



Dream Believe Achieve

10th September 2017

Dear Year 3 Parents,

Tel: 01282 429419
Email: head@whittlefield.lancs.sch.uk

After a busy and exciting start to the new school year, all your children have settled well into Year 3. There is some information below which I hope you will find useful.

PE

Year 3 will have their PE lessons on Wednesday and Thursday afternoons. We strive to be outdoors for PE lessons - weather permitting, so please ensure that your child has the appropriate outdoor and indoor kit in school on these days. Please note that jewellery cannot be worn during the P.E sessions and long hair needs to be tied back. This term we will go swimming every Friday morning.

Home Learning

Home Learning will be set every Monday to be completed by Friday. There will be a piece of Maths or English home learning every week. In addition the children will have times tables to learn and there may be spellings to practise as well. Every half term, the children are set a project which relates to our class topic. This half-term, we are learning about Our Local Area. Children can be as creative as they wish!

Home Reading Books

The children will bring a reading book home every week. They will have a set day of the week, when we will have a chat with the children about their book and they will be able to change it. I would be grateful if you could read the book with your child and make a comment in their reading record book.

Fruit and Water Bottles

Children may bring a piece of fruit into school to take onto the yard for their morning break. They are provided with water bottles in class which are cleaned and filled at school - there is no need for children to bring water bottles in from home.



Gannow Big Local



Headteacher: Mrs Helen Kershaw
Whittlefield Primary School, Tabor Street, Burnley, Lancashire BB12 0HL



I have attached a curriculum map, so you know what the children will be learning about this year. If you would like any more information, please refer to our school website.

Dates for your diary

Tuesday 17th October

Open Afternoon - you are invited to come into school and share the learning experiences which take place. More details will be sent out nearer the time. We look forward to seeing you then.

Wednesday 25th October 3.30pm onwards

Parents' Evening. This is an opportunity to discuss how your child has settled and how they are learning. More details will be sent out nearer the time. Thank you for your support this year. If you have any concerns please do not hesitate to come and see me.

Thank you,
Miss Haworth
Year 3 Class Teacher

Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home	Healthy Humans	Rock and Roll!	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
Lead Subjects	Geography The region where I live (UK); OS mapwork plus fieldwork in the local area	Science Nutrition, diet and movement and the skeleton	Science Rocks and fossils	Design and Technology Mechanical systems - levers and linkages	History Roman Britain	Science Plants - functions or parts and plant growth
	History Local history	Design and Technology Food - simple dish - the eatwell plate	History Ancient Britain - Stonehenge	Science Forces and magnets	Geography A region in the UK - Lake District	Design and Technology Structures - shell/frame structures and strengthening
		Art and Design 3D clay or textile sculpture	Geography Key aspects of volcanoes and earthquakes	Music Performing - practise, rehearse and present a performance	Art and Design Painting on plaster, mosaics and digital mosaics	
		Music Creating - experiment with and create musical patterns for dance	Art and Design Observational drawing of fossils developed into print		Physical Education Games - performing in an athletic event (Gladiator games)	Art and Design
Additional Subjects	PSHE	Physical Education	Music	Art and Design	Music	Art and Design
	Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)					
	IT - movies / multimedia	CS - programming / computational thinking	IT / DL - digital research	CS - programming / hardware	DL / CS - communication and collaboration / networking	IT - presenting information
English	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
	English			English		
	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Classic poetry Mystery / Adventure / Fantasy stories Explanations
Integrated	Science		Physical Education		English	
	Standalone unit on light - shadows and reflections		Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.		Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	
			eSafety			
			Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.		Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.	

Key Learning in Reading: Year 3

Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *un-*, *dis-*, *-mis-*, *re-*.
- Use suffixes to understand meanings e.g. *-ation*, *-ous*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.

Comprehension

As above and:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction.
 - Regularly listening to whole novels read aloud by the teacher.
 - Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.
 - Analysing and evaluate texts looking at language, structure and presentation e.g. *newspaper reports, recipes, etc.*
 - Recognising some different forms of poetry e.g. *narrative, free verse*.
 - Reading books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference*.
 - Using dictionaries to check meanings of words they have read.
 - Sequencing and discussing the main events in stories.
 - Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales, Rudyard Kipling Just So Stories*.
 - Identifying and discussing themes e.g. *good over evil, weak and strong, wise and foolish, mean and generous, rich and poor*.
 - Identifying and discussing conventions e.g. *numbers three and seven in fairy tales, magical sentence repeated several times*.
 - Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.
 - Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action.
- Understand what they read independently by:
- Discussing their understanding of the text
 - Explaining the meaning of unfamiliar words by using the context
 - Making predictions based on details stated
 - Raising questions during the reading process to deepen understanding e.g. *I wonder why the character*.
 - Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
 - Using point and evidence to structure and justify responses.
 - Discussing the purpose of paragraphs.
 - Identifying a key idea in a paragraph.
- Retrieve and record information from non-fiction
- Evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
 - Quickly appraising a text to evaluate usefulness.
 - Navigating texts in print and on screen.
- Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say
- Developing and agreeing on rules for effective discussion.
 - Making and responding to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles*.

Key Learning in Writing: Year 3

As above and:

- Identify clauses in sentences.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so.*
- Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.*
- Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.*
- Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, next, eventually.*
- Use inverted commas to punctuate direct speech (speech marks).
- Use perfect form of verbs using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past).
- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box*
- Explore and collect word families e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
- Explore and collect nouns with prefixes *super, anti, auto.*

As above and:

- Planning**
- Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning using a range of formats, e.g. *chunking a plot, story maps, flow charts, boxing up.*
- Drafting and writing**
- Create and develop settings for narrative.
- Create and develop characters for narrative.
- Improvise, create and write dialogue.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
- Use different sentence structures (see VGP).
- Group related material into paragraphs.
- Use headings and sub headings to organise information.
- Evaluating and Editing**
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.
- Performing**
- Use appropriate intonation, tone and volume to present their writing to a group or class.

As above and:

- Use further prefixes *dis-, mis-, re-* and suffixes *-ly, -ous*, and understand how to add them.
- Add suffixes beginning with vowel letters to words of more than one syllable.
- Spell homophones and near homophones.
- Spell words containing the /N/ sound spelt *ou*, e.g. *young, touch, double*
- Spell words with endings sounding like /ʒə/ e.g. *treasure, enclosure, pleasure.*
- Spell words with endings sounding like or /tʃə/, e.g. *creature, furniture, adventure.*
- Spell words with the /et/ sound spelt *ei, eigh, or ey*, e.g. *vein, weigh, eight, neighbour, they, obey*
- Identify and spell irregular past tense verbs, e.g. *send /sent, hear /heard, think /thought*
- Identify and spell irregular plurals, e.g. *goose/geese, woman/women, potato /es*
- Use the first two 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.
- Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.

As above and:

- Form and use the four basic handwriting joins.
- Write legibly.

Key Learning in Mathematics – Year 3

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> ■ Count from 0 in multiples of 4, 8, 50 and 100. ■ Count up and down in tenths. ■ Read and write numbers up to 1000 in numerals and in words. ■ Read and write numbers with one decimal place. ■ Identify, represent and estimate numbers using different representations (including the number line). ■ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ■ Identify the value of each digit to one decimal place. ■ Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$). ■ Compare and order numbers up to 1000. ■ Compare and order numbers with one decimal place. ■ Find 1, 10 or 100 more or less than a given number. ■ Round numbers to at least 1000 to the nearest 10 or 100. ■ Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer. ■ Describe and extend number sequences involving counting on or back in different steps. ■ Read Roman numerals from I to XII. ■ Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> ■ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). ■ Select a mental strategy appropriate for the numbers involved in the calculation. ■ Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context. ■ Recall/use addition/subtraction facts for 100 (multiples of 5 and 10). ■ Derive and use addition and subtraction facts for 100. ■ Derive and use addition and subtraction facts for multiples of 100 totalling 1000. ■ Add and subtract numbers mentally, including: <ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method). ■ Understand that division is the inverse of multiplication and vice versa. ■ Understand how multiplication and division statements can be represented using arrays. ■ Understand division as sharing and grouping and use each appropriately. ■ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ■ Derive and use doubles of all numbers to 100 and corresponding halves. ■ Derive and use doubles of all multiples of 50 to 500. ■ 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. ■ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. ■ Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Key Learning in Mathematics – Year 3

Number – fractions

- Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$).
- Understand that finding a fraction of an amount relates to division.
- Recognise that tenths arise from dividing objects 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
- Compare and order unit fractions, and fractions with the same denominators (including on a number line).
- Count on and back in steps of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{5}$.
- Solve problems that involve all of the above.

Geometry – properties of shapes

- 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.

Geometry – position and direction

- Describe positions on a square grid labelled with letters and numbers.

Measurement

- Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Continue to estimate and measure temperature to the nearest degree ($^{\circ}\text{C}$) using thermometers.
- Understand perimeter is a measure of distance around the boundary of a shape.
- Measure the perimeter of simple 2-D shapes.
- 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/read time with increasing accuracy to the nearest minute.
- Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, 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].
- Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence.
- Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Solve problems involving money and measures and simple problems involving passage of time.

Statistics

- Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.
- 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.