



Learning to Love, Loving to Learn

Year Three Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims :

- Y3 expectations in GPS, Reading, Writing and Mathematics
- Learning Challenge – cross curricular and enquiry based learning
- RE / RSE
- How parent/school partnerships make a difference



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GPS (Grammar, Punctuation and Spelling)

In Year Three, children are expected to use these in their writing and when talking about it;

- Conjunctions, adverbs and prepositions to express time, place and cause
- Paragraphs to structure text
- Headings and paragraphs
- Present perfect form of verbs instead of simple past
- Inverted commas to punctuate direct speech



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Reading in Year 3

A typical Y3 child in reading is expected to...

- listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks;
- use dictionaries to check the meaning of words they have read;
- Identify themes and conventions in a wide range of books.
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- Predict what might happen from details stated and implied.



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What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially why do you think...? questions) to ensure your child is understanding what they are reading.



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What questions can I ask?

- 1) What does this word/phrase/sentence tell you about the character/setting/mood?
- 1) By writing in this way, what effect has the author created?
- 2) What other words/phrases could the author have used here?
- 3) How has the author made you feel by writing...? Why?
- 4) What do you think.... means? Why do you think that?
- 5) Why do you think...?
- 6) How do you think....?
- 7) Can you explain why....?
- 8) What do these words mean and why do you think that the author chose them



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Maths in Year 3

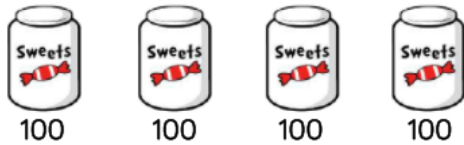
- Counts from 0 in multiples of four, eight, 50 and 100
- Can work out if a given number is greater or less than 10 or 100
- Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)
- Solves number problems and practical problems involving these ideas
- Adds and subtracts numbers mentally including: a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds.
- Recalls and uses multiplication and division facts for the multiplication tables: including the three; four; and eight times tables
- Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10



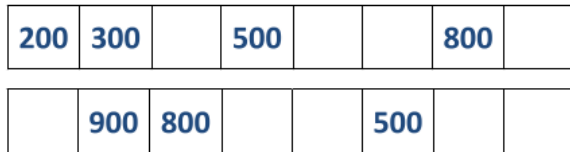
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Examples of maths mastery

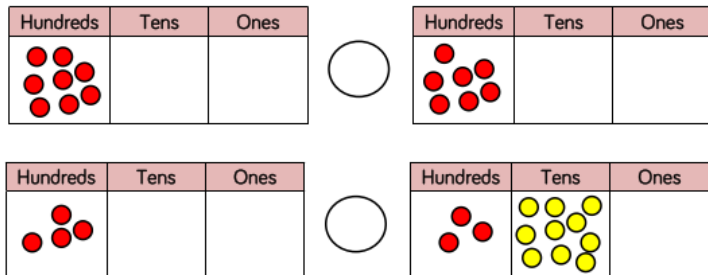
- 1 There are 100 sweets in each jar.
How many sweets are there altogether?



- 2 Complete the number tracks.



- 3 Use $<$, $>$ or $=$ to compare the place value grids.



Sarah thinks the place value grid is showing the number eight.

Do you agree?
Explain.



Using all the counters, what is the smallest number you can make with the counters?

I disagree with Sarah because the eight counters are in the hundreds column which shows eight hundreds.

The smallest number I can make is eight.



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Writing in Year 3

This is a typical example of what would be expected from a child in Year 3.

As I looked around, I could see towering trees with gigantic! ^{leaves.} leaves. In the wondrous forest I could hear chicks chirping from the distance. As I turned around I saw multicoloured monkeys, they were sitting on the high branches of the tree. The flowers twinkled in the daylight. The amazing ~~dazzling~~ ^{dazzling} flowers felt smooth and gentle.

Have you ever saw a multicoloured monkey?
I like Safas question. Peer feedback.



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gets her beef dinner, because she loves beef, it's her favorite dinner ~~of~~ all. On to house number three Twilite is called Danny. He loves to eat chicken for his tea and he loves to be very naughty and chase all the little, sneaky mice.

One sunny morning the owners decided to paint their houses. Owner number one painted her walls, owner number two painted his roof and ^{finally} faintly owner number three painted his kitchen. Twilite watched owner number one paint her wall and then owner number ^{one} gave Twilite some fish and then she continued painting her walls. Twilite leapt very high and splashed into the bucket of pink paint, owner number one was not happy at all, so she sent him outside. Twilite felt very ^{bored} bored, so she quickly jumped out of house number one and into house number two.



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Learning Challenge

- Cross curricular approach to learning (real life skills)
- Enquiry based learning (conceptual skills)

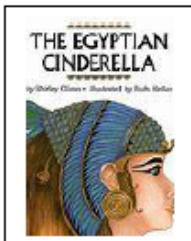
Learning Challenge

Y3 Learning Challenge: Unearthing the Egyptians!

Key Text: Pebble in my pocket

Prime question: What can we learn from the Egyptians past and present?

English



- Description writing – a focus on settings
 - Diaries
 - Character profile
- Non-chronological reports
 - Narrative

Maths

- count from 0 in multiples of 4, 8, 50 and 100
- work out if a given number is greater or less than 10 or 100
- recognise the place value of each digit in a 3-digit number (hundreds, tens, and ones)
- solve number problems and practical problems involving these ideas

Science

- Compare and group together different kinds of rocks on the basis of the appearance and simple physical properties. (Texture, colour, density and type, permeable, impermeable igneous, sedimentary, metamorphic rocks etc.)
- Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. (fossils and Sedimentary rocks)
- Recognise that soils are made from rocks and organic matter (Humus layer, soil layer & bedrock, chalk, limestone mineral and nutrients, alkaline and acid soils etc.)

History

- KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Art

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials

DT

- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Computing

Online Safety

- Explain what is meant by the term 'identity'.
- Explain how people can represent themselves in different ways online.
- Explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
- Recognise some ways in which the internet can be used to communicate.

Coding

- Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems. (dynamic story linked to Egyptians using Scratch)

PSHE

Internet safety and harms – link to computing

Pupils should be taught about

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- where and how to report concerns and get support with issues online.



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RE – Year 3

Contents



1. The Christian Family

The Holy Family
Our Family
The Family of the Church
Joining the Family of the Church



The Sacrament of Baptism
Signs and Symbols used in Baptism
Promises made at Baptism



2. Mary, Mother of God

The Annunciation
Mary visits Elizabeth
The Mystery of the Incarnation
Advent
The Birth of Jesus
The Shepherds
Visit of the Wise Men



3. Sacrament of Reconciliation

The Great Commandment
Called to Change
God's Love
The Sacrament of Reconciliation
Receiving the Sacrament of Reconciliation



4. Celebrating the Mass

How the Mass began
The Last Supper
The Sacrifice of the Mass
The New Covenant
The Beginning of the Mass
The Readings at Mass
The Offertory and Consecration
Holy Communion
Our Parish Church



5. Celebrating Easter and Pentecost

Celebrating New Life
Celebrating Easter
Jesus is Risen
Jesus appears to the Apostles
The Ascension
Celebrating Pentecost
The Fruits of the Spirit



6. Being a Christian

The Challenge
Loving My Neighbour
St. Paul
Meeting Jesus
Using Gifts to Help Others
Prayer





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RSE – Year 3

Social and Emotional

Learning intention

to describe and give reasons how friendships make us feel happy and safe.



Physical

Learning intention

to describe and give reasons why friendships can break down, how they can be repaired and strengthened.



T1. A Journey in Love
– Year 3 –

A Journey in **LOVE**

A developmental programme
for children in the primary years



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Spiritual

Learning intention

To celebrate the joy and happiness of living in friendship
with God and others.





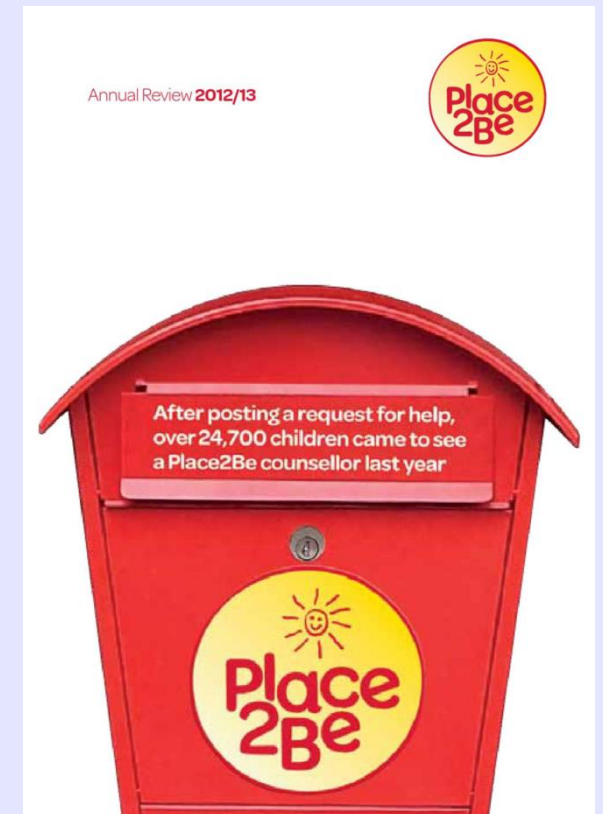
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Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

Classroom- class teachers and TAs

Playground- an adult on duty/ lunchtime supervisors





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Online Safety

All children will sign the agreed use policy to help them stay safe online.

Please support your child at home to be safe online, here are some examples from the children's guidance:

These statements can keep me and others safe & happy at school and home

1. **I learn online** – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
2. **I behave the same way on devices as face to face in the classroom, and so do my teachers** – If I get asked to do anything that I would find strange in school, I will tell another teacher.
3. **I ask permission** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
8. **I am careful what I click on** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
9. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
10. **I know it's not my fault if I see or someone sends me something bad** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
17. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
18. **I follow age rules** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.