



# Welcome to Year 3



*The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.*

## A message from Mrs. Adam

Hello and welcome to Year 3 with Mrs. Adam and Mrs. Adam.



Mrs. E. Adam



Mrs. B. Adam

Year 3 is an exciting year for the children at Sharples. We aim to extend their knowledge from KS1 and prepare them for their next chapter, as they journey into KS2. We ensure that we offer a rich timetable of lessons and extra-curricular opportunities for all. Myself and Mrs. Adam look forward to supporting the children on their learning journey and joining them in what will surely be a memorable year!

## Expectations & Standards

### **Our Class Charter**

- We want our class to be successful and fun through listening and working hard together.

**So we promise that:**

- **We will BE READY**
- **We will BE RESPECTFUL**
- **We will BE SAFE**



## The School Day

When the children arrive at school they will wait on the playground until 8.40am, when they will make their way around to the Year 3 classroom door. The children will be greeted by the teacher or teaching assistant, put their belongings in the cloakroom and begin their morning activity.

At 3.15pm, the children will be dismissed from the Year 3 classroom door. A safe collection form goes out to parents annually so staff are aware of the arrangements for collection of the children. Please ensure this information is communicated to the school office and they are made aware of any changes to this as the safeguarding of our children is paramount.

## Year Group Maths Goals

Count to 1000 and read or write any 3 digit number.

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

Recognise fractions such as  $\frac{1}{2}$  or  $\frac{1}{4}$  and use them to find fractions of shapes, eg  $\frac{1}{2}$  a pizza,  $\frac{1}{4}$  of a birthday cake.

Know all the pairs of numbers which make 100

Add and subtract in their heads numbers which are near 10's from a number less than 100, eg  $24-19=$  ,  $74-29=$  ,  $53+39=$

Know their 3, 4 and 8 times tables with related division facts.

Recognise dividing as the opposite of multiplying, eg  $25 \div 5$  means "how many 5's in 25"?

Tell you the relationship between second, minute, hour, day, week, month, year.

When shopping know the difference between £ and p.

Decide whether to add, subtract, multiply or divide when solving problems, eg what is the cost of 6 apples at 5p each?

See right angles in the shapes around them.

See symmetry in some shapes and that some shapes have no symmetry.

Organise information into lists, tables and graphs and interpret that data by answering questions



## Year Group Reading Goals

### Word Reading

Apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further 'tricky' words, noting the unusual correspondences between spelling and sound.

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Comprehension

Read a range of fiction, poetry, plays, and non-fiction texts.

Discuss the texts that I read.

Read aloud and independently, taking turns and listening to others.

Explain how non-fiction books are structured in different ways and can use them effectively.

Describe some of the different types of fiction books.

Ask relevant questions to get a better understanding of a text.

Predict what might happen based on the details I have read.

Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.

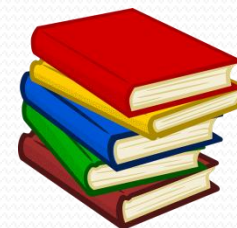
Use a dictionary to check the meaning of unfamiliar words.

Identify the main point of a text.

Explain how structure and presentation contribute to the meaning of texts.

Use non-fiction texts to retrieve information.

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.



# Year Group Writing Goals

Spell words with additional prefixes and suffixes and understand how to add them to root words.
Recognise and spell homophones.
Use the first two or three letters of a word to check its spelling in a dictionary.
Spell words which are in a family correctly.
Spell the commonly mis-spelt words from the Y3/4 word list.
Identify the root in longer words.
Use the diagonal and horizontal strokes that are needed to join letters.
Understand which letters should be left unjoined.
Discuss models of writing, noting its structure, grammatical features and use of vocabulary.
Compose sentences using a wider range of structures.
Write a narrative with a clear structure, setting, characters and plot.
Produce non-narrative writing using simple organisational devices such as headings and sub-headings.
Suggest improvements to my own writing and that of others.
Make improvements to grammar, vocabulary and punctuation.
Use a range of sentences with more than one clause by using a range of conjunctions.
Use the perfect form of verbs to mark the relationship of time and cause.
Proof-read to check for errors in spelling and punctuation.
Express time, place and cause by using conjunctions, adverbs and prepositions.
Start to use paragraphs.
Use headings and sub headings.
Use the present perfect form of verbs instead of the simple past.
Use inverted commas to punctuate direct speech.



# Home Learning

The children will receive spelling homework each week to learn for a spelling test the following week. The children need to read their reading book every night and return their completed reading record every Monday with responses to questions included. Reading books and records need to be in school every day. Please sign your child's reading record so that we know they have done so and reply to any comments or questions from the teacher. Children will be expected to learn their times tables using TT Rockstars each week. The children will also be given Topic-related activities to complete at home, which are usually research-based.



## Assessment

Assessment in Year 3 takes place on a daily basis, using quality assessment for learning principles, so that teachers can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis through:

Self and Peer assessment

Next step marking

Learning conversations

Rich, probing questioning

Cooperative learning opportunities

To support these assessments the children also complete a summative standardised test at the end of each term.

## Trips and Visits

In Year 3 we enjoy a variety of trips to enhance our learning and enjoyment of the last year of primary school.

**Autumn:** We are hoping to visit a Mosque, so that the children can get a first-hand experience of visiting a special, holy building.

**Spring:** We will visit the Science Museum in Manchester, to consolidate our learning in Science.

We will visit Chester to support our learning around the Roman Invasion of Britain.

**Summer:** We will visit RHS Bridgewater, studying plants and how we can care for them.

Throughout the year there will also be opportunities for further local visits and educational workshops, to support children's learning.