

Year 3 Curriculum Information

September 2020

In this document you will find curriculum information for your child's current year group. It includes information about reading, writing and Maths that the children will be taught this year. We hope you find it useful. This is in place of the curriculum information evenings we would normally hold in September.

If you have any questions or would like a copy of any of the documents, please get in touch with your child's class teacher.

Maths in Year 3

- Maths will be taught every day.
- We follow the White Rose maths schemes.
- We will be adapting our maths teaching this year to ensure that any gaps in learning from the previous year group are addressed.

Mastery — Deepening an understanding of mathematics

Our teaching and learning will be based around a mastery approach and will consist of three elements.

- Fluency

- Problem solving — Applying the skills that they have learnt.
- Reasoning — Children explaining how they arrived at an answer.

Maths homework will be set weekly via Google Classroom. Please submit all work via the platform and do not return paper copies to school.

The following pages show how the four operations will be taught in Year 3.

Addition

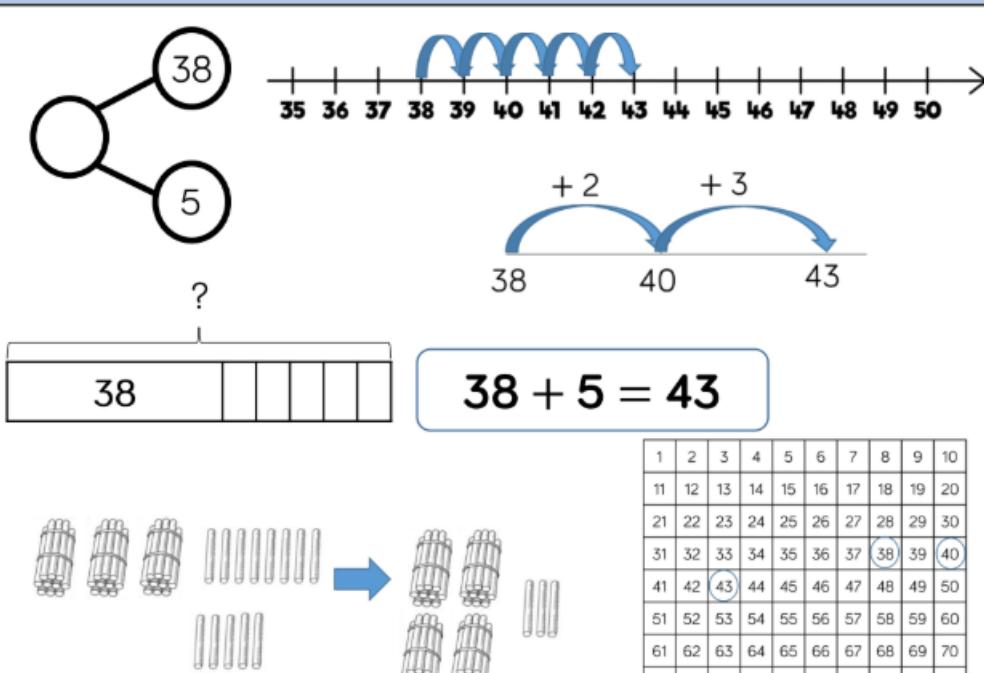
By the end of Year 3 children should be able to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 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

Key Vocabulary:

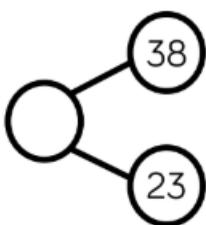
Add, more, and, make, altogether, total, equals, plus, sum, addition, combined, partition, count on, tens boundary, Column addition

The expanded column method leads children on to the compact column method. It should be taught using base ten apparatus and it is important that children can do this practically before they start to record their method. e.g. $47 + 38 = 85$

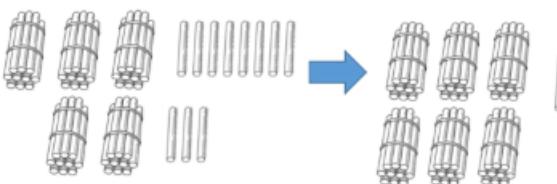
Skill: Add 1-digit and 2-digit numbers to 100	Year: 2/3
 <p>When adding single digits to a two-digit number, children should be encouraged to count on from the larger number.</p> <p>They should also apply their knowledge of number bonds to add more efficiently e.g. $8 + 5 = 13$ so $38 + 5 = 43$.</p> <p>Hundred squares and straws can support children to find the number bond to 10.</p>	<p>Year: 2/3</p> <p>When adding single digits to a two-digit number, children should be encouraged to count on from the larger number.</p> <p>They should also apply their knowledge of number bonds to add more efficiently e.g. $8 + 5 = 13$ so $38 + 5 = 43$.</p> <p>Hundred squares and straws can support children to find the number bond to 10.</p>

Skill: Add two 2-digit numbers to 100

Year: 2/3



$$\begin{array}{ccc} & +2 & \\ 38 & & 40 \\ & +21 & \\ & & 61 \end{array}$$



38	23
----	----

$$38 + 23 = 61$$

Tens	Ones
	••••
	••

$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \\ 1 \end{array}$$

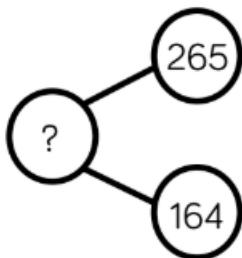
Tens	Ones
10 10 10	1 1 1 1 1 1 1 1
10 10	1 1 1
10	

At this stage, encourage children to use the formal column method when calculating alongside straws, base 10 or place value counters. As numbers become larger, straws become less efficient.

Children can also use a blank number line to count on to find the total. Encourage them to jump to multiples of 10 to become more efficient.

Skill: Add numbers with up to 3 digits

Year: 3



265	164
-----	-----

265
164

$$265 + 164 = 429$$

Hundreds	Tens	Ones
■■■	■■■■■	■■■■■
■■■	■■■■■	■■■■■

$$\begin{array}{r} 265 \\ + 164 \\ \hline 429 \\ 1 \end{array}$$

Hundreds	Tens	Ones
100 100	10 10 10 10 10 10	1 1 1 1 1
100	10 10 10 10 10 10	1 1 1 1
100		

Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 3 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Subtraction

By the end of Year 3 children should be able to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 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

Key Vocabulary:

Take, take away, fewer than, how many left, minus, reduce, equals, partition, difference between, count back, less than, difference, subtract, tens, ones, column subtraction

Stage 3 - Expanded column method

NB: Children should be taught to use expanded column method with no exchange first. This is to ensure children understand the format of the method.

Skill: Subtract numbers with up to 3 digits	Year: 3
 435 – 273 = 262 	<p>Base 10 and place value counters are the most effective manipulative when subtracting numbers with up to 3 digits.</p> <p>Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.</p> <p>Plain counters on a place value grid can also be used to support learning.</p>

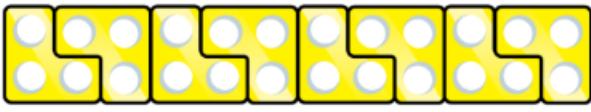
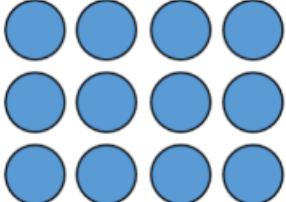
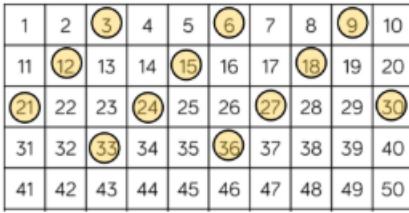
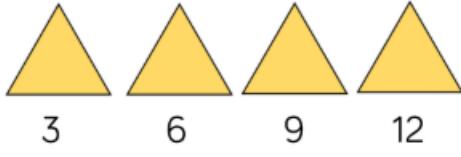
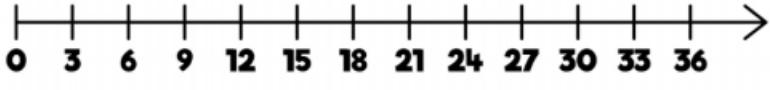
Multiplication

By the end of Year 3 children should be able to:

- 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

Key Vocabulary:

Groups of, lots of, altogether, equals, count, repeated addition, sets of, row, column, multiply, times, as, array, product, multiple

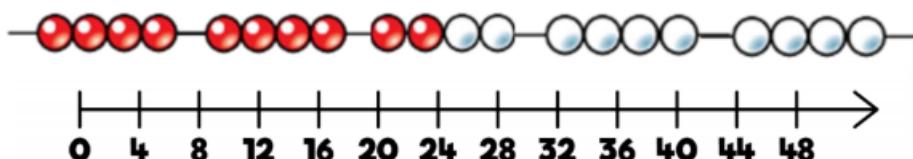
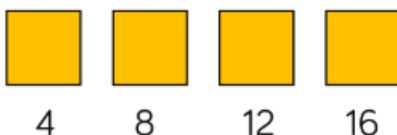
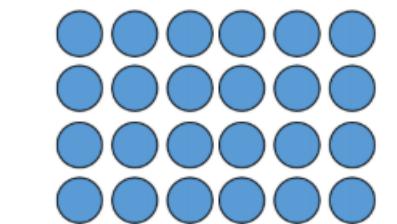
Skill: 3 times table	Year: 3
     	<p>Encourage daily counting in multiples both forwards and backwards. This can be supported using a number line or a hundred square.</p> <p>Look for patterns in the three times table, using concrete manipulatives to support. Notice the odd, even, odd, even pattern using number shapes to support. Highlight the pattern in the ones using a hundred square.</p>

Skill: 4 times table



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

4	8	12	16	20
24	28	32	36	40
44	48	52	56	60



Year: 3

Encourage daily counting in multiples, supported by a number line or a hundred square.

Look for patterns in the four times table, using manipulatives to support. Make links to the 2 times table, seeing how each multiple is double the twos. Notice the pattern in the ones within each group of five multiples.

Highlight that all the multiples are even using number shapes to support.

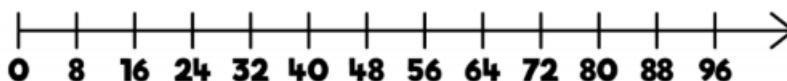
Skill: 8 times table



8 16 24 32

8	16	24	32	40
48	56	64	72	80

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Year: 3

Encourage daily counting in multiples, supported by a number line or a hundred square.

Look for patterns in the eight times table, using manipulatives to support. Make links to the 4 times table, seeing how each multiple is double the fours. Notice the pattern in the ones within each group of five multiples.

Highlight that all the multiples are even using number shapes to support.

Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4



H	T	O	
		3	4
x			5
		2	0
	+ 1	5	0
		(5 x 4)	(5 x 30)
		1	7
		0	

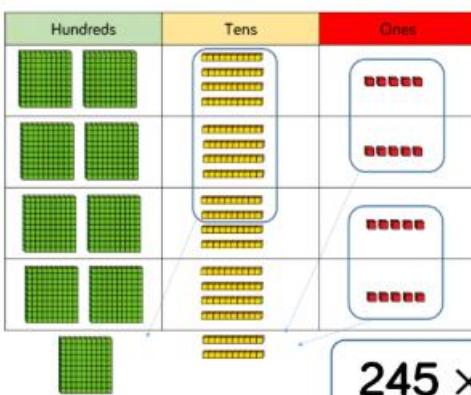
$$34 \times 5 = 170$$

H	T	O	
	3	4	
x		5	
	1	7	0
	1	2	



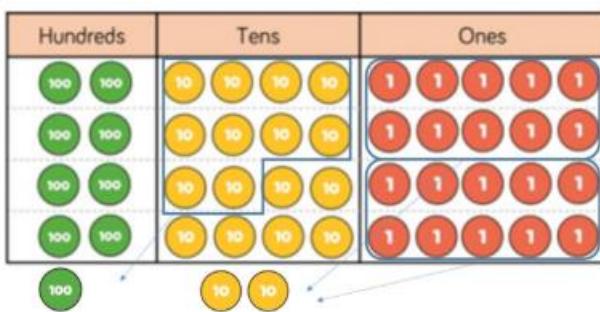
Skill: Multiply 3-digit numbers by 1-digit numbers

Year: 3/4



H	T	O
2	4	5
x		4
	9	8
	0	
	1	2

$$245 \times 4 = 980$$



When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method. Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.

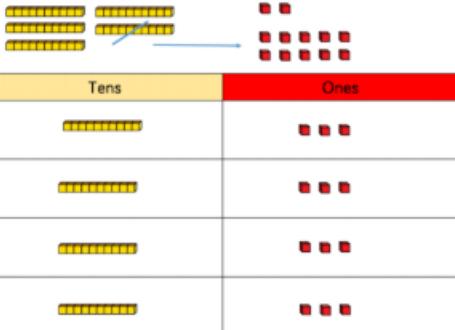
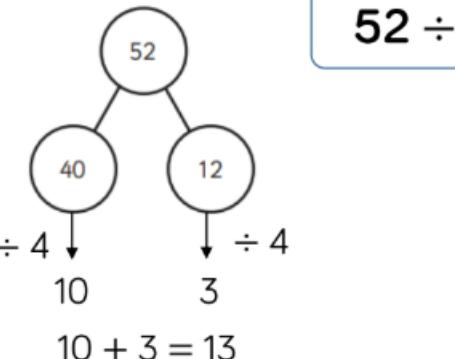
Division

By the end of Year 3 children should be able to:

- 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

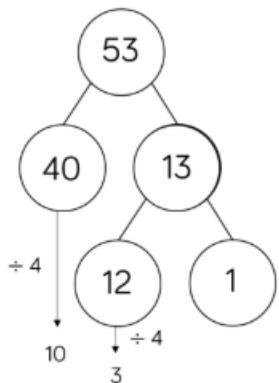
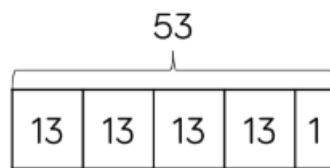
Key Vocabulary:

Share, share equally, one each, two each, group, groups of, lots of, half, array, divide, division, fraction, inverse, remainder, equally grouped, divided by, shared by

Skill: Divide 2-digits by 1-digit (sharing with exchange)	Year: 3/4																				
 <p>A base 10 grid showing 5 tens (yellow) and 2 ones (red). The tens are arranged in a 5x2 grid, and the ones are arranged in a 2x2 grid. A blue arrow points from the tens to a place value grid below.</p> <p>Place Value Grid:</p> <table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>.....</td><td>...</td></tr><tr><td>.....</td><td>...</td></tr><tr><td>.....</td><td>...</td></tr><tr><td>.....</td><td>...</td></tr></tbody></table> <p>Equation: $52 \div 4 = 13$</p> <p>Part-Whole Model:</p>  <p>52 40 12 $\div 4$ $\div 4$ 10 3 $10 + 3 = 13$</p> <p>Visual Aids:</p>  <p>Base 10 blocks showing 5 tens (yellow) and 2 ones (red). The tens are exchanged for 1 ten and 12 ones. The 1 ten and 12 ones are then divided into 4 equal groups of 3 ones each.</p> <p>Place Value Grid:</p> <table border="1"><thead><tr><th>Tens</th><th>Ones</th></tr></thead><tbody><tr><td>10</td><td>3</td></tr><tr><td>10</td><td>3</td></tr><tr><td>10</td><td>3</td></tr><tr><td>10</td><td>3</td></tr></tbody></table>	Tens	Ones	Tens	Ones	10	3	10	3	10	3	10	3	<p>When dividing numbers involving an exchange, children can use Base 10 and place value counters to exchange one ten for ten ones. Children should start with the equipment outside the place value grid before sharing the tens and ones equally between the rows.</p> <p>Flexible partitioning in a part-whole model supports this method.</p>
Tens	Ones																				
.....	...																				
.....	...																				
.....	...																				
.....	...																				
Tens	Ones																				
10	3																				
10	3																				
10	3																				
10	3																				

Skill: Divide 2-digits by 1-digit (sharing with remainders)

Year: 3/4



When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones.

Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.

Flexible partitioning in a part-whole model supports this method.

Reading in Year 3

- Guided Reading will be taught daily.
- Guided Reading will involve reading as a whole class at the beginning of the week. The text will be shared and discussed in preparation for activities based on it throughout the week. Unfamiliar vocabulary will be identified and discussed.
- Retrieval of facts, vocabulary activities and interpreting facts and character's thought and feelings will be focused on during the week.
- Home reading books will be sent home on a Friday and will need to be returned on a Tuesday. This gap will allow the books to be quarantined. Please make sure books are returned on the correct day.

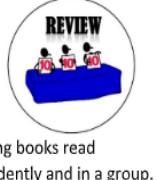
Retrieval — Using the text to find answers to questions.

Inference — Using clues in the text to answer questions about characters thoughts and feelings and exploring vocabulary.

Vocabulary – Reading unfamiliar words in a context and working out the meaning of the word/phrase.

At home you can help with fluency by re-reading a text. By re-reading the same text it helps children understand what it feels like to be a fluent reader.

Year 3 Reading Objectives:

Year 3 and 4 Reading Assessment					
 RETRIEVE 1. Identifying main ideas drawn from more than one paragraph. 2. Summarising main ideas. 3. Discussing their understanding of the text. 4. Retrieve and record information from non-fiction. 5. Using contents pages and indexes to find information.	 INTERPRET 1. Asking questions to ensure understanding of the text. 2. Explaining the meaning of words in a context. 3. Drawing inferences such as characters' feelings, thoughts and motives from their actions. 4. Justifying inferences with evidence. 5. Predicting what might happen from details stated and implied. 6. Using dictionaries to check the meaning of words they have read.	 CHOICE 1. Identifying how language, structure and presentation contribute to meaning. 2. Discussing words and phrases that capture the reader's interest and imagination. 3. Recognising some different forms of poetry. 4. Reading Books that are structured in different ways and reading for a range of purposes. 5. Identifying conventions in a wide range of books.	 PERFORM 1. Preparing poems and play scripts to read aloud and to perform to, showing intonation, tone, volume and action. 2. Retelling stories from a wide range of books orally.	 VIEWPOINT 1. Identifying themes in a wide range of books.	 REVIEW 1. Discussing books read independently and in a group. 2. Taking turns and listening to what others say. 3. Read for pleasure, build reading stamina and discuss books, poems and other texts with other children.

Reading for Pleasure

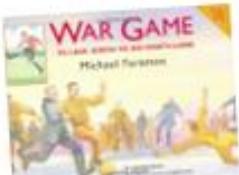
It is really important that as well as reading fluently children need to develop reading for pleasure. As a school, it is going to be difficult for us to monitor this and offer children the wide range of texts we normally would. Children will not be able to bring in books from home but, if they have read a book at home please record this in the yellow reading record. This will help me to monitor what the children are reading. It would also be great if when you read a good book you could take a picture of it and send it to me on Dojo. This will create an opportunity for talking about books and will hopefully lead to children recommending books to each other, being more motivated and reading for pleasure. Please see the Reading Spine list below for ideas of books to read for pleasure.



Weetwood Reading Spine

Gold Award

Please sign and date when your child has read a book from the spine.



Ted Hughes
the Iron Man



Headteacher's
Choice



Question starters to use when reading with children.

	Questions (linked to reading domains)
	<u>2a Give/explain the meaning of words in context</u> Which word in the text describes what xxx is like? What does the word xxx mean in this sentence? Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given) What does <i>word/phrase</i> mean?
	<u>2b Retrieve and record information/identify key details from fiction and non-fiction</u> Retrieval Questions:- What, Who, Where, When, Why?, How much/many? Using information from the text, decide if the following statements are true or false?
	<u>2c Summarise main ideas from more than one paragraph</u> Number the sentences below from 1 to 4 to show the order they happen in the story What happened before or after something?..... What happens first in the story? 2d Make inferences from the text/explain and justify inferences with evidence from the text Find a word that shows that..... How do you think someone is feeling/felt at a point in the story? Why did he feel that way? Why did something happen? Why did someone do something? Why did someone think something? Why did someone describe something as? How do you know that xxx was? How did xxx feel when ...something happened? Using info from the text, tick one box in each row to show whether each statement is a fact or an opinion Why did....something happen? Why did...someone do something? 2e Predict what might happen from details stated and implied How do you think this story will develop? What do you think will happen next? Why do you think that/What are the clues?
	<u>2f Identify/explain how information is related and contributes to meaning as a whole</u> How does the title encourage you to read on? In what ways do the illustrations support the text? 2g Identify/explain how meaning is enhanced through choice of words and phrases What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? 2h Make comparisons within the text Which text is better and why? Describe different character's reactions to the same event Why has information been organized differently in different parts of the text? What is similar/different about two characters?

Writing in Year 3

- Throughout Year 3 the children will be writing in a variety of different genres, including stories, descriptions, non-chronological reports, instructions, newspaper reports, explanations, adverts, poetry, diary entries, recounts and biographies.
- The children will be encouraged to proof read their work and try to find their own spelling or punctuation errors.
- The children will be encouraged to attempt to spell unfamiliar words and use their word wall words to help spell the common exception words. (see attached Word Wall sheets)
- We will begin the year by practicing spelling words from the year 2 word wall to recap.
- The children will learn new spelling patterns and spelling rules alongside consolidating their phonic knowledge.
- The children will normally write every day. Sometimes this will be independent, sometimes shared writing and sometimes the work will be based on whiteboards.
- We will continue to use cursive letters. We will practise the letters individually first and then begin to join.

Letter Formation Handwriting Sheet with Rhymes

The handwriting sheet features cursive letters arranged in two rows. Each letter is accompanied by a small box containing a rhyme describing its formation:

- a:** Whoosh in and round you go. Up, down and kick out o'toe.
- b:** Whoosh in and up tall and back down, then half way up and all the way round. Add a tail at the end, to b can join with a friend.
- c:** Whoosh in and curl the c. C joins other letters easily.
- d:** Whoosh up halfway and go around, then all the way up and back down. Kick out it's toe, and that's ready to go.
- e:** Whoosh in and swirl like a small snail leave an easy joining tail.
- f:** Whoosh in to the top and go round, and then storm under the ground. Under the line, jump the虎 part, and finish your f near its start.
- g:** Whoosh in, go round and then down under the top. Go down under the line, loop and stand.
- h:** Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground.
- i:** Whoosh up and down, then kick out. Halfway up, bend over and flick off the ground. Add a dot and i's ready to go.
- j:** Whoosh up tall and swirl down. Loop up and around. Go down to the ground and make your flick small.
- k:** Whoosh up tall and kick down. Go halfway up and around. Go down and out with a flick, you k is ready to kick.
- l:** Whoosh in and up tall. Down to the ground and make your flick small.
- m:** Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m.
- n:** Whoosh in and then down. Up, over the hump and flick off the ground.
- o:** Whoosh in round you go. Lead out from the top for your o.
- p:** Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.
- q:** Whoosh in and round you go. Then zoom under the line and kick out q's big tail.
- r:** Whoosh to the top to start. Go down and curve the tail for your r.
- s:** Whoosh in and curl left, curl right this lead out of your s.
- t:** Whoosh up then down. Bend round, go up and down to the ground. Kick out it's toe and t is ready to go.
- u:** Whoosh up then down into the valley. Down back up and across the top to finish your u.
- v:** Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an v.
- w:** Whoosh up then down and bend round. Go up then down underground. Keep the tail under the line. Lead the y out and then it's fine.
- x:** Whoosh up then to the right. Siz zig down and back to the right.
- y:**
- z:**

Year 3 Writing Assessment Grid

+

Year 3								
Working Towards the Expected Standard (WTS)								
I can use some genre specific features for narrative.								
I can use some genre specific features for non-narrative.								
I can use a range of sentence types: command, statement, exclamation, question.								
I can use the past and present tense mostly accurate.								
I can use co-ordinating conjunctions and, or, but in my writing.								
I can use the following mostly accurately;	I can use capital letters.							
	I can use full stops.							
	I can use questions marks.							
	I can use exclamation marks.							
I can use commas for lists mainly accurate.								
I can spell most words using my phonics knowledge.								
I can spell many Word Wall 1 & 2 words.								
I can spell some suffix words -ment, -ness - less -ly, -ful correctly.								
I can use capital letters and digits of the correct size and orientation.								
Working at the Expected Standard (EXS)								
I can use most genre specific features: Narrative.								
I can use most genre specific features: Non Fiction.								
I can plan my writing to show I understand the structures and vocab								
I can use paragraphs.								
I can use headings and subheadings where appropriate.								
I can suggest improvements to my work.								
I can proof-read my writing to edit spelling and punctuation errors.								
I can describe setting and characters within a longer story including feelings and characteristics.								
I can use range of subordinating conjunctions e.g when, before, after, while, as in my writing. (AWHITESBUS)								
I can open my sentences using conjunctions above as openers.								
I can use capital letters. (mostly accurately for proper nouns and sentences)								
I can use some use of inverted commas for speech.								
I can use the present perfect tense in writing.								
I can use an apostrophe for possession.								
I can use an apostrophe for omission.								
I can use a or an appropriately.								
Use the first two or three letters of a word to check its spelling in a dictionary.								
I can add suffixes to words with more than one syllable								
I can use some adverbs and prepositions in writing including to start sentences. (TRaMP)								
I can use elements of cohesion in my writing.								
I can spell 90% of the Word Wall 3 words.								
I can write legible, joined handwriting with letters evenly spaced and sized.								
Working at Greater Depth within the Standard (GDS)								
I can use inverted commas very accurately								
I can use precise detail to create an effect								
I can use a range of sentence types (complex, compound and simple)								
I can use adverbs for precision								
I can use a range of sentence starters								

Year 3 WordWall

Word Wall 3

answer	consider	forward(s)	length	remember
appear	decide	fruit	library	special
arrive	describe	group	minute	strange
believe	different	heard	often	suppose
build	difficult	heart	perhaps	surprise
busy	early	history	possible	therefore
caught	earth	important	probably	(al)though
certain	eight/eighth	increase	question	thought
circle	favourite	island	recent	through
complete	February	learn	regular	woman/women

Word Wall 2



after	class	father	old	that
again	climb	find/kind/mind	only	them
any/many	clothes	gold	parents	then
beautiful	cold	grass	pass	this
because	door/floor/poor	great/break/steak	path/bath	told
behind	even	half	plant	water
both	every	hold	pretty	which
busy	everybody	hour	should/could/would	who
child	eye	most	sugar	whole
children	fast/last/past	move/ prove/improve	sure	wild

Swimming in Year 3

As I am sure you are aware, the children have swimming lessons in year 3. Swimming and water safety are part of the Primary National Curriculum. The school uses the swimming pool at Leeds Beckett University. Obviously, due to COVID restrictions, we are unable to attend swimming lessons at the moment. Hopefully, we will be able to begin this in January and I will update you about this nearer the time.