

**WELCOME TO YEAR 3**

**2018-2019**

# Meet the team...

Miss George

Mrs Oatham

Mrs Shakespeare

Mrs Jessop- music

Mrs Wickham- French

# Communication

- Through speaking with us at the end of the school day.
- Through the home link/ reading diaries which are checked daily
- Through arranging a meeting with me at mutual convenience.
- Through the staff e-mail addresses  
[sophie.george@godstone.surrey.sch.uk](mailto:sophie.george@godstone.surrey.sch.uk)

# Reading

- Children are able to change their reading books daily.
- Please write a comment in these to let us know that you have read with your child or if they have finished the book/s provided.
- Guided reading sessions will take place weekly

# Homework

- Homework is given out on a **Friday** to be returned the following **Wednesday**.
- This will be a range of topic, maths and English work.
- Project homework

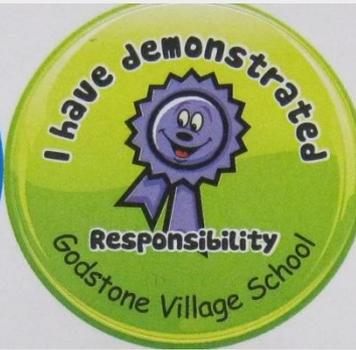
# Spelling

- Spellings are given out on **Friday**
- The children will be tested on their spellings the following **Thursday**
- The spellings will be a range of the year 3 exception words and the year 3 spelling patterns

# PE: Tuesday and Friday

- PE kits in school every day
- Please ensure **ALL** PE kit and school uniform is named.
- Shoulder length hair tied up and no earrings.







# QUALITY FIRST TEACHING

In order to ensure that the needs of all learners are met, tasks will be differentiated across all subjects.

Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning.

## End of year expectations year 3: Reading

- I can use my knowledge of root words, prefixes and suffixes to understand the meaning of new words
- I can read further exception words
- I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work
- I can show that I enjoy reading by reading lots of different types of books
- I can work out what a character in a book is feeling by the actions they take and can explain how I know
- I can predict what might happen from clues in what I have read
- I can use non-fiction texts to find out information on a subject

## End of year expectations year 3: Writing

- I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it
- I can rewrite my work making improvements by saying the work out loud
- I can use paragraphs to organise my writing so that blocks of text group related material
- I can draft and write descriptive work that creates settings, characters and plots
- I can re-read my work to improve it for my audience
- I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, exclamation marks and apostrophes where needed

# End of year expectations year 3: Maths

## Place value

- I can count from 0 in multiples of 4, 8, 50 and 100;
- I can find 10 or 100 more or less than a given number
- I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- I can compare and order numbers up to 1000
- I can read and write numbers up to 1000 in numerals and in words

# **END OF YEAR EXPECTATIONS YEAR 3:** **MATHS - ADDITION AND SUBTRACTION**

- I can add and subtract numbers mentally
- I can add and subtract numbers with up to three digits,
- I can estimate the answer to a calculation
- I can solve problems using number facts, place value, and more complex addition and subtraction

# **END OF YEAR EXPECTATIONS YEAR 3:** **MATHS - MULTIPLICATION AND** **DIVISION**

- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,

# **END OF YEAR EXPECTATIONS YEAR 3:** **MATHS - FRACTIONS**

- I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts
- I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- I can recognise and show, using diagrams, equivalent fractions with small denominators
- I can add and subtract fractions with the same denominator
- I can compare and order unit fractions, and fractions with the same denominators

# **END OF YEAR EXPECTATIONS YEAR 3:** **MATHS - MEASUREMENT**

- I can measure, compare, add and subtract: lengths, mass and volume
- I can measure the perimeter of simple 2-D shapes
- I can add and subtract amounts of money to give change, using both £ and p
- I can tell and write the time from an analogue clock and 12-hour and 24-hour clocks
- I can estimate and read time with increasing accuracy to the nearest minute
- I know the number of seconds in a minute and the number of days in each month, year and leap year

# **END OF YEAR EXPECTATIONS YEAR 3: MATHS**

## **GEOMETRY**

- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- I can recognise angles as a property of shape or a description of a turn
- I can 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
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## Science topics for year

**Autumn: Light and Rocks**

**Spring: Forces and Magnets, Plants**

**Summer: Animals and Humans, Living things**

## End of year expectations year 3: Science

### Working Scientifically

- I can ask relevant questions and using different types of scientific enquiries to answer them
- I can set up simple practical enquiries, comparative and fair tests  
making systematic and careful observations
- I can gather, record, classify and present data in a variety of ways
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- I can identify differences, similarities or changes related to simple scientific ideas and processes
- I can use straightforward scientific evidence to answer questions or to support their findings.

# **END OF YEAR EXPECTATIONS YEAR 3:** **SCIENCE**

## **Light**

- *I can recognise that they need light in order to see things and that dark is the absence of light*
- *I notice that light is reflected from surfaces*
- *I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes*
- *I can recognise that shadows are formed when the light from a light source is blocked by an opaque object*
- *I can find patterns in the way that the size of shadows change.*

## **Rocks**

- *I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties*
- *I can describe in simple terms how fossils are formed when things that have lived are trapped within rock*
- *I can recognise that soils are made from rocks and organic matter.*

# END OF YEAR EXPECTATIONS YEAR 3: SCIENCE

## Plants

- *I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers*
- *I can 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*
- *I can investigate the way in which water is transported within plants*
- *I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*

# **END OF YEAR EXPECTATIONS YEAR 3:** **SCIENCE**

## **Forces and Magnets**

- *compare how things move on different surfaces*
- *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.*

## **Animals and Humans**

- *I can 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*
- *I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.*



## Topics

### **Autumn**

Stone Age

### **Spring**

Romans

### **Summer**

British Geography

# Trip

Michelham Priory, Hailsham

Tuesday 8<sup>th</sup> October 2018

Pre-history (Stone Age to Iron Age) workshop

Includes:

- A walk back through time to a Bronze Age round house
- Artefact handling and a warrior burial ceremony
- Arts and craft activity

# How you can support your child at home?

- Daily reading
- Complete homework
- Learn spellings sent home
- Mathletics and Timetable Rockstars



# QUESTIONS



**Thank you for  
coming**