



# 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 Miss Burns

Hello and welcome to Year 3 with Miss Burns, Ms Knight, Mrs Munshi and Mrs Taylor.



Miss Burns

Ms Knight

Mrs Munshi

Mrs Taylor

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 the Y3 team 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 to...**

- Work hard
- Respect everyone and everything
- Be kind and helpful to each other by not fighting or telling tales
- Treat everyone fairly
- Set a good example to the rest of the school
- Be mature and do not misbehave
- Take responsibility for ourselves and property
- Keep everyone happy
- Always listen and respect others' answers no matter if it's right or wrong

## The School Day

When the children arrive at school they will make their way to their classroom door, from 8:35 - 8:45am. 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 or whether the children will be allowed to walk home alone.

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.

PE days change each half term, please check MCAS and the class window to confirm which days PE kit needs to be worn.

## Year Group Maths Goals

Count in multiples of 6, 7, 9, 25 and 100.

Count backwards through 0 to include negative numbers.

Round numbers less than 1000 to the nearest 10 or 100.

Read Roman numerals to 100 (I – C).

Know the value of each digit in a four digit number.

Multiply or divide a number by 10 and 100.

Round decimals with 1dp to the nearest whole number.

Recognise and write decimal equivalents to any number of tenths and hundredths as well as one quarter, one half and three quarters.

Recognise simple fractions, mixed numbers and that some fractions are the same, eg  $\frac{1}{2} = \frac{2}{4}$ ,  $\frac{2}{2} = \frac{4}{4}$ .

Add and subtract fractions with the same denominator.

Add or subtract two numbers in their head, eg  $34+27$ ,  $93-42$ .

Add and subtract numbers to 9999 using a standard columnar method.

Know their times tables by heart to  $12 \times 12$  with related division facts.

Find remainders after division.

Know and use the relationships between length, mass and capacity.

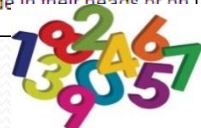
Convert between different metric units of measure

Find the area and perimeter of rectilinear shapes by counting squares.

Recognise polygons (shapes with 3 or more straight sides). Are the sides equal? How many right angles? How many lines of symmetry.

Identify acute and obtuse angles.

Solve number problems by choosing plus, minus, multiply, divide in their heads or on paper.



## 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 exception words, noting the unusual correspondences between spelling and sound.

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

### Comprehension

Know which books to select for specific purposes, especially in relation to science, geography and history learning.

Use a dictionary to check the meaning of unfamiliar words.

Discuss and record words and phrases that writers use to engage and impact on the reader.

Identify some of the literary conventions in different texts.

Identify the (*simple*) themes in texts.

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

Explain the meaning of words in context.

Ask relevant questions to improve my understanding of a text.

Infer meanings and begin to justify them with evidence from the text.

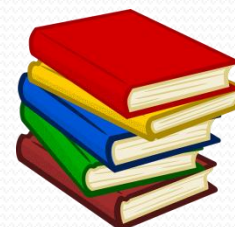
Predict what might happen from details stated and from the information I have deduced.

Identify where a writer has used precise word choices for effect to impact on the reader.

Identify some text type organisational features, for example, narrative, explanation and persuasion.

Retrieve information from non-fiction texts.

Build on others' ideas and opinions about a text in discussion.



# Year Group Writing Goals

Spell words with prefixes and suffixes and can add them to root words.

Recognise and spell homophones.

Use the first two or three letters of a word to check a spelling in a dictionary.

Spell the commonly mis-spelt words from the Y3/4 word list.

Use the diagonal and horizontal strokes that are needed to join letters.

Understand which letters should be left unjoined.

Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Compose sentences using a range of sentence structures.

Orally rehearse a sentence or a sequence of sentences.

Write a narrative with a clear structure, setting and plot.

Improve my writing by changing grammar and vocabulary to improve consistency.

Use a range of sentences which have more than one clause.

Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

Use direct speech in my writing and punctuate it correctly.

Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

Use fronted adverbials.

Write in paragraphs.

Make an appropriate choice of pronoun and noun within and across sentences.

Use inverted commas and other punctuation to indicate direct speech.

Use apostrophes to mark plural possession.

Use commas after fronted adverbials.



## Home Learning

The children will receive spelling homework each week to learn for a spelling test every other week.

The children need to read their reading book or complete a lesson on Reading Plus every night, this should be recorded in reading records which will be checked weekly. Please ensure reading books, reading records and book bags are in school every day.

Children will be expected to learn their times tables using TTRockstars each week. The children will also be given discussion questions on the class page on the school website once per week related to our current topics so you can have a learning conversation. This will usually be given on a Friday.





## 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.

We will visit the theatre to watch a pantomime to develop our love of performing arts and theatre production.

We will conduct geographical fieldwork around our local area to survey the land use and compare this to maps from the 1800s.

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

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