

Welcome to Year 3



Key learning in this year

In Year 3, children should;

Reading

- **Continue to read books (matching their colour book band) with an adult.** Once a child has reached the lime level, they will no longer need to select these type of reading books because they are clearly a fluent reader and can have more choice over their reading diet.
- **Have a reading book (for most it will be a shorter chapter book) that they can pick and read a little of each day. They can have one that is kept at school or one they bring back and forth.**
- Choose and read short chapter books for pleasure (independently and/or with an adult depending on child's reading confidence), listen to and discuss a **wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- Identify main ideas drawn from more than one paragraph and summarise these
- Predict what might happen from things that have happened already.

Spelling

- **Learn to read and spell ALL of the Year 3 statutory words throughout the year.**
- **Learn weekly spelling rules** to write words with more accuracy and find other words which fit the rule.

Maths

- Understand place value of hundreds, tens and ones, ordering numbers up to 1000.
- **Practice recalling the times tables facts for the 2, 3, 4, 5, 8 and 10 times tables.**

How you can help at home

- Weekly home Learning goes out on a **Friday** and is due back in on the following **Wednesday**.
- There is an expectation that reading, spelling and maths practice happens every week in addition to the weekly home learning. Please use the sheets that we have handed out to support your child in learning some of these key skills throughout the year.

Online logins

Each child has a card with logins for:

- Spelling Shed / Maths Shed
- TT Rockstars
- Purple Mash

Reward systems

In Year 3, we use an online tool called class dojo to reward children with positive points. Children can earn additional points by reading at home and completing home learning tasks. We hope this will provide more of an incentive to complete these tasks. On a Friday, children with the most points that week are allowed to choose a small prize. We will re-set the points each week so children have a chance of a fresh start each week.

Weekly timetable

Monday	Tuesday	Wednesday	Thursday	Friday
	Times tables test and PPA afternoon with Mrs Specht	PE Home learning due by today to allow time to be checked before Friday.	PE	Home Learning goes out

No set library day during the Autumn term as we will be selecting from classroom library

Equipment needed

- No pencil cases
- Book bags with reading book and reading record in school every day
- Suitable PE kit worn on PE days (for Autumn term)
- Small bottle of name hand sanitizer to have on desks
- Healthy snack for morning break (fruit no longer provided in KS2)

Website links

- CPS Curriculum Overview <http://cornerstoneprimary.hants.sch.uk/teaching-learning/curriculum/>
- NC Overview for Parents <http://cornerstoneprimary.hants.sch.uk/teaching-learning/curriculum/>
- Home Learning page <http://cornerstoneprimary.hants.sch.uk/teaching-learning/home-learning/>

Trips

Autumn	Spring	Summer
Butser Ancient Farm (Stone Age) Tuesday 3 rd November (TBC)	Fishbourne Roman Palace Date TBC	Marwell zoo (Rainforests) Date TBC

Staff

Miss Pretty - Monday – Friday

Mrs Flowers – Monday - Thursday

Miss Platt – Monday to Friday (mornings) and 3 afternoons

Year 2

Autumn 1

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

Autumn 2

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

Spring 1

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

Spring 2

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

Summer 1

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year 3

Year 3 Autumn 1	Year 3 Autumn 2	Year 3 Spring 1	Year 3 Spring 2	Year 3 Summer 1	Year 3 Summer 2
actual learn group heard arrive circle often build straight disappear	eight weight caught centre century heart breath busy consider	continue decide island minute difficult earth early enough February	perhaps address guard material recent guide forward fruit	through notice quarter length library famous describe mention answer appear	actually extreme certain height history imagine increase interest important

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'



Maths Fluency Map – Year 2

Place Value

- Write and order numbers to 100
- Partition 2-digit numbers

Tens	Ones
9	1

- Count in 3s
- Count in 100s to 1000

Addition and Subtraction

- Secure all number facts from the Year 1 curriculum
(Bonds to 10, bonds to 20, addition and subtraction facts within 20)
- Understand inverse operations
($13+4=17$ so $17-4=13$)
- Know number bonds to 100
($1+9=10$ so $10+90=100$)
- Know 10 more and 10 less than a number

Multiplication and Division

- Know the 2, 5 and 10 times tables
- Recognise odd and even numbers
- Double numbers to 24

Shape

- Identify and recognise the properties of 2D shapes: square, circle, triangle, rectangle, pentagon, hexagon






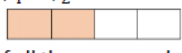
- Identify and recognise the properties of 3D shapes: Cone, cube, cylinder, sphere, pyramid, cuboid



Measure

- Know that:
 - $100p = £1$
 - $100cm = 1m$
 - $60 \text{ minutes} = 1 \text{ hour}$
 - $30 \text{ minutes} = \frac{1}{2} \text{ an hour}$
 - $15 \text{ minutes} = \frac{1}{4} \text{ of an hour}$
 - $45 \text{ minutes} = \frac{3}{4} \text{ of an hour}$
 - There are 24 hours in a day
- Say the months in year in the correct order
- Tell the time to the nearest 5 minutes including quarter past and quarter to




Fractions

- Understand $\frac{1}{3}$
 - 
- Know that $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1 \text{ whole}$
 - 
- Know that $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$
 - 
- Know that $\frac{2}{4} = \frac{1}{2}$
 - 
- Know half of all the even numbers to 24

Maths Fluency Map – Year 3

Place Value

- Recognise the value of 100s, 10s and 1s in 3 digit numbers

Hundreds	Tens	Ones
		
2	3	3

- Read, write and order numbers to 1000 in numerals and words
- Count in 4s
- Count in 8s
- Count in 50s
- Count in 100s

Addition and Subtraction


- Add and subtract numbers mentally:
 - A three-digit number and ones
 - A three-digit number and tens
 - A three-digit number and hundreds
- Know pairs of numbers that total 1000
($300+700=1000$)
- Find 10 or 100 more or less than a number
- Column addition and subtraction (3 digits)

Multiplication and Division

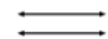
- Know the 3, 4 and 8 times tables and related division facts
- Know that $\times 2$ is doubling
- Know that $\div 2$ is halving
- Know that:
 - $50 \times 2 = 100$
 - $25 \times 4 = 100$
 - $20 \times 5 = 100$


Shape/Geometry

- Understand:

Horizontal


Vertical


Parallel


Perpendicular


- Know that:
Right angle = 90°

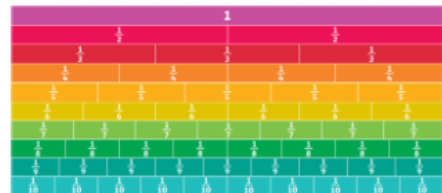


Measure

- $60 \text{ seconds} = 1 \text{ minute}$
- Know how many days in each month / year / leap year
- Tell the time to the nearest minute
- Know that:
 - $50p \times 2 = £1.00$ $£50 \times 2 = £100$
 - $25 \times 4 = £1.00$ $£25 \times 4 = £100$
 - $20p \times 5 = £1.00$ $£20 \times 5 = £100$
 - $1000g = 1kg$ $1000ml = 1L$
 - $1000m = 1km$
 - $\frac{1}{2} \text{ l/kg/km} = 500g$
 - $\frac{1}{4} \text{ l/kg/km} = 250g$
 - $\frac{3}{4} \text{ l/kg/km} = 750g$

Fractions

- $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10}$
- Know that:
 - 5 fifths = 1 whole, 6 sixths = 1 whole, 7 sevenths = 1 whole, 8 eighths = 1 whole, 9 ninths = 1 whole, 10 tenths = 1 whole
- Understand fraction facts related to whole numbers
 $\frac{1}{6} + \frac{5}{6} = \frac{6}{6}$ (whole)
- Order unit fractions
- Count in tenths



1x table

$1 \times 1 = 1$
 $2 \times 1 = 2$
 $3 \times 1 = 3$
 $4 \times 1 = 4$
 $5 \times 1 = 5$
 $6 \times 1 = 6$
 $7 \times 1 = 7$
 $8 \times 1 = 8$
 $9 \times 1 = 9$
 $10 \times 1 = 10$
 $11 \times 1 = 11$
 $12 \times 1 = 12$

2x table

$1 \times 2 = 2$
 $2 \times 2 = 4$
 $3 \times 2 = 6$
 $4 \times 2 = 8$
 $5 \times 2 = 10$
 $6 \times 2 = 12$
 $7 \times 2 = 14$
 $8 \times 2 = 16$
 $9 \times 2 = 18$
 $10 \times 2 = 20$
 $11 \times 2 = 22$
 $12 \times 2 = 24$

3x table

$1 \times 3 = 3$
 $2 \times 3 = 6$
 $3 \times 3 = 9$
 $4 \times 3 = 12$
 $5 \times 3 = 15$
 $6 \times 3 = 18$
 $7 \times 3 = 21$
 $8 \times 3 = 24$
 $9 \times 3 = 27$
 $10 \times 3 = 30$
 $11 \times 3 = 33$
 $12 \times 3 = 36$

4x table

$1 \times 4 = 4$
 $2 \times 4 = 8$
 $3 \times 4 = 12$
 $4 \times 4 = 16$
 $5 \times 4 = 20$
 $6 \times 4 = 24$
 $7 \times 4 = 28$
 $8 \times 4 = 32$
 $9 \times 4 = 36$
 $10 \times 4 = 40$
 $11 \times 4 = 44$
 $12 \times 4 = 48$

5x table

$1 \times 5 = 5$
 $2 \times 5 = 10$
 $3 \times 5 = 15$
 $4 \times 5 = 20$
 $5 \times 5 = 25$
 $6 \times 5 = 30$
 $7 \times 5 = 35$
 $8 \times 5 = 40$
 $9 \times 5 = 45$
 $10 \times 5 = 50$
 $11 \times 5 = 55$
 $12 \times 5 = 60$

6x table

$1 \times 6 = 6$
 $2 \times 6 = 12$
 $3 \times 6 = 18$
 $4 \times 6 = 24$
 $5 \times 6 = 30$
 $6 \times 6 = 36$
 $7 \times 6 = 42$
 $8 \times 6 = 48$
 $9 \times 6 = 54$
 $10 \times 6 = 60$
 $11 \times 6 = 66$
 $12 \times 6 = 72$

7x table

$1 \times 7 = 7$
 $2 \times 7 = 14$
 $3 \times 7 = 21$
 $4 \times 7 = 28$
 $5 \times 7 = 35$
 $6 \times 7 = 42$
 $7 \times 7 = 49$
 $8 \times 7 = 56$
 $9 \times 7 = 63$
 $10 \times 7 = 70$
 $11 \times 7 = 77$
 $12 \times 7 = 84$

8x table

$1 \times 8 = 8$
 $2 \times 8 = 16$
 $3 \times 8 = 24$
 $4 \times 8 = 32$
 $5 \times 8 = 40$
 $6 \times 8 = 48$
 $7 \times 8 = 56$
 $8 \times 8 = 64$
 $9 \times 8 = 72$
 $10 \times 8 = 80$
 $11 \times 8 = 88$
 $12 \times 8 = 96$

9x table

$1 \times 9 = 9$
 $2 \times 9 = 18$
 $3 \times 9 = 27$
 $4 \times 9 = 36$
 $5 \times 9 = 45$
 $6 \times 9 = 54$
 $7 \times 9 = 63$
 $8 \times 9 = 72$
 $9 \times 9 = 81$
 $10 \times 9 = 90$
 $11 \times 9 = 99$
 $12 \times 9 = 108$

10x table

$1 \times 10 = 10$
 $2 \times 10 = 20$
 $3 \times 10 = 30$
 $4 \times 10 = 40$
 $5 \times 10 = 50$
 $6 \times 10 = 60$
 $7 \times 10 = 70$
 $8 \times 10 = 80$
 $9 \times 10 = 90$
 $10 \times 10 = 100$
 $11 \times 10 = 110$
 $12 \times 10 = 120$

11x table

$1 \times 11 = 11$
 $2 \times 11 = 22$
 $3 \times 11 = 33$
 $4 \times 11 = 44$
 $5 \times 11 = 55$
 $6 \times 11 = 66$
 $7 \times 11 = 77$
 $8 \times 11 = 88$
 $9 \times 11 = 99$
 $10 \times 11 = 110$
 $11 \times 11 = 121$
 $12 \times 11 = 132$

12x table

$1 \times 12 = 12$
 $2 \times 12 = 24$
 $3 \times 12 = 36$
 $4 \times 12 = 48$
 $5 \times 12 = 60$
 $6 \times 12 = 72$
 $7 \times 12 = 84$
 $8 \times 12 = 96$
 $9 \times 12 = 108$
 $10 \times 12 = 120$
 $11 \times 12 = 132$
 $12 \times 12 = 144$