various |
| consider |  | mention |  | weight |
| continue |  | minute |  | woman/women |

## Grammar \& Punctuation in Year 3

| Word | The grammatical difference between plural and possessive -s Standard <br> English forms for verb inflections instead of local spoken forms [for <br> example, we were instead of we was, or I did instead of $I$ <br> done] |
| :--- | :--- |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns <br> and preposition phrases (e.g. the teacher expanded to: the strict maths <br> teacher with curly hair) <br> Fronted adverbials [for example, Later that day, I heard the bad <br> news.] |
| Text | Use of paragraphs to organise ideas around a theme Appropriate <br> choice of pronoun or noun within and across sentences to aid <br> cohesion and avoid repetition |
| Punctuation | Use of inverted commas and other punctuation to indicate direct <br> speech [for example, a comma after the reporting clause; end <br> punctuation within inverted commas: The conductor shouted, "Sit <br> down!"] <br> Apostrophes to mark plural possession [for example, the girl's name, <br> the girls' names] <br> Use of commas after fronted adverbials |
| Terminology | determiner <br> pronoun, possessive pronoun <br> adverbial |

## iv. Handwriting

During Year 3, pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascender and descenders do not touch].

We teach in a way to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children aim to have gained their pen license by the end of Year 3, where they will be consistently joining their handwriting to a high standard. Children who do not have their pen licenses may work in small groups to develop their handwriting.

$$
\begin{aligned}
& a b c d e f g h i j k l m n \\
& o p q r s t u v w x y z
\end{aligned}
$$

## ABCDEFGHIJKLM

 NOPQRSTUVWXYZ

## b) Mathematics

## Year 3 Maths Key Objectives

| $\mathbf{1}$ | Count in multiples of $4,8,50$ and 100 |
| :--- | :--- |
| $\mathbf{2}$ | Compare and order numbers up to 1000 |
| $\mathbf{3}$ | Add and subtract numbers mentally, including round numbers to HTU |
| $\mathbf{4}$ | Add and subtract using standard column method |
| $\mathbf{5}$ | Estimate answers to calculations and use the inverse to check answers |
| $\mathbf{6}$ | Know $3 \times, 4 \times$ and $8 \times$ tables |
| $\mathbf{7}$ | Count up and down in tenths |
| $\mathbf{8}$ | Understand that tenths are objectives or quantities divided into ten equal parts |
| $\mathbf{9}$ | Compare and order simple fractions |
| $\mathbf{1 0}$ | Recognise and show equivalent fractions |
| $\mathbf{1 1}$ | Find and write fractions of a set of objects |
| $\mathbf{1 2}$ | Add and subtract fractions with common denominators (less than one) |
| $\mathbf{1 3}$ | Measure, compare and calculate measures using standard units |
| $\mathbf{1 4}$ | Measure the perimeter of simple 2-D shapes |
| $\mathbf{1 5}$ | Add and subtract money, including giving change |
| $\mathbf{1 6}$ | Tell and write the time from an analogue clock, including using Roman numerals |
| $\mathbf{1 7}$ | Estimate and read time to the nearest minute |
| $\mathbf{1 8}$ | Identify horizontal, vertical, parallel and perpendicular lines |
| $\mathbf{1 9}$ | Identify whether angles are greater or less than a right angle |
| $\mathbf{2 0}$ | Interpret and present data using bar charts, pictograms and tables |
|  |  |

## Leechpool Primary School Calculation Policy

## Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:


Numicon


Base 10


Counters and counting equipment
Bead strings


## Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.
Key Vocabulary


## Written Calculation Methods - Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.

To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

## Written Calculation Methods - Subtraction

Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.


## Written Calculation Methods－Multiplication

| Prior to using a formal written method，pupils will use counters and objects to help solve multiplication problems． They will begin to relate counting in 2 ＇s， 5 ＇s， 10 ＇s etc．to their times tables．An array can represent a multiplication． |  | $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc$ <br> $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc$ <br> $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ $\bigcirc \bigcirc \bigcirc$ <br>  $\bigcirc \bigcirc \bigcirc$ <br>  〇〇〇 <br> $\mathbf{3 x 5}$ $\mathbf{5 x \mathbf { 3 }}$ |
| :---: | :---: | :---: |
| Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order． | \left.24        <br> 6 or     6 6 <br> 24        <br> 4 4 4 4    $\right) 4$ 4$\begin{array}{r} 6 \times 4=6+6+6+6 \\ 4 \times 6=4+4+4+4 \\ 6 \times 4=4 \times 6 \\ \hline \end{array}$ | $6 \times 7=7 \times 6$ |
| Develop an understanding of how to multiply 1 and 2 digit numbers by ten． Pupils can use equipment and place value knowledge to help with this． | $23 \times 10=$ |  |
| Multiply a teen number by a 1－digit number，using apparatus and the grid method． | 5 lots of $16=5$ lots of $10+5$ lots of 6 |  |
| Multiply 2－digit numbers by a 1－digit number，using the grid method alongside <br> The column method and establish the link between the two methods． |  | $\begin{array}{r} 16 \\ \times \quad 5 \\ \hline 30-(5 \times 6) \\ 50-(5 \times 10) \\ \hline 80 \end{array}$ |
| Multiply a 2－digit number by another 2－digit number，using the grid method alongside the column method and establish the link between the two methods． |  | $\begin{aligned} & 23 \\ & \times \quad 16 \\ & \hline 18-(6 \times 3) \\ & 120-(6 \times 20) \\ & 30-(10 \times 3) \\ & 200-(10 \times 20) \\ & \hline 368 \\ & \hline \end{aligned}$ |
| Multiply 2－digit numbers by 1 and 2－ digit numbers，using the column method．Pupils may move to use a more compact column method． |  | $\begin{aligned} & 65 \times 32= \\ & \times 65 \\ & \times 32 \\ & 138 \\ & \frac{1950}{2080} \\ & 1 \end{aligned}$ |

## Written Calculation Methods - Division

| Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number. |  |
| :---: | :---: |
| Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders) | $\begin{array}{r} 6 \times 7=42 \\ 7 \times 6=42 \\ 42 \div 6=7 \\ 42 \div 7=6 \\ \hline \end{array}$ |
| Divide a 2-digit number by a singledigit number, using number rods and number lines (including remainders). | $50 \div 8=6-2$ <br> 8880 818181 $8 \longdiv { 0 6 5 }$ <br> $33 \div 9=$ ? How many lots of 9 are there in 33 ? |
| Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary. |  |
| Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping. |  <br> There is one group of 800 in 968 . We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8 . |
| Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders) |  |

Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long mulitplcation and division. It is expected that pupils should have this knowledge by the end of year 4.

## iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

| Year 1 | I can use objects to work out one more and one less. <br> I can read and write numbers from 0 to 10 . <br> I can show an understanding of +- and $=$. <br> I can recall number bonds within 5 . <br> I can understand that the total number will change when objects are added or taken away. <br> I can count to 20. <br> I can name some common 2-D shapes. |
| :---: | :---: |
| Year 2 | I can work out one more and one less of a given number. |
|  | I can count, read and write numbers from 0 to 100. |
|  | I can read and write number statements using |
|  | I can recall number bonds within 10. |
|  | I can add 1 digit and 2 digit numbers to 20 using objects and |
|  | I can subtract 1 digit and 2 digit numbers to 20 using objects and pictur |
|  | I can find and name $1 / 2$ (half) of an object, shape or amount. |
|  | I can recognise and name some common 2D and 3D shapes. |
| Year 3 | I can read and write numbers to 100 in numerals. |
|  | I can count in steps of 2,5,10s. |
|  | I can find the place value of each digit of a number with tens and ones. |
|  | I can answer simple addition and subtraction questions in my head as well as by writing them down. |
|  | I can remember and use multiplication and division facts for the $2,5,10$ times tables. |
|  | I can find, name and write fractions of a length, shape, set of objects or amount I can notice and explain the properties of 2 D and 3D shapes. |
|  | I can read measurement scales in $1 \mathrm{~s}, 2 \mathrm{~s}, 5 \mathrm{~s}$ and 10s. |
| Year 4 | I can use number bonds for all numbers up to 20. |
|  | I can use the 3 times table fluently, including multiplication and division facts. |
|  | I can use the 4 times table fluently, including multiplication and division facts. |
|  | I can use the 8 times table fluently, including multiplication and division facts. |
|  | I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year). |
|  | I can tell the time to the nearest minute. |
|  | I can recognise a right angle and name its value. |
| Year 5 | I can use number bonds to 100. |
|  | I can use the $12 \times 12$ fluently, including multiplication and division facts. |
|  | I can recognise decimal equivalents of fractions for $1 / 2,1 / 4,3 / 4$ and any number of tenths and hundredths. |
|  | I can multiply and divide single digit numbers by 10 and 100. |
|  | I can round any number to the nearest 10 or 100. |
|  | I can add and subtract numbers up to 4 digits using the formal column method. |
|  | I can name all 2D shapes up to 10 -sided, including all 6 quadrilaterals. |
|  | I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in al). |
| Year 6 | I can use times tables up to $12 \times 12$ fluently. |
|  | I can understand the value and order of each place value columns from 3dp to 10,000,000. |


|  | I can mentally calculate addition and subtraction calculations where regrouping <br> is not required. |
| :--- | :--- |
|  | I can multiply and divide whole number by 10,100 and 1000. |
|  | I can use written column addition and subtraction, regrouping where necessary. |
| I can read the time on both a 12 and 24 hour clock to 1 minute intervals. |  |
| I can name all 2D shapes up to 10 -sided, including all 6 quadrilaterals. |  |
| I can recall decimal number bonds to 1 and 10. |  |
| I can recall facts relating to the conversion of measurements (e.g. cms in a m, <br> mls in a I). |  |

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximise their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups:
Dragon, Rainbow, Solar and Infinity maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

## iv. Vocabulary

## New Maths Vocabulary for Year 3

| Number \& Place Value |  |
| :---: | :---: |
| more | most |
| less | least/lowest |
| digit | zero |
| order | less than |
| compare | value |
| more than/greater than | approximately |
| equal to | integer |
| estimate | tenths |
| partition | hundredths |
| sort | decimal |
| group | Roman numerals |
| Four Operations |  |
| + add | - minus |
| + more | - fewer |
| + plus | - decrease |
| + increase | - difference |
| + sum | - subtract |
| + total | - take away |
| + altogether | = equals (the same as) |
| $x$ times | $\div$ divide |
| $x$ lots of | $\div$ divided by |
| $x$ groups of | $\div$ share equally |
| x multiply | remainder |
| x repeated addition | divisor |
| x product | factor |
| multiples |  |
| Fractions |  |
| whole | half |
| equal parts | quarter |
| third | bar model |
| left over | equivalent |
| numerator | denominator |
| simplify | equivalent |
| tenths |  |
| Measurement |  |
| unit | scales |
| pounds | kilometres |
| metres | centimetres |
| millimetres | kilograms |
| grams | milligrams |
| perimeter | change |
| length | pence |
| width | degrees Celsius |
| analogue | digital |
| hour | furthest |
| minutes | closest |
| afternoon/noon | O'clock |
| morning/ am | midnight |
| month | year |
| leap year |  |


| Properties of Shapes |  |
| :--- | :--- |
| equilateral | right angle |
| isosceles | symmetrical |
| scalene | mirror line |
| polygon | Perpendicular |
| vertices/vertex | regular |
| cube/cuboid | irregular |
| parallel | face |
| construct | side |
| draw | acute |
| quadrilateral | obtuse |
| symmetry |  |
| graph | Statistics |
| pictogram | chart |
| Carroll diagram | table |
| forwards/backwards/across | represent |
| position | turn |
| centre | clockwise |

## 4. Our Curriculum

Our topics this year are:

Leechpool Curriculum Overview Year 3

| Subject | Autumn | Spring |  | Summer |
| :---: | :---: | :---: | :---: | :---: |
| Art | Colour (Kandinsky/Alma Thomas) \& Painting (still life) | Drawing (Stonehenge) \& Drawing/painting (William Morris) |  | Textiles (tie dye), structures (natural structures - Andy Goldsworthy), sculpture (Angie Lewin) |
| Computing | PowerPoint presentations \& video editing | E-safety \& Scratch Basics |  | School surveys \& Independent projects |
| Design Technology | Mechanisms (pneumatics) | Structures (Frame structures) |  | Food and Nutrition Structures (food packaging) |
| Geography | The surface of planet Earth and beyond (the Earth, earthquakes, mountains, volcanoes, local landscapes) |  | Rainforests (location, tribes, uses, animals) |  |
| History | Local History | Stone Age |  | Victorians |
| MFL | French (greetings, numbers 0-12, colours \& bonfire night/Christmas) | French (months of the year, pastimes, New Year/Easter) |  | French (Body parts/appearance, family \& pets) |
| Music | Singing \& xylophone | Term to learn: Trumpets |  | Singing in a round \& Rainforest sounds (body \& junk percussion) |
| PSHE | Friendships \& bullying | Feelings \& drugs/alcohol/tobacco |  | Food and fitness \& financial capability |
| Physical Education | OAA, netball, Sports Hall Athletics \& Tag Rugby | Hockey, dance, gymnastics, football/dragon ball |  | Swimming, rounders, tennis, athletics, cricket |
| Religious Education | Jewish celebrations Diwali | What do we know about the Bible? What do we know about Jesus? |  | Signs and symbols Islamic Rites of passage |
| Science | Rocks \& Forces \& Magnets | Light \& Plants |  | Animals (nutrition and body structures) STEM fortnight |

## Websites we use at school

At school we use a number of websites to support the children's learning. Year 3 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- MyMaths, a fully interactive online maths learning solution
http://www.mymaths.co.uk
- BBC KS2 Bitesize, a revision tool for primary subjects
http://www.bbc.co.uk/education/levels/zbr9wmn
- Spelling Shed
http://www.spellingshed.com/en-gb
- Google Classrooms, an interactive class page
https://classroom.google.com/h4
Jaguar Class Code:
Llama Class Code:
- Times tables activities


## 5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons that are fixed each week. Please ensure your child has the correct equipment in each day; this includes their PE kit as we do change the days we do PE throughout the year. This includes:

- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day to change their reading book once it is finished.
- The school will provide the necessary equipment for your child's learning needs so please do not send in pencil cases.
Week A


Week B


## 6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that no sweets, chocolate or biscuits are eaten at this time.

We are a nut free school and ask that nothing containing nuts is brought in by the children for both their healthy snack and in their packed lunch.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to $£ 1.00$ to buy a snack of their choice. Please be aware that free snacks, which are provided by the government, are for infant classes only.

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:
https://parentpay.com/
KS 2 lunchtime is 12:30-1:15

