

# A Guide to Year Three at Neroche Community Primary School



2021-2022

## **General Information**

Year Three - Poplar Class - is taught by Ms Beer and Mrs Coleridge, with Mrs Dellow as the TA for the class. Ms Beer starts the week on Monday, Tuesday and Wednesday and Mrs Coleridge takes over for Wednesday, Thursday and Friday. Both teachers teach on Wednesdays, Ms Beer in the morning and Mrs Coleridge in the afternoon.

The classroom is at the back of the school building with a door that opens on to the school field.

When the children arrive in the morning they carry out reading, writing or maths related independent activities until registration at 8.55.

Break time is from 10:00 am to 10.20 on the KS2 playground. This is the first time that children have used this playground, so we support this by visiting the playground and discussing the guidelines for the additional equipment available in this space.

Children are able to eat a healthy snack during break time. Children are also encouraged to visit the toilet during this time to keep classroom disruptions to a minimum.

Lunch is at 12.00pm. Children who have packed lunches eat them in the classroom. On warm days, they have the option to eat outdoors. If children have a hot dinner they eat this in the hall.

As Year Three is the first year of Key Stage Two, we try our best to support and guide the children through the higher expectations of KS2 pupils as they develop through this academic year. There is a significant shift in independence which we try to promote, nurture and reward as much as possible. Children will be expected to undertake tasks (for example: reading book choices, finding lost property, remembering items at the end of the day, etc.) with much more independence than in previous years. In line with the transition from KS1 to KS2, children will now share 'Wow' moments on Tapestry, which will be used throughout the school from September.

## **Spellings**

Year 3 spelling rules are taught each week as well as the Year 3 and 4 Common Exception Words from the National Curriculum word list for Years 3 and 4. Each week the children are set a spelling activity. This activity relates to the new rule they have learnt and they will come home with a list of example words on their Home Learning sheet. During the following week, the teacher will assess the children's confidence with that spelling rule by completing a spelling rule check with them.

## **Reading**

In the second half term of Year 3, the children take a Star Reading test to determine their new ZPD for the reading programme Accelerated Reader. The ZPDs are shared with the children so that they know the range in which they can choose their reading books.

At this stage, the children have free access to reading books, so they are expected to choose their own reading materials and keep on top of what they have read. If they are not sure whether they have read a book previously, they can check their AR bookshelf using an iPad. Reading targets are set by the class teacher, who – alongside the class TA – will check quiz scores and progression towards targets regularly. When the children reach their target they can earn star badges. Each time a child reads over one million words, they will receive a millionaire's trophy. During Year 3, children may receive a 'million words read' award, but this is more commonly achieved as children progress into Year 4.

Children can also continue to take part in the voluntary reading challenges set each term in order to gain reading challenge badges.

In Poplar Class, our author focus for each term will be: Eva Ibbotson, Ade Adepitan and Michael Morpurgo. We will learn about each of these authors and share the reading of books by these authors regularly.

In Year 3, children are exposed to books relating to their topics within English lessons, as well as Guided Reading sessions each week. This involves reading and analysing a text together, and answering targeted comprehension questions with independence. The children may also work in groups with the class TA during Guided Reading sessions. The expectation is for children to use discussion time to formulate ideas and, as a result, be able to produce written answers independently.

## **Writing**

In Year 3, the children follow English units of learning that result in extended pieces of writing relating to their current curriculum topics or science work. By having this approach, it ensures that the children have a wide range of writing experiences, both fiction and non-fiction, spanning a range of genres such as: information booklets, recounts, reports, biographies, letters, retells and character descriptions. For more information on curriculum coverage, please see the English Overview in the Curriculum Subjects area of the school website.

Grammar and punctuation lessons are taught within these English sessions, in order to ensure that grammatical devices are given a context. At times, grammar may also be taught as a discrete lesson.

The expectation at Year 3 is for children to use discussion time to generate and share ideas, but for writing to be an independent activity where they pull all of their skills together to produce each text. The teacher and TA are on hand to support when needed with questions over grammar/punctuation, but the children will have their own ideas to record. Spellings will be checked individually using a dictionary, or individual "word book" which children can use to check spellings with an adult. Letters joins will continue to be taught in Year 3 using the programme PenPals.

A large part of our focus for writing in year 3 will consist of: using fronted adverbials to open sentences, speech punctuation, commas for lists and apostrophes for contractions and possession. After each extended text has been produced, the children are able to edit and improve their work independently and with partners using Purple Polishing Pens.

### **Maths**

In Year 3, Maths is taught 5 days a week which includes 1 Maths Fluency session to consolidate and recap number skills. In Year 3, our aim is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Children continue to follow the White Rose scheme where small, supportive steps of progress are made by reinforcing number and building competency, where depth is valued before breadth; allowing children to fully understand mathematical concepts before moving on to new learning. Children will have Maths reinforcement home learning set home each week through Google Classroom. This will focus on reinforcing Maths fluency skills taught in class.

Children will continue to have access to Time Table Rock Stars which can be used in class or at home. By the end of Year 3, the aim is that children rehearse their learning of their 2, 3, 5 and 10 times tables as well as learn the 4, 8 and 11 times table. As in Year 2, each week, times tables are monitored by the class teacher.

By the end of Year 3, children are expected to:

- rehearse their learning of the 2, 3, 5 and 10 times tables, as well as learn the 4, 8 and 11 times tables
- be able to add and subtract 3 digit numbers both mentally and formally
- multiply and divide combinations of 2-digit and 1-digit numbers, using mental facts to support formal methods
- count in tenths; find unit and non-unit fractions; use fractions as numbers; recognise and show equivalent fractions; add and subtract fractions with the same denominator; and compare/order unit fractions
- measure, compare, add and subtract length, mass, volume/capacity; measure perimeter of 2D shapes; add and subtract money; tell and write time for analogue clocks including using Roman numerals, 12 hour and 24 hour clocks; estimate and read time to the nearest minute; compare times and durations of time; and know time related facts and vocabulary
- draw 2d shapes; make 3d shapes; recognise and describe 3d shapes in different orientations; recognise angles; identify a variety of angles; and identify a variety of lines
- interpret and represent data using bar charts, pictograms and tables
- use problem solving to approach a range of challenges including all of the above

### **Science**

Science is taught on a weekly basis and is taught throughout the year in blocks. Children in Year 3 will be exposed to the topics: Scientific enquiry skills; Rocks; Animals including humans; Plants; Forces and magnets; and Light. At the beginning of each topic, children will explore what they would like to learn. By the end of the topic, children will revisit these questions and evaluate their learning. In addition, they will also explore and evaluate the health and safety aspects of Science.

### **PE**

In Year 3 the children have 2 PE sessions a week, both taught by the class teacher. In Year 3 the children take part in the following forms of physical education; cross country, hockey, netball, tag rugby/football, dance/yoga, gymnastics, tennis, racket sport, cricket, athletics, rounders and forest school. Each half term the children focus on 2 of these.

The physical education listed above enables the children to develop the following skills;

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3 PE days this year will be on Wednesday morning and Friday afternoon.

## **RSHE**

In year 3 the children are on a rotation of activities throughout the year and have a 40 minute to an hour session as a whole class. Activities include safety around windows, medicine safety, looking at appropriate touch, stealing, grief and looking closely at money. This will be taught through online videos, whole class discussions and independent work.

## **History**

In Year 3, History is taught in three units across the year, alternating half termly with Geography. In the Autumn term, the children learn about the Ancient Greeks. They will learn about the legacy and culture of ancient Greece. In the Spring term, the children have a unit called 'When in Rome'. This is focused on studying the Roman Empire and its impact on Britain. In the Summer term, our focus will turn to The Tudors. In History lessons, the children will address and begin to devise historically valid questions about change, cause, similarity and difference, and significance. They will also begin to compare and contrast different sources of evidence in detail. The children will have two lessons each week during each topic unit.

## **Geography**

In Year 3, Geography is taught in three units across the year. In the Autumn term, children study Countries and Capitals, to develop their locational knowledge. They will use maps to study Europe, North and South America. They will study physical and human characteristics of different countries and their cities. In the Spring term the children focus on physical geography, volcanoes and earthquakes through the Extreme Earth topic and mountains in the Mountain Ranges topic in the Summer term.

## **Design Technology**

In Year 3 – Autumn 1, Packaging: Children learn the skills of evaluation, design, and making, including the technical skills for strengthening, stiffening and reinforcing structures.

Autumn 2, Seasonal Food: As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Autumn 2 by Seasonal Food (cooking and nutrition) They learn about seasonality, where and how a variety of ingredients are grown, reared, caught and processed. They prepare and cook a range of (mostly) savoury dishes.

In the Summer term (2), the children investigate and evaluate existing puppets and then move onto practising skills to make them. The children use a variety of creative and practical activities to learn the knowledge, understanding and skills needed to engage in designing and making. This includes using hot glue guns to join materials, then sewing their own puppets.

## **Art and Design**

In Year 3 the children will have the topic of Astonishing artists as their art focus in Spring 1. They are introduced to their sketch books and sketching pencils. They develop drawing and shading skills, focussing on British artists and animals. In Spring 2, in the art topic the emphasis turns to improving their mastery of the painting and sculpture techniques of art and design, using a range of materials, through the topic Plant Printing and Sculpture. In Summer 1, the focus is on great artists, architects and designers in history. The children study Vincent Van Gogh's painting and design techniques to develop their painting skills.

## **Computing**

Following on from the previous year, Year 3 continues to build on the skills learnt from year two. As previously, the computing curriculum is broken down in the same five units. In programming, the children will be learning about exploring how sprites move; creating sequences and algorithms and moving characters using the program Kodu. In internet safety, the children will learn about cyber-bullying, understanding websites and emailing including how to communicate online safely. Handling data will include sorting top trump animal characters and displaying data in general. Technology in our lives will cover investigating how to search safely on the internet and using emails to communicate. Finally, multimedia will include exploring how photos are manipulated; reporting and presenting information and how to create time-lapse video.

## **RE**

RE is taught every other half term and follows Somerset's RE Syllabus AMV (Awareness, Mystery and Value).

In Year 3 children recap, to consolidate their previous learning about Christian forgiveness, Jewish beliefs about the Torah and what Christians can learn from the life of Jesus.

This is followed by further exploration of three world religions: Christianity, Judaism and Islam. This is done through a mixture of practical activity, time for reflection and artefacts.

In the Autumn Term, children explore what Christians believe about God and Incarnation, leading towards Christmas. This is followed in the Spring Term by studying what Jewish people believe about God and the Torah, the Holy Book of Judaism.

In the Summer Term, children explore Moslem people's beliefs about Islam and Imam. This includes information about the prophet Mohammed, who founded Islam, other prophets who are shared by many faiths, the 'five pillars of Islam', Moslem places of worship (the mosque) and The Koran, which is the Holy Book of Islam.

## **Music**

In Year 3 music is taught once a term as a signal subject following a scheme of work called Express Music. Music is taught to build on specific skills which allows children to play and perform in solo and ensemble contexts, using their voices and play instruments with increasing accuracy, fluency, control and expression. A range of activities are used to structure the lesson and pupils are encouraged to participate at their own level. Children are encouraged to explore the history of music by listening to compositions from different composers and singing activities. In year 3 children focus on composition, pitch, exploring sounds and beat; this is taught through the topics environment, communication, singing in French, China, sounds and time.

## **French**

Children in Year 3 will listen and respond to simple rhymes, stories and songs; recognise and respond to sound patterns and words; perform simple communicative tasks using single words, phrases and short sentences; listen attentively and understand instructions, everyday classroom language and praise words ; recognise some familiar words in written form. In addition to this, they will make links between some phonemes, rhymes and spellings, and read aloud familiar words; experiment with the writing of simple words; learn about the different languages spoken by children in the school; locate country/countries where the language is spoken. Finally, they will identify social conventions at home and in other cultures and make indirect or direct contact with the country/countries where the language is spoken.

