

Welcome

to

**Year 3**

2019-20

Learn – Enjoy – Succeed

Miss Aherne

Miss Haylett

Head of Year: Miss Aherne

Year 3 will be an exciting and challenging year for your child. Building on the skills they have gained within Key Stage 1, the emphasis will continue to be on cultivating independence and confidence along with developing the characteristics of effective learning.

**The School Day**

The school gates open at 8:35am each morning. The bell rings at 8:45am and lessons begin promptly. Parents are asked to leave their child in the playground as soon as the bell rings, allowing them to enter school on their own. This encourages independence and a quick and smooth transition into class. The gates will be closed at 8:50am.

At the end of the day, the school gates reopen at 3:25pm and the school day ends at 3:30pm. If you are unable to collect your child, please inform the office and/or class teacher, identifying who will be collecting. A password will be required to release your child to the nominated parent/adult which should be logged with the office.

**Playtime**

In Year 3, there is one playtime of 15 minutes at 10:45am in addition to a one-hour lunch break from noon. Outdoor equipment will be provided for the children to use.

**Lunch**

We encourage all children to have a healthy school meal. The school kitchen provides us with a well-balanced nutritional menu; typically, this will be a hot meat or vegetarian meal with salad/vegetables, yoghurt and fruit as a dessert. We make every effort to meet the dietary requirements of children within school, special requirements must be shared with the office staff.

Children eating packed lunches take their lunch at the same time as the other children. Please ensure that they have a healthy lunch including a piece of fruit each day. Their food must not include any nuts, fizzy drinks or chocolate!

**Note:** Should your child wish to change from or to school dinners, you will need to provide the office with at least three weeks’ notice.

Free school meals (FSM) are a crucial entitlement for low income families. It helps to ensure that children within Year 3 or above from the lowest income families get a nutritious meal in the middle of the day. If your child is not eligible for Free School Meals, you must ensure that payment (£2.20 per dinner) is made in advance by Friday for the week ahead.

**Extended Day Provisions**

We provide additional services before and after the normal school day to support our busy families as well as help the children achieve their full potential. These services include a breakfast club, and a wide range of after-school activities. For further information about current availability, please contact the school office ([office@watlingparkschool.org.uk](mailto:office@watlingparkschool.org.uk)) or the Extended Day Provision Lead, Miss Lulu ([clubs@watlingparkschhol.org.uk](mailto:clubs@watlingparkschhol.org.uk)).

**Communication**

Although the school has an open door policy, it is important that teachers are not distracted whilst supervising the children which includes when collecting and dismissing the children at the start and end of the day.

Minor concerns or messages may be shared quickly during this time, however, for longer or more confidential conversations, an appointment should be made, either directly with the member of staff or through the office.

**Note:** Parents should always contact the class teacher in the first instance before progressing to a more senior member of staff.

Whilst we make every effort to be proactive in informing parents about important events which have taken place during the day, this is not always immediately possible.

**The School Curriculum**

**National Curriculum**

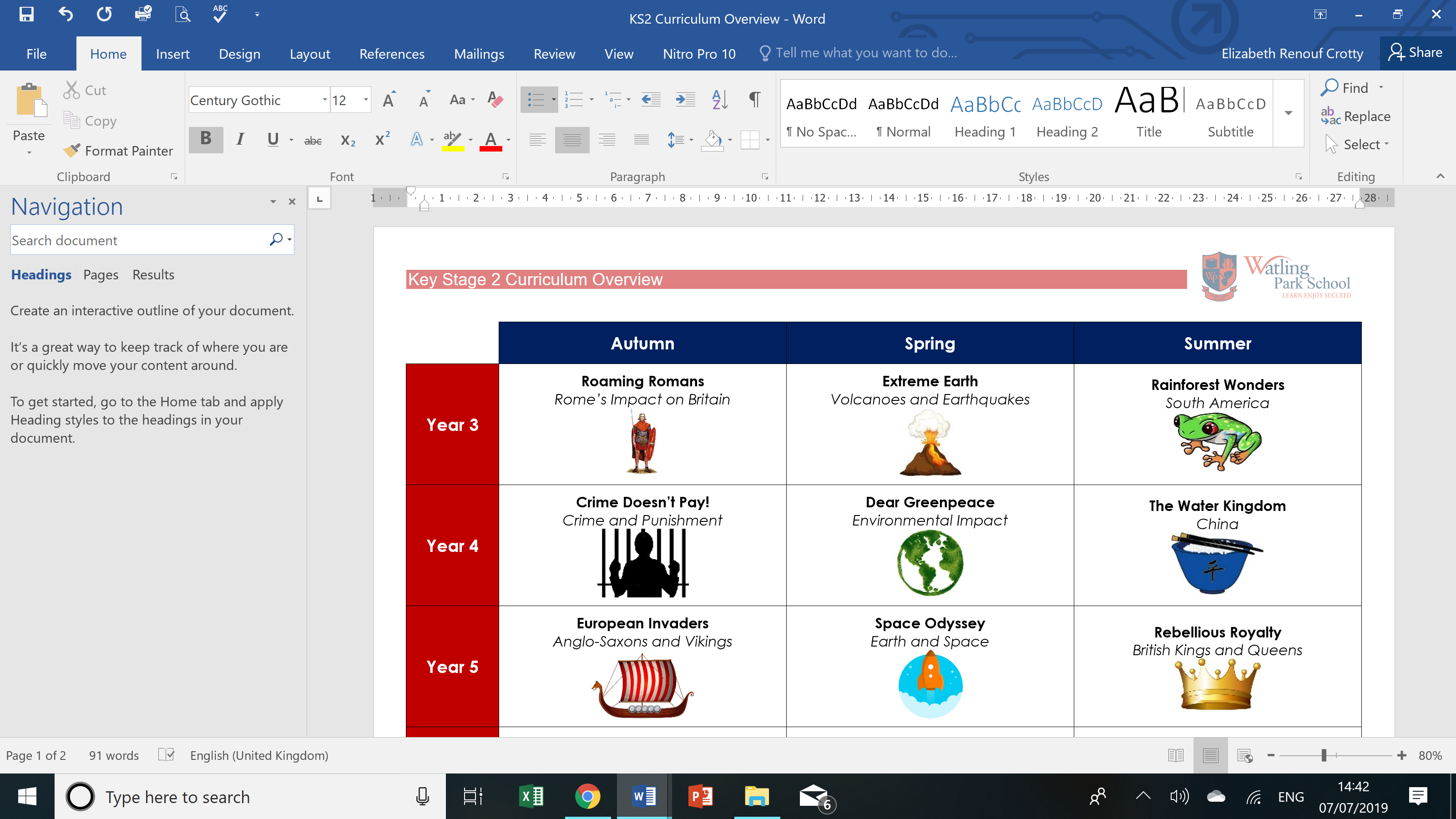
Children will follow the age related expectations for Year 3 outlined within the National Curriculum [Appendix A].

|  |  |
| --- | --- |
| **Core Subjects** | **Foundation Subjects** |
| English – Reading and Writing | Art and Design |
| Mathematics | Design and Technology |
| Science | Geography |
|  | History |
|  | Computing |
|  | Music |
|  | Physical Education (PE) |
|  | Modern Foreign Languages (MLF) |

Schools are also required to teach RE (Religious Education) as well as PSHCE (Personal, Social, Health and citizenship Education). Children might often refer to ‘Jigsaw’ instead of PSHCE as we follow a whole school approach where each lesson is referred to as a piece of a bigger puzzle.

**Cross Curricular Topics**

Across the whole school, we take a cross-curricular approach to learning. Through a main topic, such as ‘Roaming Romans’, learning is put into context by the integration and coherent sequencing of knowledge and skills from all subject areas. This makes learning broad and balanced whilst developing enjoyment and motivation, higher order thinking and questioning skills, curiosity and independence.



See the ‘Curriculum Overview’ and ‘Topic Webs’ (which are published at the beginning of each term) for further information about each topic taught.

**English – Reading**

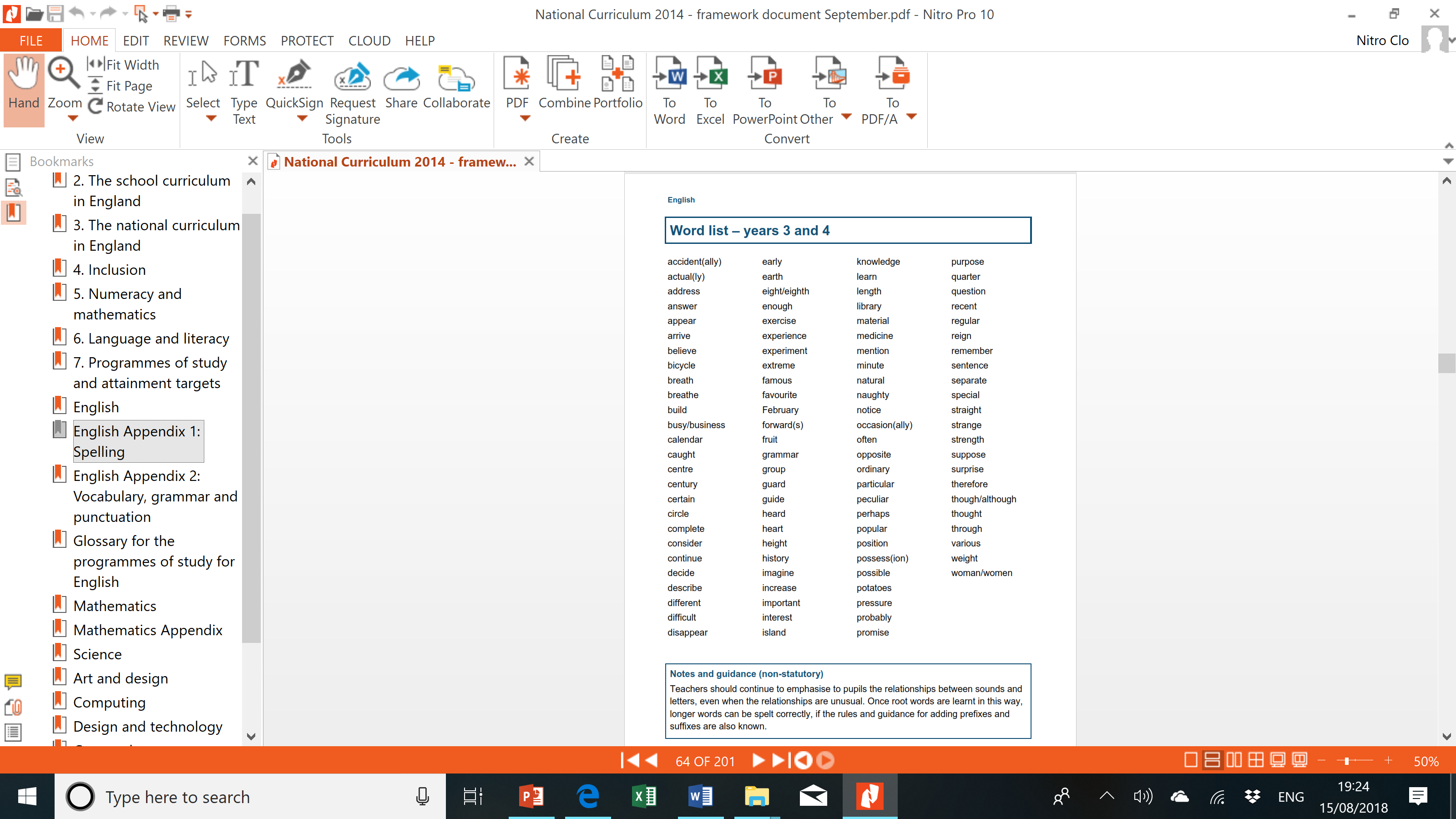
During the school week, there will be multiple opportunities for your child to explore a range of different texts either through a class book linked to the topic, as part of a group within guided reading sessions or individually during quiet reading.

Children may be asked to explore particular words or phrases or aspects of grammar and punctuation that may have been taught, such as adjectives and apostrophes. They may be asked to consider the effect of language, the author’s style or to discuss the characters and their motivations.

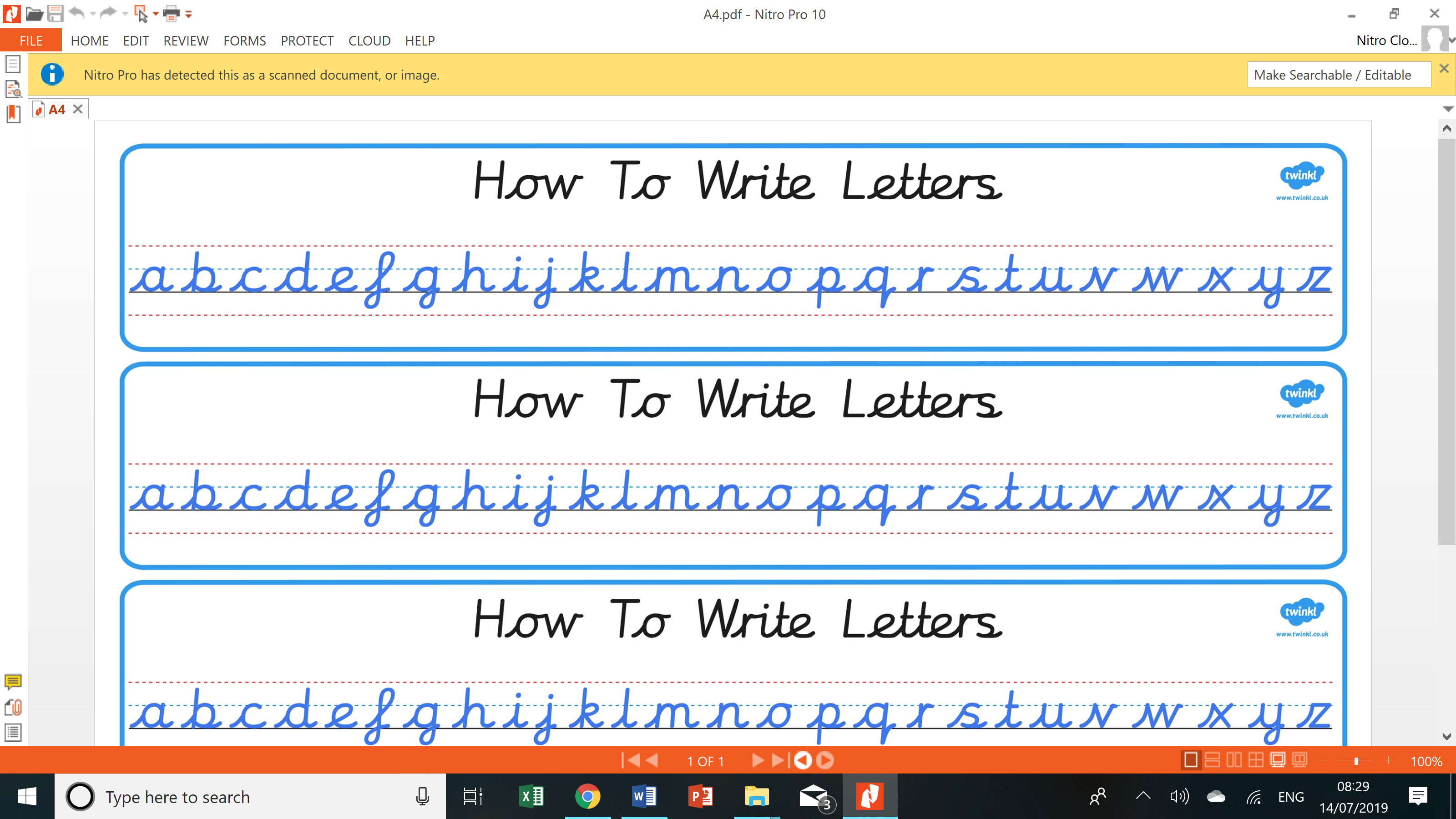
**English – Writing**

Children are given a variety of opportunities to write in many different genres (i.e. narrative, recount, report, instructions, etc.) across the curriculum. They are encouraged to develop their work by writing consistently in full sentences, using more sophisticated grammar and descriptive language in order to engage the reader. The importance of accurate punctuation in all forms of writing is not only encouraged but expected.

Children will continue to learn and apply a range of spellings, including rules and strategies, within all writing opportunities. They will also learn commonly misspelt words, as suggested by the National Curriculum (see below), during spelling lessons.



It is expected that children write in pencil, using a cursive joined style which will be practised during weekly handwriting lessons.



**Speaking and Listening**

Speaking and listening is an extremely important part of the curriculum. Our aim is to create a classroom environment where children feel confident to express their ideas and opinions without judgement. Equally, they are expected to listen to others with respect and consideration.

**Mathematics**

Across the school, we have adopted the Maths Mastery approach. It emphasises the importance of acquiring a deep, long-term, secure and adaptable understanding of the subject. Through the use of concrete resources, pictorial representations and abstract notation (which is often referred to as the C-P-A approach), children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

We fundamentally believe that, all pupils are entitled to and are capable of succeeding within maths. We endeavour to not only develop the mathematic skills and understanding required for later life, but also an enthusiasm and fascination about maths itself.

The curriculum is organised into units, beginning with concepts of number which are then utilised and built upon within all other areas. Concepts are taught in small increments with significant time spent on developing deep knowledge of the key ideas (i.e. number and place value, the four operations, as well as multiplication and division facts) that are needed to underpin future learning.

While Mathematics is taught mainly as a discrete subject, every effort is made to link maths with other areas of the curriculum.

Although this is subject to change, Maths within Year 3 is expected to be taught in the following order (please see overleaf).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **02.09.19**  (3 days) | **09.09.19** | **16.09.19** | | **23.09.19** | **30.09.19** | **07.10.19** | | **14.10.19** |  |
| **Review & Consolidate** | Image result for place value counters ] | | | | **Picture** | | | |  |
| **Unit 1**  **Place Value within 1,000** | | | | **Unit 2**  **Addition and Subtraction** | | | |
| **Autumn 2** | **28.10.19** | **04.11.19** | **11.11.19** | | **18.11.19** | **25.11.19** | **02.12.19** | | **09.12.19** | **16.12.19**  (4 days) |
| **Picture** | | | 1920x1280 Mental Illness Statistics Clip Art Cliparts | | **Picture** | | | | **…** |
| **Unit 3**  **Addition and Subtraction** | | | **Unit 7**  **Statistics** | | **Unit 4**  **Multiplication and Division** | | | |
| **Spring 1** | **06.01.20**  (4 days) | **13.01.20** | **20.01.20** | | **27.01.20** | **03.02.20** | **10.02.20** | |  |  |
| **Picture** | | | | | Image result for pound sign | | |  |  |
| **Unit 5**  **Multiplication and Division** | | | | | **Unit 6**  **Measurement - Money** | | |
| **Spring 2** | **24.02.20** | **02.03.20** | **09.03.20** | | **16.03.20** | **23.03.20** | **30.03.20** | |  |  |
| Related image | | | | Image result for multiplication clipartfractions clipart Pizza Fractions Clip art | | | |  |  |
| **Unit 8**  **Measurement - Length** | | | | **Unit 9**  **Fractions** | | | |
| **Summer 1** | **20.04.20** | **27.04.20** | **04.05.20**  (4 days) | | **11.05.20** | **18.05.20** |  | |  |  |
| Image result for multiplication clipartfractions clipart Pizza Fractions Clip art | | | Alarm, Clock, Time Free Transparent 15135 | | |  | |  |  |
| **Unit 10**  **Fractions** | | | **Unit 11**  **Measurement - Time** | | |
| **Summer 2** | **01.06.20** | **08.06.20** | **15.06.20** | | **22.06.20** | **29.06.20** | **06.07.20** | | **13.07.20** |  |
| Image result for shapes | | | Image result for cooking scales clipart | | Image result for capacity clipart | | **…** | **…** |  |
| **Unit 12**  **Angles and Properties of Shape** | | | **Unit 13**  **Measurement - Mass** | | **Unit 14**  **Measurement - Capacity** | |

**Physical Education (PE)**

PE will be taught twice a week. It is important that your child has the correct kit. They will need: navy shorts, school tracksuit top and bottoms, red polo t-shirt, suitable sports shoes and a named PE bag. It is important that their PE kit is in school every day as lessons may be unexpectedly moved or a change of clothes might be required. Lessons may take place inside or outside depending on the weather conditions.

On the day of PE, children should wear their full school uniform to school. They will then change into their PE kit just before the lesson begins and out of their PE kit at the end, safely storing them within the classroom. If you would like the kit brought home on a Friday, it must be returned Monday. Boys and girls will change within separate classrooms.

Although the days and times are subject to change, PE lessons will be taking place on **Wednesday** and **Thursday**. Further information will be provided on the classroom door.

**Music**

Learning a musical instrument can be one of life’s greatest joys. Musical endeavour can lead to higher levels of self-confidence, self-motivation and self-discipline. If you would like your child to have the opportunity to receive instrumental tuition from a professional teacher, please enquire at the office ([office@watlingparkschool.org.uk](mailto:office@watlingparkschool.org.uk)) for available spaces as well as the expected tuition fee.

**Note:** Children will require their own instrument to practice.

**MFL**

We offer Spanish as our Modern Foreign Language. This is taught by Mrs Lilywhite.

**Trips and Visits**

The impact of educational trips is an important element in developing a child’s knowledge and understanding of the world. They not only engage and stimulate curiosity, they also provide hands-on opportunities for children to see more abstract ideas discussed during lessons in reality. However, the school is unable to fund trips and visits, so if we do not receive enough payments from parents/carers, they will sadly be cancelled.

From September 2019, parents and carers will be informed about the expected cost of all trips and visits at the beginning of the academic year. You will be able to pay this as a one-off payment or in instalments. You may be charged for a small number of additional events, but we will aim to jeep this to a minimum.

**Note:** Being eligible for Free School Meals/Pupil Premium does **NOT** entitle you to free trips, visits or events. Please speak to the office for further advice or guidance.

**Homework**

Homework is used to reinforce or extend the work completed during lessons. Homework books are given out on Friday and are due back by the following Wednesday.

Each term, a table containing a range of activities, linked to the current topic, are sent home. Each week your child will be asked to complete one activity of their choice, either by themselves or with your support. The stars at the top of each column gives a different level of challenge. Each child is asked to complete at least one three star challenge each half term.

Once an activity has been completed, parents/carers should sign and date the corresponding box. We also appreciate your feedback, so please indicate if your child has found any homework particularly challenging.

**Guidelines to support your child with home learning:**

• Little and often! Encourage your child to do a little bit of homework every day, so it is not left until the night before.

• Create the right atmosphere for learning. Choose a time when your child is not too tired or hungry. Remove or turn off all electrical gadgets.

• Have equipment ready to support their learning.

• Talk to your child; it will help deepen their understanding.

• Learn together! Do not be afraid to show them that even adults are still learning.

**Reading**

It is essential that your child continues to read at home for at least 15 minutes per day. Each day, your child will be given the opportunity to select a book of their choice, at an appropriate level, to be taken home to read with an adult. Parents/Carers should ask questions about the text to further develop comprehension skills in addition to their understanding of vocabulary and content [Appendix B].

Depending on the thickness of the books they choose, will determine how often they should be changed. On average, a child within Year 3 should change their book at least twice per week.

Each time your child reads their book, they should record their progress within their reading diary. Once complete, they should write a comment about the overall story/text which could include information about the plot and characters as well as what they liked/disliked. Parents/Carers should sign and date the corresponding box along with writing a brief comment (if required).

Reading for pleasure is also highly recommended and encouraged. See Appendix C for a list of recommended books which are age appropriate.



Children are also able to access online reading books through ‘Bug Club’. <https://www.activelearnprimary.co.uk/login>

**Spelling**

Each week, your child will be assigned spellings to practice and learn. This should be done at least 3 times per week for approximately 10 minutes. See Appendix D for a number of recommended strategies that could be used.

**Maths**

It is really important that your child develops a secure sense of number. Children with good number sense can:

* Manipulate numbers to make calculations easier, and are flexible in their approach.
* Assess the reasonableness of an answer, and routinely estimate answers before calculating.
* Identify connections and readily spot patterns in numbers.
* Use several approaches to calculate and solve problems.

To achieve this, it is vital that your child is able to fluently recall:

* The number bonds and related subtraction facts to 10, 20, 100 and beyond.
* Different ways of constructing numbers (i.e. 12 = 10 + 2 = 6 + 6 = 5 + 5 + 2 = …).
* The multiplication and division facts for the 2, 5, 10, 3, 4 and 8 times tables.
* A variety of mental strategies for adding and subtracting.

It is important that they practice the above concepts regularly at home (at least 3 times per week for approximately 10 minutes) so that they become embedded. This can be achieved whilst completing day to day activities like cooking, shopping and walking to school as well as by playing or completing a variety of games and puzzles (e.g. Uno, Rummikub, Sudoku, Monopoly etc.), including those invented by yourself or your child.



Children are also able to access online activities through ‘Mathletics’. <https://www.activelearnprimary.co.uk/login>

Other useful websites include:

* <https://www.topmarks.co.uk/maths-games>
* <https://nrich.maths.org/>
* <https://www.mathsisfun.com/>

**Half Term Projects**

During each holiday, every child within the school, will be given a project to complete. These projects are generally linked to either the time of year or specific event/concept.

**General Information**

**Water Bottles**

All children should have a water bottle with their name on in school every day.

**Snack**

If you would like to provide your child with a healthy snack (i.e. fruit) to eat during the morning playtime you may do so.

**Birthday Treats**

As a school, we will not cut up and/or distribute birthday cake, treats or party invitations! However, if you wish to do so, these can be distributed by yourself at the end of the day within the playground, provided there is enough for all children within the class. As with all food brought into school these **must not include nuts**.

**Uniform**

At Watling Park School, we pride ourselves on our ‘Look Smart, Think Smart’ philosophy and ask parents to support us in instilling this ethos in the children. Please see the ‘School Uniform Code’ for further information about requirements and expectations.

Our school uniform promotes a sense of pride in the school, looks smart and makes children feel equal to their peers in terms of appearance. Uniform should be worn with pride for the reason that everyone has the same smart appearance and celebrates belonging to the same school.

Please ensure that all uniform (including PE Kits, shoes and trainers) are clearly labelled with your child’s name and class. Items occasionally are misplaced by the children and, if clearly labelled, can be returned when found. ‘Iron on’ and ‘sew on’ name tags can be purchased online. Permanent marker pens and biro pens (which will need re-writing after a period of time) are a quick and effective way of labelling items.

**Please Note:**

* It is essential that children have a waterproof coat in school every day during the Autumn and Spring terms.
* Sensible, black girls’ boots can only be worn after October half term until February half term**.** Boots with fancy fur trims, jewels, high heels etc. are not acceptable.
* Wellington boots may be worn on snowy and icy days however school shoes should be provided in a bag to be worn in classrooms.
* Long hair should be tied back using only navy and black hair bands and/or clips.
* Watches and small stud earrings are the only permitted jewellery items, but they must be removed during PE, games or swimming.
* Nail varnish and make-up must not be worn.
* The school respects cultural dress and the uniform may be modified accordingly in consultation with the headteacher.

**Parent Teacher Consultations**

The first Parent Teacher Consultation in October has two functions - reviewing the start of term and setting up a dialogue with the class teacher. Where relevant, the teacher will indicate initial targets for your child and request your input.

The second Parent Teacher Consultation will be held in March. This meeting will provide further details of your child’s progress and attainment.

**End of Year Report**

At the end of the academic year, a written report on all subject areas will be sent out to parents. You will be given the opportunity to speak to the teacher briefly regarding this as well as to meet your child’s new teacher.

**Parental Engagement and Events**

Throughout the year, there will be many opportunities for you, as parents, to come in to school and take part in various activities or events. These may include workshops, special activity days, class performances and/or charity days (such as Red Nose Day) – further details will follow.

**Attendance**

If your child is absent for any reason please phone/email on the day by 8:30am, and follow this up with a letter which is a legal requirement giving the date and reason for absence.

Office email: [office@watlingparkchool.org.uk](mailto:office@watlingparkchool.org.uk)

Please be sure that when your child says that they are unwell, they are truly feeling poorly. Many hours of learning time are missed due to children saying they feel ill when there may be other reasons for not wanting to come to school. Children often say they feel unwell, particularly at the start of a new term or new year group. During the Autumn and Winter months, children may feel colder than usual or be more difficult to rouse in the dark mornings. Quite often, children who come to school feeling slightly tired or unwell, pick up in the first 15 minutes of the day. Please speak to your class teacher if you are concerned at any point.

All adults in school are very experienced and will always monitor children and alert parents during the school day if they feel a child is not well enough to attend school.

**Holidays**

Children **MUST** avoid missing school for holidays. This absence will **NOT** be authorised and you may incur a fine. We understand that many special religious or cultural events fall inside the term time. A written request to the headteacher is required in order for religious or special/exceptional leave to be authorised. The form is available from the school office. Any child who is absent before or after any holiday period without official medical evidence will incur a fine (£120 per day per parent).

**Punctuality**

Please ensure your child is in school on time every morning. Many hours of learning are missed due to lateness. Learning begins at 8:45am. Your child will miss valuable learning experiences as well as social experiences. Please be aware that, often, a child’s self-esteem can fall as they feel uncomfortable entering a full classroom of children in the middle of learning. Regular lateness on the part of the parent may cause your child to say they are unwell, so they can stay at home and do not have to feel embarrassed.

At Watling Park School, you will be asked on a daily basis to provide reasons for lateness. Whilst we appreciate that at times there may be traffic incidents, this will not be counted as a reason for regular lateness. If you live a distance away from the school and drive or have to take public transport, we urge you to leave at least 10-15 minutes earlier.

**Medical**

Please advise us of medical appointments in advance.

Please ensure your contact details are updated in case of emergencies at school.

If your child is prescribed a medicine (by a pharmacist, dentist or doctor) please collect and complete ‘Form 1’ from the office before any medication can be administered in school (this includes creams). All medicine (with suitable spoon) must be labelled with your child’s name, in the original container and expiry date checked.

**School Policies**

Copies of up to date school policies can be accessed through the school website - [www.watlingparkschool.org.uk](http://www.watlingparkschool.org.uk)

**Watling Park’s Parent Association (WPPA)**

WPPA will be established as the new parents’ organisation for the school. Its purpose will be to raise funds for local charities and the school along with organising social events for parents and children, as well as playing an important role in helping children and parents feel part of our school community.

The committee will meet on a regular basis through the course of the year. All members of the school community (such as parents/carers, staff, grandparents etc.) are welcome to attend these meetings.

Each year group will be represented on the committee by at least one parent. These parents will act as spokespeople and share information with other parents from your child’s class, so we hope you can get involved.

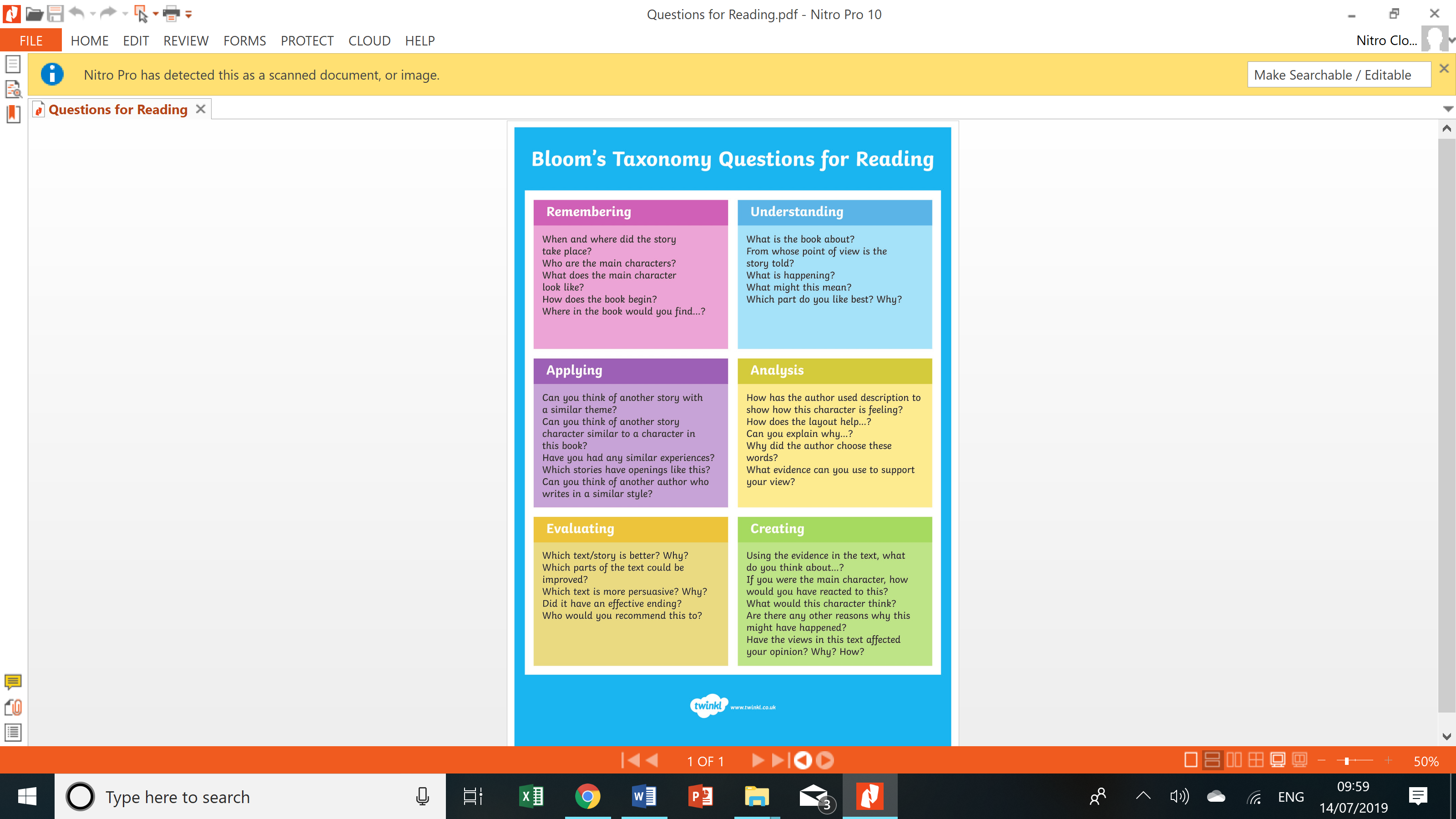
The first endeavour we will be raising money for, is to further enhance our playground to support the engagement and physical development of our children.

**Appendix A** – National Curriculum

|  |  |
| --- | --- |
| **Age related expectations for Lower Key Stage Two (Year 3 & Year 4)** | |
| **Reading** | **Writing** |
| *Word Reading*   * Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.   *Comprehension*   * Listen to and discus a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * Read books that are structured in different ways and reading for a range of purposes. * Use dictionaries to check the meaning of words that they have read. * Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identify themes and conventions in a wide range of books. * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Discuss words and phrases that capture the reader’s interest and imagination. * Recognise some different forms of poetry [for example, free verse, narrative poetry]. * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Ask questions to improve their understanding of a text. * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predict what might happen from details stated and implied. * Identify main ideas drawn from more than one paragraph and summarising these. * Identify how language, structure, and presentation contribute to meaning. * Retrieve and record information from non-fiction. * Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | *Transcription – Spelling*   * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt. * 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.   *Transcription – Handwriting*   * 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].   *Composition*   * Discus writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discus and record ideas. * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organise paragraphs around a theme. * In narratives, creating settings, characters and plot. * In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. * Assess the effectiveness of their own and others’ writing and suggesting improvements. * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.   *Vocabulary, Grammar and Punctuation*   * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. * Use the present perfect form of verbs in contrast to the past tense. * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Use conjunctions, adverbs and prepositions to express time and cause. * Use fronted adverbials. * Use commas after fronted adverbials. * Indicate possession by using the possessive apostrophe with plural nouns. * Use and punctuate direct speech. |

|  |  |
| --- | --- |
| **Age related expectations for Lower Key Stage Two (Year 3)** | |
| **Mathematics** | **Science** |
| *Number – number and place value*   * Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. * Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). * Compare and order numbers up to 1000. * Identify, represent and estimate numbers using different representations. * Read and write numbers up to 1000 in numerals and in words. * Solve number problems and practical problems involving these ideas.   *Number – addition and subtraction*   * Add and subtract numbers mentally, including:   + a three-digit number and ones   + a three-digit number and tens   + a three-digit number and hundreds * Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. * Estimate the answer to a calculation and use inverse operations to check answers. * Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.   *Number – multiplication and division*   * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. * Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.   *Number – fractions*   * Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. * Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. * Recognise and show, using diagrams, equivalent fractions with small denominators. * Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]. * Compare and order unit fractions, and fractions with the same denominators. * Solve problems that involve all of the above.   *Measurement*   * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). * Measure the perimeter of simple 2-D shapes. * Add and subtract amounts of money to give change, using both £ and p in practical contexts. * Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. * Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, | *Working scientifically*   * Ask relevant questions and using different types of scientific enquiries to answer them. * Set up simple practical enquiries, comparative and fair tests. * Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Gather, record, classify and present data in a variety of ways to help in answering questions. * Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Identify differences, similarities or changes related to simple scientific ideas and processes. * Use straightforward scientific evidence to answer questions or to support their findings.   *Plants*   * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Investigate the way in which water is transported within plants. * Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.   *Animals, including humans*   * Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. * Identify that humans and some other animals have skeletons and muscles for support, protection and movement.   *Rocks*   * Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. * Describe in simple terms how fossils are formed when things that have lived are trapped within rock. * Recognise that soils are made from rocks and organic matter.   *Light*   * Recognise that they need light in order to see things and that dark is the absence of light. * Notice that light is reflected from surfaces. |
| minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.   * Know the number of seconds in a minute and the number of days in each month, year and leap year. * Compare durations of events [for example to calculate the time taken by particular events or tasks].   *Geometry – properties of shapes*   * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. * Recognise angles as a property of shape or a description of a turn. * Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.   *Statistics*   * Interpret and present data using bar charts, pictograms and tables. * Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. * Recognise that shadows are formed when the light from a light source is blocked by an opaque object. * Find patterns in the way that the size of shadows change.   *Forces and magnets*   * Compare how things move on different surfaces. * Notice that some forces need contact between two objects, but magnetic forces can act at a distance. * Observe how magnets attract or repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles. * Predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| *For further information, including the other subjects, follow the link below to access the national curriculum framework on the Department for Education website:* [*https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4*](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4) | |

**Appendix B** – Reading Comprehension Questions



**Appendix C** – Year 3 Book List

The list includes a broad range of genres, from both classic and popular authors, and a wide variety of themes.

It is vital that your child reads regularly from texts that are appropriate to their reading and comprehension ability. This may be from the books on this list or from others.

Animals

• All Because of Jackson – Dick King-Smith

• Mrs Cockle’s Cat – Phillipa Pearce

• The Owl Who Was Afraid of the Dark – Jill Tomlinson

• The Railway Cat – Phyllis Arkle

• Charlotte’s Web – E.B White

• Mr Popper’s Penguins – Richard & Florence Atwater

• The Dog Who Changed the World – Robert Leeson

• Lazy Daisy – Rob Lewis

• The Midnight Fox – Betsy Byars

• Animals of Farthing Wood – Colin Dann

• The Peppermint Pig – Nina Bawden

• Magic Kitten – Sue Bentley

• Sheltie – Peter Clover

• Puppy Patrol – Jenny Dale

• Animal Ark – Lucy Daniels

• Fantastic Mr Fox – Roald Dahl

• Winne the Pooh Collection – A. A. Milne

Spooky/Mystery

• Dog in the Dungeon – Lucy Daniels

• The Charlie Moon – Shirley Hughes

Humour

• Dilly the Dinosaur – Tony Bradman

• Pippi Longstocking – Astrid Lindgren

• Who’s in the Loo? – Jeanne Willis

• Freckle Juice – Judy Blume

• Fudge Series – Judy Blume

• Dirtie Bertie – David Roberts

• Mr Gum – Andy Stanton

• My Naughty Little Sister – Dorothy Edwards

• Mrs Armitage – Quentin Blake

• Judy Moody – M McDonald

• Jennifer’s Diary – Anne Fine

• Horrid Henry – Francesca Simon

• Revolting Poetry to Make You Squirm – Susie Gibbs

• The Twits – Roald Dahl

Historical

• The Revolting Rabbles – Susan Gates

• The Time Travelling Cat – Julia Jarman

• Tom’s Private War – G. Leeson

• Daisy May – Jean Ure

• Trouble at the Mill – Philip Wooderson

• The Adventures of King Arthur – A Wilkes

Fantasy

• The Secret World of Polly Flint – Helen Cresswell

• The Reluctant Drago – Kenneth Graheme

• The Worst Witch – Jill Murphy

• Cosmo – Gwyneth Rees

• The Enchanted Horse – Magdalen Nabb

• Grizzly Tales Nasty Little Beasts – James Rix

• The Fairy – Gwyneth Rees

• Rainbow Magic – Daisy Meadows

• My Secret Unicorn – Linda Chapman

• The Magic Finger – Roald Dahl

• James and the Giant Peach – Roald Dahl

• The Magic Faraway Tree – Enid Blyton

Adventure/Action

• The World According to Humphrey – Betty G Birney

• Beast Quest – Adam Blade

• Astrosaurs – Steve Cole

• Harry the Poisonous Centipede – Lynne Reid Banks

• The Invisible Boy – Trudy Ludwig

• Wilf the Mighty Worrier Saves the World – Georgia Pritchett

• Unusual Day – Sandi Toksvig

• It Was a Dark and Stormy Night – Janet Ahlberg

• Black Queen – Michael Morpurgo

• Dancing Bear – Michael Morpurgo

• Spy Dog – Andrew Cope

• The Famous Five – Enid Blyton

Your local library is also an excellent resource for children’s books.

Further details and links for these can be found on the Literacy Trust website, which also has useful information on accessing books for different levels of readers - [www.literacytrust.org.uk/familyreading](http://www.literacytrust.org.uk/familyreading)

**Appendix D** – Spelling Strategies 