



Year 3 Parent Information

Red Deer Teaching Team....

Miss Wilkinson


Supported by:

- Mrs Ross
- Mrs Faircloth (PPA cover)

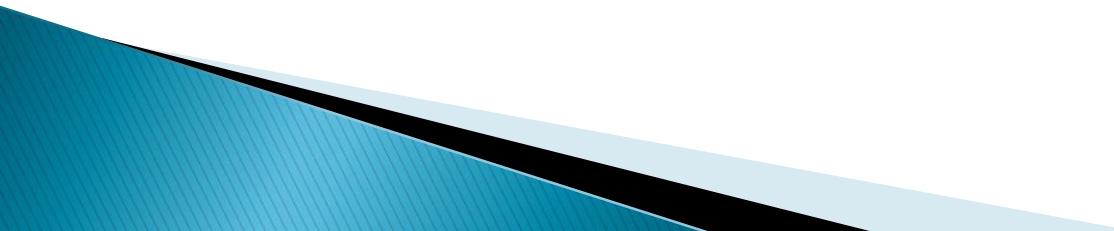
The Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

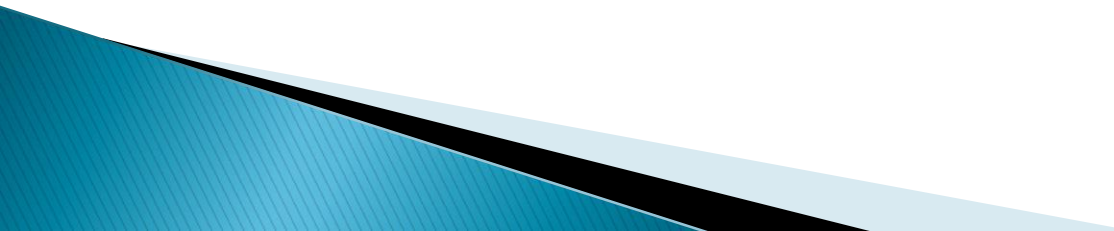


Curriculum

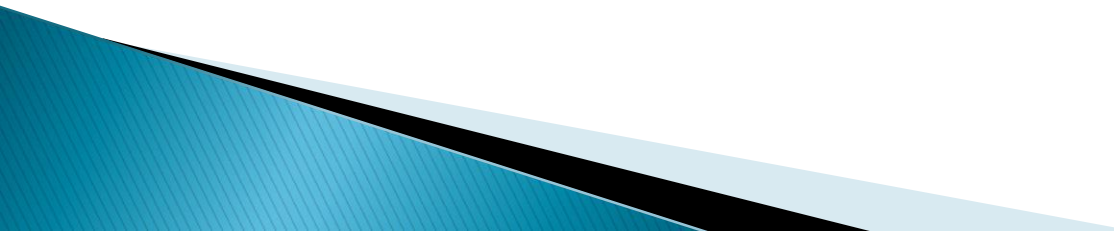
- ▶ Geography: Italy, United Kingdom and Village Settlers
 - ▶ History: Ancient Greece, Ancient Egypt, Stone, Bronze and Iron Age
 - ▶ Science: Light, Rocks, Forces, Magnetism, Animals and Humans
 - ▶ RE: Islam and Christianity
 - ▶ PE, Music, Art, DT, Computing & Spanish.
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<u>Year 3 Overview</u>	<u>PSHE</u> <ul style="list-style-type: none"> •Being me in my world •Celebrating differences •Dreams and Goals •Relationships •Healthy Me <ul style="list-style-type: none"> • Changing Me 	<u>English</u> <ul style="list-style-type: none"> •Poetry •Narrative •Persuasion •Explanation •Information •Instructions •Biography
<u>Science</u> <ul style="list-style-type: none"> •Light •Rocks •Forces and Magnets •Plants •Animals including humans 	<u>PE</u> <p>Gymnastics Hockey Dance Athletics Netballs Striking and fielding</p>	<u>Computing</u> <ul style="list-style-type: none"> •E-safety •Using ICT – embedded in all subjects •Net searching and networks – what is the internet •Programming – use and understand algorithms
<u>Art</u> <ul style="list-style-type: none"> •Greek pottery •Cave paintings •Ancient Egyptian art 	<u>DT</u> <ul style="list-style-type: none"> •Greek Food •British inventors •Building a 3D Landscape 	<u>Music</u> <p>I've been to Harlem Mingulay boat song and sound symmetry Classroom percussion 'March' from The Nutcracker Samba</p>
<u>Maths</u> <p><u>Number</u> Place Value Addition and Subtraction Multiplication and Division Fractions <u>Measurement</u> Length and perimeter Mass and capacity Time Money Volume <u>Geometry</u> Properties of shapes <u>Statistics</u></p>	<u>Spanish</u> <ul style="list-style-type: none"> •Animals •Instruments •Fruits •Icecreams 	<u>RE</u> <ul style="list-style-type: none"> •Christianity <ul style="list-style-type: none"> ○ Significance of religious leaders and sacred texts ○ Core beliefs ○ Worship and prayer •Islam <ul style="list-style-type: none"> ○ Core beliefs ○ Family, community and practice ○ Religious beliefs
<u>History</u> <ul style="list-style-type: none"> •The Ancient Greeks •The Bronze, Stone and Iron Age •The Ancient Egyptians 	<u>Geography</u> <ul style="list-style-type: none"> •Italy •The United Kingdom •Village Settlers 	

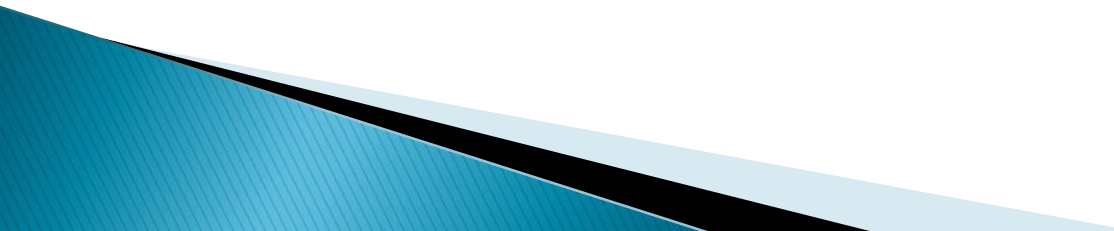
Assessment

- ▶ When we are assessing each child's progress we measure them against age related expectations.
 - ▶ We measure the progress across the year. At the start of Year 3 most children will be Year 3 Emerging.
 - ▶ By the end of Year 3, the expectation is that most children will be Year 3 secure.
 - ▶ Throughout the year the children will progress through emerging, developing and secure.
 - ▶ If your child is working below age related expectations they may receive additional support, which will be discussed between parents and teachers.
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Pupil Progress

- ▶ December: Pupil progress report will be sent out to parents, explaining how your child is performing in all subject areas.
 - ▶ October/March: Parents evening
 - ▶ July: End of year report will be sent out to parents.
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What Your Child Needs

- ▶ Children need to be in school in their PE kits on a Friday.
 - ▶ Ensure earrings are taken out before PE.
 - ▶ A warm coat as we are heading into autumn and winter.
 - ▶ Water bottle - please do not put squash in them. Need to have a water bottle in school everyday.
 - ▶ Please ensure that everything your child brings to school is named, including shoes.
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What Your Child Needs to be doing ...

- ▶ Reading at least three times a week - it is important children are reading a variety of books aloud. Children need to have their reading book and reading record in school everyday.
- ▶ Support with homework: Maths Key Instant Recall Facts (KIRFs) will come home every half term. Please ensure you are practicing these at home.
- ▶ Children will also be sent weekly Mymaths homework and half termly project homework to complete.
- ▶ Children have access to Bug Club which is updated with books throughout the year. They also have a log in for Times Table Rockstars which supports their times table learning.





Key Instant Recall Facts

Year 3 – Autumn 1

I know number bonds for all numbers to 20.

$2 + 9 = 11$

$3 + 8 = 11$

$4 + 7 = 11$

$5 + 6 = 11$

$3 + 9 = 12$

$4 + 8 = 12$

$5 + 7 = 12$

$6 + 6 = 12$

$4 + 9 = 13$

$5 + 8 = 13$

$6 + 7 = 13$

$5 + 9 = 14$

$6 + 8 = 14$

$7 + 7 = 14$

$6 + 9 = 15$

$7 + 8 = 15$

$7 + 9 = 16$

$8 + 8 = 16$

$8 + 9 = 17$

$9 + 9 = 18$

Example of a fact family

$6 + 9 = 15$

$9 + 6 = 15$

$15 - 9 = 6$

$15 - 6 = 9$

Examples of other facts

$4 + 5 = 9$

$13 + 5 = 18$

$19 - 7 = 12$

$10 - 6 = 4$

Key Vocabulary

What do I **add** to 5 to make 19?

What is 17 **take away** 6?

What is 13 **less than** 15?

How many more than 8 is 11?

What is the **difference** between 9 and 13?

This list includes the most challenging facts but children will need to learn **all** number bonds for each number to 20 (e.g. $15 + 2 = 17$). This includes related subtraction facts (e.g. $17 - 2 = 15$).

Please ensure you are practising these daily with your children.

Year 3 Knowledge Mat: Italy and the United Kingdom

Subject Specific Vocabulary

Italy	A country in the middle of the Mediterranean Sea, in Southern Europe.
United Kingdom	An island in North Western Europe made up of Scotland, England, Northern Ireland and Wales.
Europe	One of the continents of the world which is entirely in the Northern Hemisphere.
Climate	Long term average of weather, usually averaged over 30 years.
Population	The number of people who live in a country.
Border	The boundary between one country and another.
Coast	The area where the land meets the sea or ocean.
Physical features	Physical features are the Earth's natural features. For example: beach, cliff, mountain.
Human features	Human features refer to things around us that are built by humans. For example: house, farm, shop, museum, school.



United Kingdom flag



United Kingdom



Italy flag



Italy

Italy Facts

Capital city is **Rome**.

Population is **59.55 million** (2020).

There are **over 400** islands in Italy, including islands in the Mediterranean Sea and inland islands in lakes and rivers. The largest island is Sicily.

United Kingdom Facts

Capital city is **London**.

Population is **67.22 million** (2020).

There are approximately **4,000** islands off the coast of the UK. About 200 of these are inhabited.

Homework - to be completed by Friday 17th October

Task 1 Choose a traditional meal from either country and make a poster with the ingredients labelled.

Task 2 Pack a suitcase to go on holiday to one of the countries. Take photos or draw a picture to show what you have packed. Why did you pack what you did?

Task 3 Choose a famous monument from the United Kingdom and make a model of it (London Eye, Angel of the North).

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Spellings






Friday	Spelling list will be put onto the class page. These spellings will be covered the following the week.
Monday	Spelling lesson - introducing spelling words.
Wednesday	Independent task based on spelling words.
Friday	<p>Children will complete a spelling test on the words they have learnt that week.</p> <p>New set of words will be placed on the class page.</p>

Newsletters

- ▶ In our half termly newsletter we will let you know what we are focussing on next half term so you can help your child learn more!
- ▶ Please also regularly visit our school website for pictures of the children learning in Year 3.

Break time:

- Children will not be supplied with a snack in KS2.

Good ideas	Bad ideas
<p>Fruit and vegetables</p> 	<p>These are NOT healthy snacks and should be enjoyed in moderation as part of a balanced diet, but NOT as break time snacks:</p> <p>Fruit winders etc</p> <p>These dried fruit type snacks have a high sugar content and can stick to teeth so are not advised for snacking between meals.</p> 
<p>A small extra sandwich</p> 	<p>Crisps</p> 
<p>Cheese and crackers or yoghurt (be careful of sugar content in some brands)</p> 	<p>Treat bars</p>

Cheese and crackers or yoghurt (be careful of sugar content in some brands)



Bread sticks, pretzels or bread/pita bread



Rice cakes or plain popcorn



Crisps



Treat bars



Cereal bars



Chocolate biscuits



Pastries or cakes

