



Gayton Primary
School

Year 3
2019-2020



The Creative Curriculum

- Autumn Term:

History Focus: Ancient Greeks / Greece in Europe

Science Focus: 1. Physics - Forces and Magnets
2. Physics - Sounds

- Spring Term:

Geography study: UK and the regions - battles and invasions

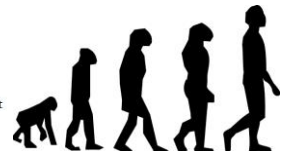
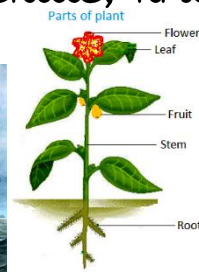
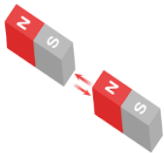
Science Focus: 1. Physics - Electricity
2. Biology - Plants

Summer Term:

History Focus: Vikings - settlements, travel and trading

Science Focus: 1. Biology - Plants continued
2. Biology - Animals including humans

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





The Year 3 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Register/Morning Task 8:50-9:00	Respond to <i>Green ch.</i>	Respond to <i>Green ch</i>	Handwriting	Babcock - spelling corrections	Spelling Test
Session 1 9:00 - 10:00	Maths - 3 digit add one digit crossing 10	Maths - 3 digit add one digit crossing 10	Maths - Subtract a 3 digit number from a one digit crossing 10	PE - Invasion Games Lesson 4	Maths - Add 3 digit add 2 digit crossing 100
Assembly 10:00 - 10:20	Whole School (Jennie or Alison) Guided Read x2	KS2 Class Assembly (Picture News)	Clergy/Jennie Alternate weeks	KS2 Assembly Guided Read	Celebration Assembly
Break 10:20 - 10:35			Duty		Duty
Session 2 10:35 - 11:35	English - PoR Session 10 Read to end of Chapter 2 Zone of Relevance Role on wall - sentences around outside	English - PoR Session 11 Determiner Adjective, Adjective Noun	English - Shared write scrapyard poem (class display)	English - Edit and redraft individual scrapyard poem using repetition and features in Ch. 3	English - Speaking and listening Compose and perform own poems
Session 3 11:35 - 12:05	Babcock Session 7 - (5 words taken from Persuasive letter)	Guided Read x2 /Handwriting	Babcock Session 9 -ei, -eigh, -aigh, -ey	Babcock Session 10	Editing/redrafting
Lunch 12:05 - 1:05			PPA		
Session 4 1:05pm - 2:15pm	Handwriting ICT - Lego E safety	Science - Magnetism (repel and attract with magnetic poles)	PE - Gymnastics RE - Lesson 2	Maths - Add and subtract 3 digit add 2 digit not crossing 100	Handwriting Homework (mark and reset)
Session 5 14.40-15.25	Music - Singing	Topic - Ancient Greece		MFL - French	Art/DT



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

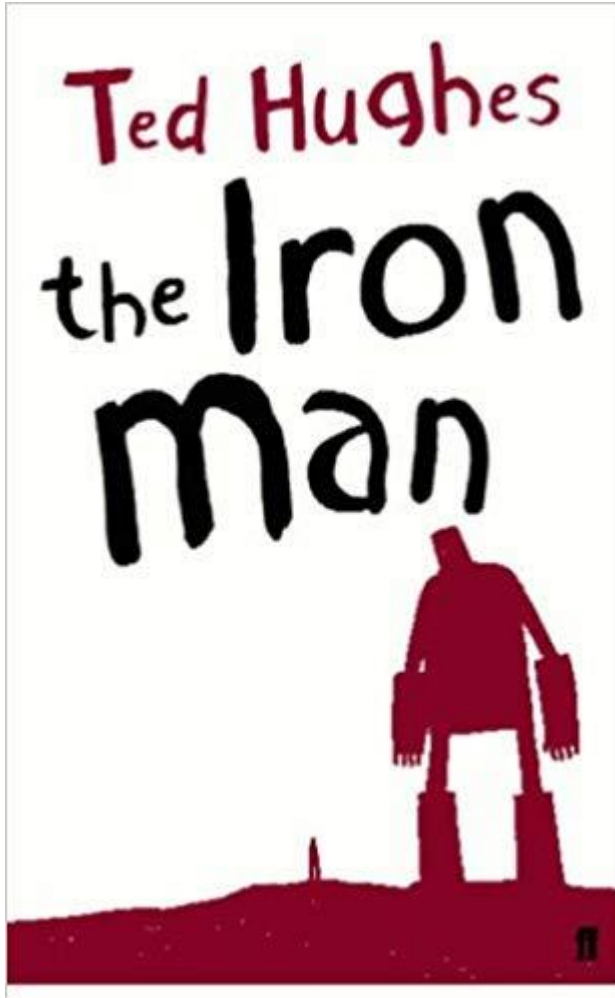
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Power of Reading Overview (Autumn term)



Overview of writing activities:

Teaching Approaches

- Reading aloud and rereading
- Visualisation
- Drawing and annotating
- Readers' theatre
- Drawing comparisons
- Drama and role-play
- Debate
- Writing in role
- Shared writing

Writing Outcomes

- Annotated drawings
- Recounts (diary entries)
- Persuasive letter
- List poetry
- Questions
- Newspaper report



English -Reading

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.

Reading Comprehension

- V - vocabulary
- I - infer
- P - predict
- E - explain
- R - retrieve
- S - sequence or summarise

Encourage your children to read as much as possible. Ideally different types of books, but if they have an author that they love to read, that's fine. It all helps!

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

- *There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

Year 3-4 Reading Key Objectives

Summarised form

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts

Spelling, Punctuation and Grammar



Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)

**Terminology
for pupils**

preposition, conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Spellings/Phonics

Overview of Spellings - Autumn 1

Week 1	Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)
Week 2	Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'	Lesson 5 Revise From Year 2: Apostrophes for contractions	
Week 3	Lesson 6 Learn Strategies for learning words: Words from statutory and personal spelling lists	Lesson 7 Revise/Teach Strategies at the point of writing: Have a go	
Week 4	Lesson 8 Teach Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 9 Practise Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	Lesson 10 Assess Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they): dictation
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Teach Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	
Week 6	Lesson 13 Practise Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	Lesson 14 Assess Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	

Overview of Spellings - Autumn 2

Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'
Week 5	Lesson 11 Teach Proofreading	Lesson 12 Practise Proofreading	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Teach Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)	

Overview of Spellings – Spring 1

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise /Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Assess Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '-ful' and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

Overview of Spellings – Spring 2

Week 1	Lesson 1 <u>Practise/Revise</u> Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 2 <u>Practise/Revise</u> Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Lesson 3 <u>Practise/Revise</u> Strategies at the point of writing: Have a go Elements from the previous half term that require practice
Week 2	Lesson 4 Teach Prefixes 'super-' and 'auto-'	Lesson 5 <u>Practise</u> Prefixes 'super-' and 'auto-'	
Week 3	Lesson 6 Apply Prefixes 'super-' and 'auto-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Strategies at the point of writing: homophones	Lesson 10 <u>Practise</u> Strategies at the point of writing: homophones	
Week 5	Lesson 11 Apply Homophones	Lesson 12 Revise Proofreading	Lesson 13 Apply Proofreading
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Teach/Apply Words with the /k/ sound spelt 'ch' (Greek in origin)	

Overview of Spellings – Summer 1

Week 1	Lesson 1 Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 2 <u>Practise</u> Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix '-ly' with root words ending in 'le' and 'ic'	Lesson 5 <u>Practise</u> Suffix '-ly'	Lesson 6 Apply Suffix '-ly'
Week 3	Lesson 7 Revise From Year 2: Apostrophes for contractions	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/ɪ/ sound)	Lesson 11 <u>Practise</u> Rare GPCs (/ɪ/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/ɪ/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 <u>Practise</u> Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

Overview of Spellings – Summer 2

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go Spellings learnt in the last half term	Lesson 2 Revise Spellings learnt in the last half term	Lesson 3 Revise Spellings learnt in the last half term
Week 2	Lesson 4 Teach The /n/ sound spelt 'ou'	Lesson 5 Practise The /n/ sound spelt 'ou'	
Week 3	Lesson 6 Apply The /n/ sound spelt 'ou': dictation	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Teach Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign</i>)	Lesson 10 Practise Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign</i>)	
Week 5	Lesson 11 Apply Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign</i>)	Lesson 12 Teach Proofreading	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 14 Apply Words from statutory and personal spelling lists	Lesson 15 Revise Aspects from this half term	

Word list – years 3 and 4

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



Apps to Support English

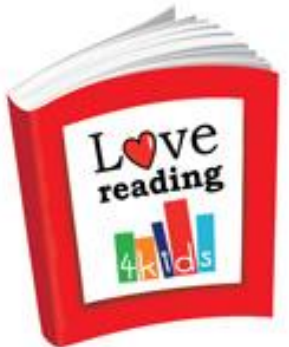


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

Developed by Alan Peat, there are a series of SpellFix apps that cover spelling lists and letter patterns.



Helping you choose the best books for children

Lovereading4kids.co.uk

Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books

Letter-join

- Handwriting scheme – implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

*Reason- follow a line of enquiry, make generalisations, justify or prove something.

*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

Add 3-digit & 1-digit Numbers

Notes and Guidance

Children add ones to a 3-digit number, with an exchange. They discover that when adding ones it can affect the ones column and the tens column.

Children learn that we can only hold single digits in each column, anything over must be exchanged.

The use of 0 e.g. $145 - 5$ is important so they know to use zero as a place holder.

Mathematical Talk

When you add ones to a number does it always, sometimes or never affect the tens column?

What is the largest digit you can have in each column? Why?

How does using the number line support partitioning the number? What number bonds help us with this method?

Varied Fluency

■ We can use Base 10 to solve $245 + 7$



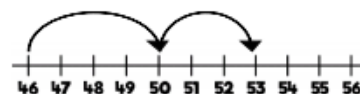
Use this method to calculate:

$$357 + 8$$

$$286 + 5$$

$$419 + 1$$

■ We can use a number line to calculate $346 + 7$



$$46 + 4 = 50 \quad 50 + 3 = 53$$

so $346 + 7 = 353$

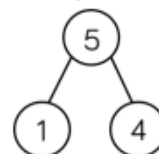
Use this method to calculate:

$$564 + 8$$

$$716 + 9$$

$$327 + 5$$

■ We can partition our 1-digit number to calculate $379 + 5$



$$379 + 1 = 380$$

$$380 + 4 = 384$$

Use this method to calculate:

$$10$$

$$178 + 9$$

$$826 + 7$$

$$359 + 8$$

Add 3-digit & 1-digit Numbers

Reasoning and Problem Solving

Always, Sometimes, Never

When 7 and 5 are added together in the ones column, the digit in the ones column of the answer will always be 2

What other digits would always give a 2 in the ones column? Prove it.

Always

$$1 + 1$$

$$2 + 0$$

$$9 + 3$$

$$8 + 4$$

$$6 + 6$$

will also always
give a 2 in the
ones column.

Which questions are harder to calculate?

$$234 + 3 =$$

$$506 + 8 =$$

$$455 + 7 =$$

$$521 + 6 =$$

Explain your answer.

The second and
third are harder as
an exchange
needs to be made.

Maths- Key Objectives

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



Apps to Support Maths



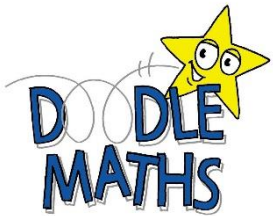
Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



Doodle Maths

Games and help following a personalised programme

Times tables- Fluency

- By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.
- By YEAR 4, children should know all multiplication facts up to 12×12 .
- Children should practise their times tables every day at home with an adult.





Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

- Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective




Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations

Year 3

Date: 27.09.19

Reading	Spelling	Maths
		
<p>This week your comprehension focuses on ASKING QUESTIONS.</p> <p>By asking yourself questions about the text, you'll be able to think about the author's intent and how it affects the reader.</p> <p>Complete the ASKING QUESTIONS comprehension.</p> <p><i>Discuss these with an elder sibling or an adult who has a copy of the answers. The dialogue around the text is more powerful than a written answer, so you don't have to write each answer down.</i></p>	<p>Prefixes to change the meaning of a word. This week's prefixes are -un and -dis, meaning the opposite of the root word</p> <p>unhappy unlucky unusual unwell dislike displease disappear disallow</p> <div data-bbox="1058 819 1122 1176" style="position: relative; height: 250px;"> ↙ </div> <ul style="list-style-type: none"> • The prefix is applied to the root word to change the meaning • The root word spelling remains the same. 	<p>We've been working on place value, particularly comparing and ordering values in ascending and descending order.</p> <p>Please complete pages 3 and 4 of your <i>Maths Practice Questions book</i></p>



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.



- Celebration Assembly;
 - ✓ Head teacher's Award
 - ✓ Merit Award (Value of the Term)
- Handwriting Heroes (medals)



- Year 3 also have the opportunity to take home 'Be Ready Bear' each Friday for the weekend!



Present and future!

This term, we are working on being a good team by:

- being thoughtful and kind;
- helping each other if we get stuck
- listening to each other and adults

This ½ term, we are working on being ready for learning by:

- listening to instructions carefully;
- approaching tasks with confidence and positivity;
- always trying our best
- returning quickly to our places by following secret signals.
- taking pride in our work

Our Class Charter

*We want our class to be a positive
democracy and a happy place for all*

So we promise to...

- Be thoughtful and kind
- Help our friends if they are stuck
- Listen to each other and to adults
- Respect each other and our learning environment
- Keep each other and ourselves safe
- Approach tasks with confidence and positivity
- Be kind and caring friends
- Always try our best and take pride in our work
- Never give up

Signed:



Parent Helpers

We know that our children have so many varied and amazing talents because they take after their parents and receive a lot of support and encouragement!

If you have any spare time to help out we'd greatly appreciate it! One off or regular event - we're open to offers!

	reading	handwriting	maths	
gardening	drama	helping on visits		sewing
crafts	technology		science	cooking
artefacts		photographs	memoirs	

We have a tight schedule, but we can still be creative!



Keeping in Contact

- At the gates- Please do come and see me at the end of the day if anything is worrying you or concerning you.
- Phone
Contact the school office - I'll get back to you as soon as I can.
- Email
The school office will forward emails to me and I will call you back as quickly as I can.

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