Welcome to Year 3 meet the teacher

Miss Travers, Mrs Vieira, Mrs Casey, Ms Portugal and Ms Day.

- Curriculum
- Timetable and routines
- Homework
- Support

Year 3

- First year of KS2
- We want children to:
  - Develop a determination to succeed
  - Take ownership of their learning
  - Become increasingly independent

Curriculum

- **English**: 5 lessons a week: mixture of reading and writing. Spelling and handwriting is also included.
- **Maths**: 5 lessons a week-including weekly times table challenge (3, 4, 8x)
- **Science**: 1 lesson per week
- **R.E.** (2.5 hours per week)
- **Creative Curriculum**: 2/3 lessons a week (History, Geography, Art, Design Technology)
- **P.E**. 2 lessons a week (swimming in Summer term)
- **Music**:Thursday-singing, Friday-music (Mr Rees)
- **German:** (Miss Siswick)

Maths learning journey

St Vincent's Catholic Primary School **Together Through Christ We Grow and Learn**

My Year 3 Learning Journey for Mathematics

Strand			I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)
NUMBER	Number & Place Value	1	I can begin to count from 0 in multiples of 4 and 100, making some progress with the sequence eg counting as far as 20 in 4's.	I can count from 0 in multiples of 4 and 100.	**I can count from 0 in multiples of 4, 8, 50 and** 100 eg continue the sequence 200,400,600; 8,16,24
		2	I can read and write numbers to 100 and sometimes beyond, saying which of two numbers is larger or smaller.	I can read and write numbers to 100 and sometimes beyond, using the signs < > = to compare two numbers.	*** I can read, write** (in numbers and words), **compare and order numbers to 1,000 placing < > = between two numbers**
		3	I know the place value of each digit in a 2-digit number (tens and ones). I can show my partitioning of numbers in at least one way.	I know the place value of each digit in a 3-digit number (hundreds, tens, and ones). I can show my partitioning of numbers in at least one way.	*** I know the place value of each digit in a 3-digit number** (hundreds, tens, and ones). I can show my partitioning of numbers in different ways (eg numbers, pictures, sums, diagrams) and use place value to solve problems eg Arrange 3,4,7 to make the biggest possible 3 digit number and show why your answer is correct.
		4	I can find 1 or 10 more or less than a given number to 100.	I can find 10 or 100 more or less than a given number to 100 and sometimes beyond.	*** I can find 10 or 100 more or less than a given number to 1,000** eg 10 less than 372 or 100 more than 604.
		5	I can use a formal written method such as partitioning to add and subtract numbers with up to two digits with help.	I can use a formal written column method to add and subtract numbers with up to two digits.	*** I can use a formal written column method to add and subtract numbers** with up to three digits.
		6	I can recall and use multiplication and division facts for the 2, 5 and 10 x multiplication tables.	I can recall and use multiplication and division facts for the 2, 5 and 10 x multiplication tables and, given time, work out facts for the 3, 4, and 8 times tables and use these to solve simple word problems.	***I can quickly recall and use multiplication and division facts for the 2, 3, 4, 5 and 8 and 10 x multiplication tables and use these to solve simple word problems.**
		7	I can write down multiplication and division sums involving the 2,5 and 10 times multiplication tables, using x ÷ and =. I can work out the answer in my head.	I can write and work out multiplication and division sums involving a one and two digit number (using the multiplication tables that I know) using written workings out (jottings) to help me.	*** I can write and work out multiplication and division sums** involving a one and two digit number (using the multiplication tables that I know) **by starting to use a formal written method** eg grid method or chunking eg 4 x 27, 81÷3.
		8	I can solve one step problems involving totals to 100 with some support, including missing number, place value or one of the 4 operations.	I can often solve problems with one or more parts involving totals to 100 and sometimes beyond, including missing number, place value or one of the 4 operations.	***I can solve problems with one or more parts involving totals to 1,000**, including missing number, place value and real life problems involving one of the 4 operations eg I am thinking of a number. I subtract 14 from it and add 5. I get 91. What is my number? Fred has 4 goldfish and Jake has four times as many. How many goldfish does Jake have?

English Learning Journey (Reading)

St Vincent's Catholic Primary School _____ **Together Through Christ We Grow and Learn**

My Year 3 Learning Journey for Reading

		I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)
Decoding	1	I can read out loud with increasing confidence and needing less support, and am starting to read silently. I can sometimes self-correct when I notice that my reading does not make sense	I can read longer texts silently or, with little support, read a text aloud confidently (eg at least Oxford Reading Tree Level 10) to an audience with good pace, expression and awareness of speech punctuation. I read ahead and can often self-correct when I notice that my reading does not make sense.	*** I can read longer, more difficult texts silently or, with very little or no support, read a text aloud confidently** (eg at least Oxford Reading Tree Level 11) **to an audience with good pace, expression and awareness of a range of punctuation**, e.g. a play script, a performance poem or a favourite passage from a selected text. **I can nearly always self-correct when I mis-read.**
	2	I can often work out the pronunciation of short new words and sometimes make a guess at their meaning by using some different strategies eg phonic word-building, context.	I can often work out the correct pronunciation of new words and make a sensible guess at their meaning by using different strategies.	***I can mostly work out the correct pronunciation of new words and make a good guess at their meaning by using different strategies** such as root words, prefixes, suffixes or contextual cues eg if I know forget, I know forgetfulness, forgotten, unforgettable , or by using a dictionary to check meaning.
Range of Reading, Enjoyment and Response	3	I enjoy reading or sharing books with others inside and outside of school.	I am becoming an independent reader who enjoys reading and sharing a variety of age appropriate fiction and non-fiction inside and outside of school.	**I am an independent reader with a positive attitude towards reading**, who chooses to read and discuss a variety of age appropriate fiction and non-fiction (including chapter books, plays, poetry and different types of non-fiction texts).
	4	I can, with some help, remember and re-tell the basic plot of some stories (including fairy stories, myths and legends).	I can remember and re-tell the basic plot of a range of stories (including fairy stories, myths and legends).	**I can remember and orally re-tell a range of stories** (including fairy stories, myths and legends)**, giving some detail.**
	5	I understand and talk about a given theme or typical idea in fairy tales or familiar stories eg good vs evil, talking animals.	I can, with some prompting, spot and discuss some of the main themes and typical ideas in fairy tales and familiar stories.	***I can spot and discuss some typical themes and ideas in a single text or given group of texts I have read** eg loneliness, triumph of good over evil or magical devices in fairy tales, animals as a typical theme in Dick King Smith stories.
	6	I can, with help, sometimes recognise the main ideas in given paragraphs.	I can often identify the main ideas in given paragraphs and can sometimes sum these up.	*** I can usually identify the main ideas in given paragraphs or sections and can sum these up** eg this paragraph is about how Harry is feeling. This paragraph is about how penguins feed..
Understanding (Comprehension)	7	I can sometimes make a reasonable prediction about what will happen next, sometimes giving a reason for my prediction when prompted.	I can often make a reasonable prediction about what will happen next, giving a reason for my prediction sometimes using some obvious clues stated in the text.	***I can make a prediction about what will happen next**, giving a reason for my prediction based on information or clues left by the author in the text, both stated (obvious) or implied (less obvious)
	8	I am starting to draw simple inferences about characters' feelings and can give a simple reason for my inference when asked.	I can draw inferences and can sometimes find a word or phrase from the text to back up my inference when asked.	*** I can draw inferences** eg inferring characters' feelings and motives from their actions **and begin to back up my ideas using a piece of relevant evidence from the text for each point that I make.**

Writing Learning Journey

St Vincent's Catholic Primary School _____ Together Through Christ We Grow and Learn

My Year 3 Learning Journey for Writing

Strand		I am Working Towards Year 3's objectives with support (Emerging)	I am Working Towards Year 3's objectives (Developing)	I am Achieving Year 3's objectives (Secure)
Transcription	Spelling & Handwriting	I can find the correct letter section of a dictionary and with help, look up and find a word to check its spelling.	I am often able to use independent strategies to correctly spell 'tricky' familiar words and words from the Year 3 /4 word list including sometimes using a dictionary.	***I can use independent strategies to correctly spell most 'tricky' familiar words and words from the Year 3 /4 word list** eg using a word-mat, sounding out : Wed-nes-day, using a dictionary to check my spelling.
		I can choose the correct prefix or suffix from two or three given to me and add it to a given word to make a new word eg un-, dis-, in- (prefixes) -ed/ -er/ -ing (suffixes).	I can correctly spell some words with prefixes eg un-, dis-, in- and some words with suffixes eg –ed, -er, -ing, and often know when to double the final consonant of a single-syllable root word eg jumped, hopped.	**I can usually add a prefix or a suffix to make and correctly spell a word** and I use these words appropriately in my writing. I mostly know when I do not need to alter the root word's spelling and when I need to double the final consonant of the root word eg disappoint, misbehave, opened, buttered, gardener, skipping, gripped, swimming.
		I know some words sound the same but are spelt differently and can sometimes choose the correct spelling.	I can spell some single syllable homophones correctly.	**I can spell most single syllable homophones correctly.** Eg pair/pare/pear, loose/lose, wait/weight, rain/reign, are/our
		My handwriting can usually be read by someone else and, with reminders, I can join some letters.	My handwriting can be read by someone else and is usually neat and even with some letters joined.	***My handwriting can easily be read by someone else and is neat and even with most letters joined.**
Composition	Planni	I can plan my writing, recording some relevant ideas with help using words or pictures.	I can plan my writing with a partner or group recording some of my own, relevant ideas using writing or pictures.	**I can plan my writing using writing or pictures to record my own, relevant ideas for the beginning, middle and ending** eg on a planning format, spider diagram, flowchart or timeline.
	Content & Organisation	With some help, I can use some of the main features of language and organisation when writing for different audiences and purposes.	I can write for some different audiences and purposes, using some of the main features of language, style and organisation.	***I can write for some different audiences and purposes, choosing and using most of the main features of language, style and organisation fairly consistently** eg headings, sub-headings, paragraphs, a formal tone for a report.
		I can sometimes write at length (to half a side of A4)	I can write at some length (half a side of A4 or more).	**I can write at length (at least one side of A4 or more in my writing book).**
		I can sometimes organise my writing into sensible sections or paragraphs with help.	I can often organise my writing into sensible sections or paragraphs.	***I can usually organise my writing clearly** with a beginning, sensible sections or paragraphs containing linked sentences, and an ending. I usually remember to show that I have started a new paragraph.
		I can organise my non-fiction writing into sections with a heading at the start and some sub-headings with help.	I can sometimes organise my non-fiction writing into sections with a heading at the start and sub-headings for each section.	**I can usually organise my non-fiction writing into sensible sections** with an appropriate heading at the start and suitable sub-headings for each section.
		I can create and describe a simple story setting and two or three characters with some support.	I can usually create and describe a simple story setting and two or three characters.	**I can mostly create and describe an appropriate story setting and two or three clear characters,** adding some detail and information to help my reader's imagination
		My story plot is straightforward and includes large parts of a story shared in class.	My story plot mostly makes sense to the reader and might include large parts of a story shared in class along with some of my own imaginative ideas.	**My story plot makes sense to the reader** and might include some ideas adapted from a story shared in class along with my own imaginative, exciting ideas.
		I use some words which are well-chosen and match the topic.	I can use some interesting, varied descriptive words and phrases to add detail.	***I can use a range of interesting, appropriate words and phrases.** I sometimes choose words because I know that they have an effect on my reader.

Religious Education Learning Journey

St Vincent's Catholic Primary School — Together Through Christ We Grow and Learn

My Year 3 Learning Journey for Religious Education

		I am Achieving Year 3's objectives (Secure) Within the Year 3 Come and See topics…		
Knowledge and Understanding	1	I can recognise religious stories that correspond to the scripture source used and which is accurate in its sequence and details.		
	2	I can describe a range of religious beliefs, giving reasons for beliefs and making links between beliefs and sources.		
	3	I can describe those actions of believers which arise as a consequence of their beliefs. I can make links between beliefs & life, giving reasons for actions and choices.		
	4	I can describe the life and work of some key figures in the history of the People of God.		
	5	I can describe different roles of some people in the local, national and universal Church.		
	6	I can describe religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. I can make links between beliefs & worship, giving reasons for actions and symbols.		
	7	I can make links to show how feelings and beliefs affect my behaviour and that of others.		
	8	I can use religious words and phrases relevant to the Year 3 topics.		

My Learning Reflection

	This term, I am proud of…	My next step is to…
Autumn:		
Spring:		
Summer:		

Creative Curriculum

These are long term projects that last one term.

English closely links to topic – We are exploring the story of ‘The Story of Tutankhamun’ and then our final writing piece would be a non-chronological report about Egyptian lifestyle.

- Especially important for writing, gives them more purpose.

Our Topics

We have fantastic topics in Year 3!

- Autumn Term: Ancient Egypt
- Spring Term: Ancient Britain
- Summer Term: Food glorious food

Routines

Homework

- Handed out-**Wednesday**
- Returned-**Monday**

PE

- Tuesday
- Wednesday

Oxford Reading Tree Books

- Changed on **Wednesday**

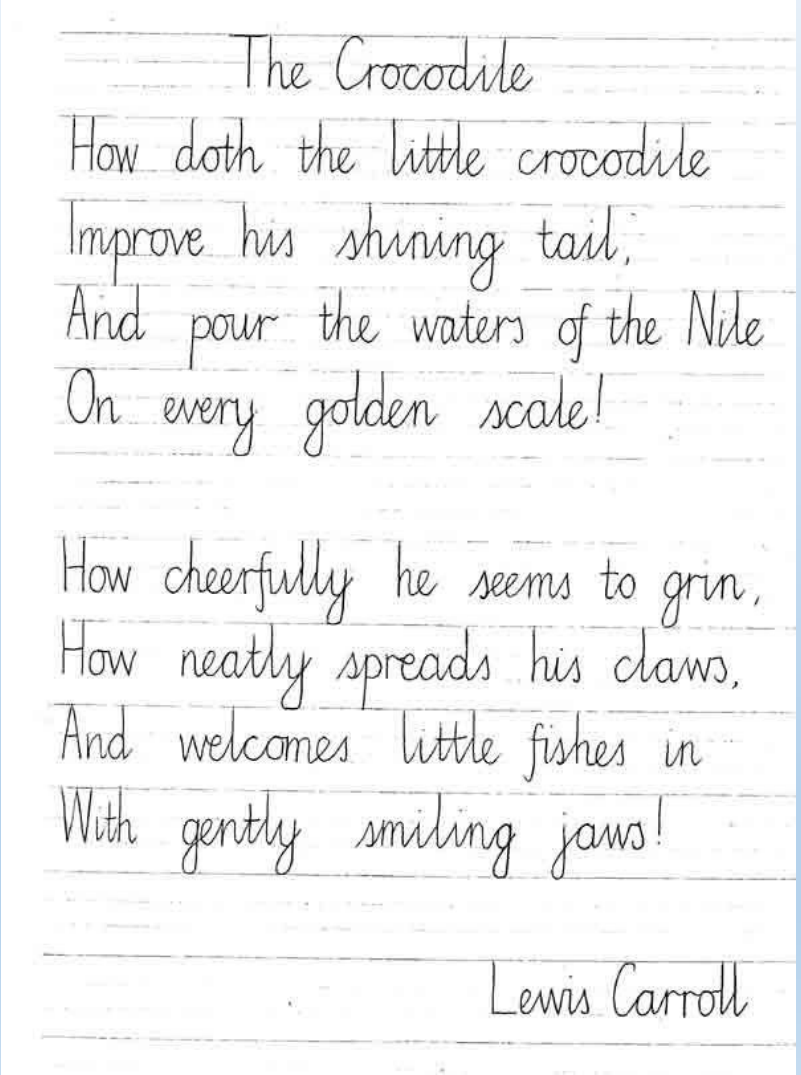
Routines

X	3	4	8
2			
10			
7			
3			
9			
1			
12			
6			
11			
5			
8			
4			

- Weekly spelling test
  - **Monday**
- Times table challenge
  - **Friday**
  - Follows national curriculum guidelines.
  - 3, 4 and 8 x tables
  - Practice is key.
  - Last year the children were very motivated by the weekly challenge.
  - Results got better week by week

Handwriting

- We do weekly handwriting practice so the children learn to form all letters correctly.



The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

Lewis Carroll

Homework

- Homework book given out on Wednesday and returned on Monday. Also this year the children have a CGP Comprehension book.
- Flexible for families: child led decisions
- Homework will consist of:
  - RE (Wednesday word)
  - Reading diary
  - Comprehension
  - Creative curriculum (choices)
  - Maths (mental maths challenges and mathletics)
  - Spellings

Example of Creative Curriculum Homework

St Vincent's Catholic Primary Creative Curriculum Homework

Our Creative Curriculum Project this term is: Ancient Egypt

Our Science Topics are: Light and Shadows

Our Religious Education Themes are: Domestic Church – Family and Baptism/Confirmation – Belonging.

This is your Creative Curriculum Homework grid from now until the end of term. Please choose one task each week to complete and record what you have done in your homework book. Be as imaginative and creative as you like (while remembering to present all of your work neatly and to a high standard). You may include photos and drawings and can also bring models or artwork into school to supplement the work recorded in your book. If you require any extra paper or card to complete a piece of homework, please ask an adult in your class and we will provide it. Tick off and date each task as you complete it!

Religious Education Topic 1: Domestic Church - Family In this topic we explore how God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times. Produce a drawing or a painting to show how special your family is to you. Bring in a photo of you and your family for our prayer table.	Religious Education Topic 2: Baptism/Confirmation – Belonging. The promises made at Baptism and Confirmation are the call to a new way of life. At Baptism and Confirmation people are welcomed and initiated into the Christian Church and supported in responding to God's call. Make a list of all of the signs and symbols of a baptism. Why are Christians baptised? Do you have a photo of your baptism that you can bring into school for our prayer table?	Science: Light and Shadows Walk around your home. Make a list of all the things that are a source of light. What is a natural source of light?
Date completed:	Date completed:	Date completed:
Using a map to help you, draw a map of Egypt including as much information as you can. For example, label the river Nile, the capital city of Egypt and the location of the Pyramids.	The most famous Egyptian pharaoh today is Tutankhamun. Research this famous pharaoh and write down 5 or more interesting facts about him.	As well as Tutankhamun, the Egyptians were ruled by many different Pharaoh's. Choose a Pharaoh who ruled in Ancient Egyptian times and do some research to find out about them and their impact on Egypt. You could present this as a fact file, poster or any other way that you wish.
Date completed:	Date completed:	Date completed:
Ancient Egyptians collected water from the River Nile using a shadouf. Can you do some research about this? Perhaps you could even try to make one using some sticks or other objects? Get creative!	Research how many pyramids there are in Egypt. Can you make your own construction of a pyramid?	Research Ancient Egyptian clothes. Design your own outfit, draw and label it explaining the material you have chosen and your reasoning behind your design. Get creative!
Date completed:	Date completed:	Date completed:

School visits

Dates for your Diary

Autumn Term

- Sir John Soane's Museum

4th October 2018

First Holy Communion

- Enrolment for First Holy Communion is underway
- Forms at the back of Church
- Forms to be returned by the first weekend in October

What we do to help

- Adult support in the classroom
- Homework-reinforce in class learning
- Clear learning objectives and success criteria using ‘I can’ statements.
- Prompt marking and feedback (verbal and written).
  - What they have done well
  - Steps for future success.
- Assessment
- Learning Journeys-easier to identify an area a child’s learning that may need extra support.

What you can do to help

- Attendance and punctuality.
- Support for behaviour.
- Check the website.
- Early nights!
- Daily reading and discussion.
- Homework – discussion and support.
- Reassurance and praise.
- Correct uniform.
- Label uniform and shoes/trainers

Thank you for coming!

Please stay behind if you have any questions!