

YEAR 3 CURRICULUM MEETING AUTUMN TERM

Aims of Year 3

- To improve the quality of children's learning within a stimulating environment.
- To continue to provide opportunities for children to gain success across a broad curriculum.
- To teach children the strategies which will enable them to work independently and gain ownership of their own learning.
- To assist children in reflecting upon and analysing their own work.
- To equip children to become purposeful and co-operative team members, loyal to their class and school.
- To have high pupil expectations.
- To offer opportunities for children to develop thinking skills.

Key Learning Outcomes in Literacy

Speaking and Listening

We aim in Key Stage Two to develop the ability and confidence of children to speak before a variety of audiences, within a number of different contexts. Speakers should be made aware of the importance of posture and of the need to speak clearly and with expression, in order to communicate successfully. Listeners must be prepared to concentrate silently upon the speaker and to formulate appropriate questions in response to what they have heard. Children are given opportunities to extend their vocabulary so as to enrich their speech and increase their understanding.

Reading

We desire to develop in the children a love of literature which will enrich their lives for years to come, combined with a mastery of research skills, which will ensure they continue to learn to the best of their ability. We must of course continue to provide children with the knowledge of phonic patterns which assist in the decoding of words, but we aim in addition to make children aware of the more profound meanings of the stories they read and to develop their skill in understanding character, plot development and the devices which sustain a reader's interest.

Writing

The skills that are learned by children in the course of reading activities are also developed in their writing, so that they begin to cater for the reader in the same way that a published author may do. They are encouraged to plan their stories in detail, with particular attention to the development of rounded characters who act consistently and of devices that grip the attention and encourage continued reading. They learn to write in a variety of registers and styles to suit a range of purposes and audiences. They continue to develop their understanding of the structure of the English language; increasing the accuracy of their punctuation - including that of direct speech - and writing grammatically. They develop a fluent, joined style of handwriting and increase their knowledge of the spelling patterns, prefixes and suffixes which enable them to communicate successfully in written form.

During Literacy lessons they will in Year 3 study the following genres of writing:

- shape, observation and humorous poems
- poetry from other cultures
- myths, legends, fables and parables
- traditional stories
- adventure and mystery stories
- information books
- dictionaries, thesauruses, directories and encyclopaedias
- instructional texts
- letters written for a range of purposes

Key Learning Outcomes in Maths

Skills

Children in Key Stage Two further develop their knowledge of problem-solving strategies and draw on an increasing number of skills and techniques when tackling maths investigations. They share expertise when working as a team and understand the need to co-operate in order to compete successfully. They increase their ability to handle numbers using the four number operations and extend their understanding of place value.

Knowledge

Children become familiar with a greater number of fractions and are introduced to negative numbers and the contexts in which they are found. They continue to learn multiplication tables to x10 and to handle division problems using different formats. They deepen their knowledge of techniques which facilitate swift mental recall of number facts and draw on a wider range of formats to present and interpret data.

Through Numeracy lessons they will in Year 3:

- Read, write and order numbers to 1000
- Count on or back in 10s or 100s from any two or three digit number
- Recognise and use fractions eg $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ etc
- Know by heart addition and subtraction facts to 20
- Know by heart facts for 2, 3, 4, 5, 10 multiplication tables
- Understand division as the inverse of multiplication
- Use units of time and know the relationship between them
- Understand and use £.p
- Choose the best way to solve problems and explain it
- Identify right angles
- Identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry
- Use data handling to solve a given problem
- Concentrate on the development of mental Maths together with formal recording.

Key Learning Outcomes in Science and Humanities

One lesson of science is taught every week to cover AT1 enquiry and investigative skills. Larger topic areas are covered for 3 lessons per week for 3 half-terms.

Science Skills

Children begin to consider ways in which tests might be altered to make them more fair. They use a number of methods to present their findings, including tables and charts. They make careful observations and measurements and begin to analyse results carefully, identifying any trends or patterns which arise.

Knowledge

The Science and Technology topics covered are:-

'May the Force be With You' - includes magnets and forces

'Out of the Box' - a business enterprise and healthy food project

'Healthy Heroes' - a focus on growth, health and fitness

'Pencil Cases' - a design technology project

Humanities Topic Areas

'Under Attack' - Invaders and Settlers including Romans and Vikings

'Three Giant Steps...' - the geography of our locality, the UK and beyond

Homework

'Homework' will be given as regular **Learning Together** activities. These will reinforce work covered in the classroom and each child will be given Learning Together books, one for literacy/topic activities and one for numeracy activities. The main aim of these activities is to encourage dialogue and a partnership between you and your child. They can therefore be completed in a variety of ways depending on the interests of your child and the time you have available to spend with them. There is no right or wrong way to complete the task, you can include writing, pictures, photographs...the choice is yours. We will stick in new tasks every Wednesday so it would be helpful if the books could be returned before then but please let us know if extra time is needed for a particular task. Fun and flexibility should be the key to 'happy homework' but if you have any queries regarding these tasks do not hesitate to contact your child's class teacher.

Spellings will also be sent home weekly. These will cover a range of spelling patterns and, for some children, will link to a particular phonic they are looking at within their booster group. Spellings can be learned in many different ways, some of which are highlighted in the front of your child's spelling book. In year 3 we do not expect the children to complete try1 / try2 style tests but if they prefer this method of learning then please feel free to continue!

Independence Skills

Learning Outcomes & Success Criteria

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily gleaning where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning have been put in place, whereby speaking and listening are valued in Response Partner sessions and children give presentations about their learning.

Year 3 children should be developing their questioning and thinking skills. Many styles and approaches are delivered to encourage higher order conceptual development, including Philosophy for Children.

Responsibilities

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Children are always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, Friday golden dinner table, class stickers, behaviour certificates, house team points, monitors etc. Manners are especially praised, politeness and an appropriate way to talk to adults.

Listening

Despite children's kindness and enthusiasm listening at appropriate times is a skill that is vitally important for the children to develop and for which we have developed strategies. We celebrate success by using a star chair and issue 'Star of the Week' and 'Good Work' Celebratory telegrammes. A time out chair is also available as a consequence when rules have been broken.

Children have developed success criteria for what makes a good listener and we are reinforcing this daily. Those who chatter or disturb others consistently will be moved to amber on our behaviour traffic light system then to red, where they receive a yellow card from Miss Reay. If two are received parents are informed. In some incidents a home/school book is set up. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion.

Registration

Some children arrive late each morning. In order that we can begin to teach classes on time, we would appreciate your support in helping us to aid our task. We know that you will realise that we have to account for every teaching minute. Therefore we would be grateful if all parent/teacher liaisons were done after school or before 8.45 a.m. Registers indicate L (late) after 9.10 a.m.

Attendance

The focus is no longer reporting on unauthorised absence but an overall drive to reduce absence whether authorised or otherwise. Illness absence now requires 'justifiable evidence' and new regulations aim to address the misconception that children are entitled to 10 days holiday during term time. Any child with attendance below 85% is classified as a persistent absentee. The average attendance nationally is 96% and we aim to achieve this or better to ensure that the children gain full benefit from their education.

Finally, please do not let a small concern become a big worry! Pop in or make an appointment to discuss it. Often problems can be dealt with by a quick word at home time or a chat over the phone, we are here to support you and your child and try to make school days as happy as we possibly can.

Thank you for your continued support

Mrs White, Mrs Humes and Mr Jefferson