



Year 3

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Learning at School

- *In Key Stage 2 the children are taught English and Maths in two groups. All the National Curriculum objectives are covered in both groups. However, in Red Group there is more adult support and in Green Group the children are expected to be independent learners.*
- *All children are encouraged to become independent when using resources, e.g. Numicon, diennes, number lines, 100 squares in Maths and dictionaries and thesaurus' in English.*
- *Lessons will comprise of a range of learning environments, e.g. group work, paired work with a talk partner or independent learning working silently.*

Year 3 Support and Challenge



- There are a range of interventions depending on your child's needs. These include – spelling, handwriting, phonics and mental maths. You will have been informed if your child is receiving additional support.
- We are encouraging the children to challenge themselves. The 'Chilli Challenge' enables the children to choose a challenge (Mild/Spicy/Hot) which they feel confident completing.

Year 3 Rewards

- House points
- Class Dojos
- Table points
- Marbles in a jar
- Sunshine



3S Timetable



	9.00-9.05	9.05 -10.05 Lesson 1	10.05 – 10.20	10.20 - 10.35	10.35 - 11.35 Lesson 2	11.35 - 12.20* Lesson 3	12.20 – 1.15	1.15 -1.45 Lesson 4	1.45 – 2.15 Lesson 5	2.15 -2.45 Lesson 6	2.45 – 3.15 Lesson 7
Monday	Registration	Maths	Headteacher's Assembly		Maths	French	Lunch Hot Dinners *12.10: Rec 12.20: Y1&2 12.30: Y3 12.40: Y4 12.50: Y5 1.00: Y6	RE	RE	RE	RE
Tuesday		Maths	Singing Assembly		Maths	G Reading		PE	PE	PE	PE
Wednesday		Maths	Gospel Assembly		Maths	PPA PSHE KKnipe		PPA Music	PPA Music	G Reading	G Reading
Thursday		Maths	Celebration Assembly		Maths	Computing		Topic	Topic	PPA Topic Mrs Neville	PPA Topic Mrs Neville
Friday		9.00-9.20 Registration & Class Assembly	Maths		Maths	RE		Science	Science	Science	Science

3A Timetable



	9.00-9.05	9.05 -10.05 Lesson 1	10.05 – 10.20	10.20 - 10.35	10.35 - 11.35 Lesson 2	11.35 - 12.20* Lesson 3	12.20 – 1.15		1.15 -1.45 Lesson 4	1.45 – 2.15 Lesson 5	2.15 -2.45 Lesson 6	2.45 – 3.15 Lesson 7
Monday	Registration	English	Headteacher's Assembly		English	RE	Lunch	Hot Dinners	RE	RE	RE	RE
Tuesday		English	Singing Assembly		English	PSHE		*12.10: Rec	PE	PE	PE	PE
Wednesday		English	Gospel Assembly		English	G Reading		12.20: Y1&2	G Reading	G Reading	PPA Music	PPA Music
Thursday		PPA English Mrs Neville	Celebration Assembly		PPA English Mrs Neville	Computing PPA Mrs Neville		12.30: Y3	PPA Topic Mrs Neville	PPA Topic Mrs Neville	Topic	Topic
Friday		9.00-9.20 Registration & Class Assembly	English		English	French		12.40: Y4	Science	Science	Science	Science
								12.50: Y5				
								1.00: Y6				

Year 3 Home Learning



Year 3 Home Learning Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
English (Vocabulary, Grammar & Punctuation) Due on Wednesday		Maths Due on Friday	Spelling & Handwriting Due next Thursday for test	Maths Times Tables Due next Friday for test
RE Due on Wednesday				
Reading everyday				

- The children are expected to spend 30 minutes everyday on their Home Learning. This includes reading, practising spellings and times tables as well as English, Maths and RE activities which are set once a week. Please let us know if your child is having difficulties with any of the activities set for home work.
- RE Home Learning Week 1: Activity linked to new topic; Weeks 2 & 3: Activity linked to Gospel, prayers, saints, liturgical season or the mass; Week 4: a 'Big Question' about based on the next topic.

Supporting your child at home



Reading

- Discuss new vocabulary
- Summarise the story
- Ask questions about the theme/characters

Writing

- Encourage writing, e.g. a letter/postcard, diary entry, comic strip, story, non-fiction fact file
- Encourage editing and improving, including improving vocabulary (e.g. raced instead of went or yelled instead of said), punctuation and spelling errors
- Encourage the use of a dictionary and thesaurus
- Support your child with their weekly spelling test as well as learning to spell words from the National Curriculum word lists for Year 3 and 4

Maths

- Practise mental calculations for addition and subtraction; times tables and the division facts.
- Encourage children to tell the time using an analogue and digital clock/watch
- Problem solving - any opportunity to ask maths based questions e.g. if you start playing mine craft at 7'oclock and you need to get ready for bed at half 7, how long do you have to play? I have £1 and my sweets cost 74p, how much change will I get?



What can you do to help support your child/children in Religious Education?

- Read the Background notes provided the week before a new topic starts.
- Complete the activities suggested in the RE curriculum newsletter sent out at the beginning of each term.
- Help with homework-encourage best work
- Pray together
- Read the Wednesday Word, discuss and complete the activities together
- Ask your child what is the Gospel message this week in school
- Experience different liturgy together as well as Sunday Mass
- Learn the prayers allocated for your child's year group

- Homework in the RE homework books-4 weekly cycle running parallel with the programme of work covered. Week 1 is linked with the first lesson of the topic, weeks two and three may be prayers or traditions e.g. Stations of the cross, Gospel work and week 4 will be a big question on the next topic to promote thinking and aid discussion on it.

Year 3 prayers



In year 3 we cover the following prayers

- The Sign of the Cross; Morning and Night Prayers; Grace before and after Meals; Act of Contrition, Eternal Rest and prayers before and after Holy Communion.

You can access these and any other information about you child's religious life at school on the school website –

<http://www.st-michaels.surrey.sch.uk/curriculum/religious-education>



Saint Michael Catholic Primary School -Curriculum Map 2017 – 2018: Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
TOPIC	Stone to Bronze to Iron Age	Celebrations & Festivals Hinduism	Scotland	Ashford	Our Planet	Anglo-Saxon and Vikings					
English	Narrative – Story with familiar settings Poetry (Shapic and Haku)	Narrative – Adventure and Mystery Instructions	Play scripts Performance Poetry	Non-fiction – Information Texts Authors & Letters	Poetry (Language Play) Non-fiction – Non-chronological Reports	Narrative – Myths and Legends					
Spelling and Handwriting	Spelling: use further prefixes and suffixes and understand how to add them (National Curriculum 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: Pupils should 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 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).										
Vocabulary, Grammar and Punctuation	Pupils should be taught to: develop their understanding of the concepts set out in the National Curriculum 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.										
Guided Reading	Cliff Hanger		Miss Mrs Butler		Miss Starley						
Mathematics	Unit 1 & 2 Number & place value Addition & Subtraction Properties of shapes Multiplication & division Fractions Measurement (mass)	Unit 3 & 4 Multiplication & Division Position & Direction Multiplication & division Fractions Measurement (time)	Unit 5 & 6 Number & place value Addition & subtraction (money) Properties of shapes Multiplication & division Measurement (mass)	Unit 7 & 8 Addition & subtraction Addition & subtraction (money) Statistics Multiplication & division Fractions Measurement (perimeter)	Unit 9 & 10 Number & place value Addition & subtraction Properties of shapes Multiplication & division Fractions Measurement (volume & capacity)	Unit 11 & 12 Addition & subtraction (money) Addition & subtraction Measurement (time) Multiplication & division Statistics					
Religious Education	Catholic Church Family	Other Faiths Judaism	Baptism/ Confirmation Belonging	Advent/ Christmas Loving	Local Church Community	Eucharist Role(s)	Lent/ Easter Giving	Reconciliation Interceding	Pentecost Serving	Other Faith Hinduism	Universal Church World
Science	The Power of Forces	Rock Detectives	Amazing bodies	Can you see me?	How does your garden grow?	How does your garden grow?					
Physical Education	Skill Skills 1 Move Dance - Starhenge	Tag Rugby Gymnastics	Netball/Dodgeball Indoor Football	Tennis 1 Move Dance	Golf Cricket Gymnastics	Athletics Orienteering (Savics Craft)					
History	Stone to Bronze to Iron Age Stone Eric	Hinduism	Anglo-Saxons and Scots	Ashford over time.		Anglo-Saxon and Vikings					
Geography	Map work of settlements	Hindus around the world	Map work Geographical Features Climate	Human and Physical Features of Ashford and other towns. - Osmapping	Physical features of our planet Natural Disasters – Volcanoes – Tectonic Plates and Volcanic hotspots.	Where did the Vikings come from?					
Art and Design		Gods and Goddesses	Scottish Art (Tartan). Tartan stitching	Senkay – Graffiti Art							
Design and Technology	Stone Henge		Scottish Food for Robert Burns day (Shortbread)		Volcanoes and earthquakes	Viking Shields, Jewellery and Longboats.					
Music	Violin Lessons										
PSHCE	The Stranger Tongue	Peer Pressure: It's Your Choice The Two Brothers	The Birth in Our Hands Schools are for Learning	Go-Givers Park The Clown of God	You Scratch my Back There's no Place Like Home	Chicken Soup Water: Our Most Precious Resource					
Languages - French	Bonjour	En Classe.	Mon corps	Les Animaux	La Sorcellerie	San antoine					
Computing	We are comic writers	We are Researchers	We are animators	We are opinion pollsters	We are communicators	We are presenters					