

Welcome to Key Stage 2

We hope you find the following information about Year 3 useful



Meet The Team

The Year 3 team

Teachers:

Mrs Wells (Monday, Tuesday and Wednesday afternoon)

Mrs Sanigar (Wednesday morning, Thursday and Friday)

Teaching Assistants:

Mrs Bareham (Mornings only)

Mr Bethel (Afternoons Monday – Thursday)

Useful information about our week

- **PE** – Tuesday afternoon and Wednesday morning. Please can PE kit be left in school all week in case we need to adapt the timetable!
- **Spelling test** – Monday with words sent home that evening for testing the following week. Please ensure spelling books are in school ready for this each week.
- **Cracking Times Tables** – Test on Friday mornings with book being sent home so that you can see progress. This needs to be returned the following Friday
- **Cello** - on Wednesday mornings (15 week course). We will put some photos on the website.



End of Year expectations for English

READING

Aim: To develop a life long love of reading

Development of independent reading skills and comprehension skills.

In Key Stage 2 there is a focus on:

Inference: this is an interpretation that goes beyond the literal information given.

Deduction: this is an understanding based on the evidence given in the text.

It is important that your child understands what they are reading and can begin to use the text to evidence this understanding.

WRITING

Aim: To enjoy writing for a variety of purposes

Adapting writing for different genres.

Punctuation and grammar skills – learning and applying.

Developing language and vocabulary.

Cursive handwriting.

To become a good reader, children need to develop skills in 7 key areas:

- **Decoding** – children need a range of strategies to continue to decode unfamiliar words
- **Retrieval and recall** – in order to locate important information and to retell stories and describe events
- **Inference** – reading between the lines. Children make inferences from clues in the text.
- **Structure and organisation** – Children can discuss features of texts and how they are organised. They can make links between the purpose of the text and the organisation
- **Language** – Look at the language choices made by the writer and why these are important. How do they affect the writing?
- **Purpose and viewpoint** – Children need to understand that writers write for purpose and that this impacts on the way the text is written e.g. newspapers and advertisements.
- **Making links** - We need to make links between what we read and our own life experiences; with other books read and stories heard.
- Most importantly, reading should be *enjoyable* – listen to your child read and read with them and to them. Be a reading role model!

Spellings

Aim: To be confident spellers who are able to use a wide range of vocabulary.

- Spellings are sent home every Monday and the children are tested the following Monday.
- We will aim to do daily practise of spellings at school. It is important to try to do this at home too.

How can you help?

Spellings can be practised in a range of ways at home

Silly sentences

E.g. My cat wears a yellow hat when it goes dancing!

Spelling scribble

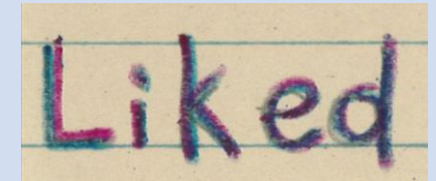


Pyramid Writing

m
m o
m o u
m o u s
m o u s e

Rainbow Words

Write the words in pencil.
Trace over them in 5 different colours.



Fancy letters

Write the words, then write them in fancy, curly, dotty writing.

Blue Vowels

Write the words.
Trace the vowels in blue.

certain

Air Write

Write spellings in the air.
Guess which word it was.

ABC order

Write the spelling words alphabetically.

Challenges:

Put the words into sentences.

Tell a story using as many spelling words as possible.

READING ASSESSMENTS

Aim: To have secure understanding of a range of texts as well as confident decoding skills. Inferential skills are also key.

Assessment take place half termly if appropriate. Assessments are rigorous and will take some time to complete.

- Benchmarking
- Learning ladders
- Teacher assessment through Guided Reading and 1:1 reading
- Comprehension activities each half term

Reading Book bands

COLOUR	READING AGE	END OF YEAR EXPECTATION
Lilac and Pink	4 to 5 years old	Yellow is the end of Reception Year expectation
Red		
Yellow		
Light Blue	5 to 6 years old	Orange is the end of Year 1 Expectation
Green		
Orange		

Reading Book bands

COLOUR	READING AGE	END OF YEAR EXPECTATION
Turquoise	6 to 7 years old	Gold is the end of Year 2 expectation
Purple		
Gold		
White		
Lime		
Brown 8	7 to 8 years old	Grey is the end of Year 3 expectation
Brown 9		
Brown 10		
Brown 11		
Grey 12	8 to 9 years old	
Grey 13		
Grey 14		

Maths – Key Skills for Year 3

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry: Properties of shape	Statistics
<p>Reading and writing 4-digit numbers.</p> <p>Understanding what each digit represents and applying it across all areas of maths.</p>	<p>Development of mental methods.</p> <p>Developing formal written methods.</p> <p>Estimating</p> <p>Using the inverse</p>	<p>Times tables (end of Year 3) 2, 5, 10, 3, 4, 8 and corresponding division facts.</p> <p>Moving towards formal written methods (grid method)</p> <p>Division by grouping to find remainders</p>	<p>Understand basic fractions as being a part of a whole.</p> <p>Know what a tenth is; count up and down in tenths.</p> <p>Find simple equivalents.</p> <p>Add and subtract fractions with the same denominator</p>	<p>Dealing with various measures – length, mass and volume.</p> <p>Perimeter of simple 2D shapes</p> <p>Money</p> <p>Time – analogue and 24-hour (Roman Numerals)</p>	<p>2D and 3D shapes.</p> <p>Angles – recognising turns (right angles).</p> <p>Lines – horizontal, vertical, perpendicular.</p>	<p>Interpreting and presenting bar graphs, pictograms and tables.</p>

PROBLEM SOLVING

Maths – Key Skills for Year 3

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PROBLEM SOLVING

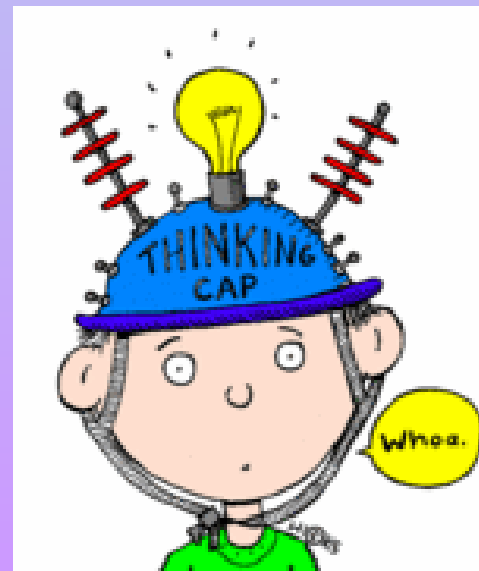
Problem Solving

Aim: To develop a range of strategies to solve problems practically.

At The Heights we are striving to develop problem solving and real life maths.

- Daily problem solving tasks in class
- Weekly problem solving lesson

How can you help?



Maths is everywhere!

Follow a recipe

- Finding quantities
- Estimating and checking
- Doubling and halving recipes
- Time



Talk about the weather forecast

- Look at temperature changes day to day
- Negative numbers
- Probability



Going shopping

- Adding costs
- Doubling
- Discounts
- Change
- Shapes (nets)



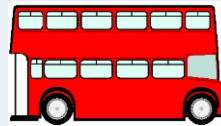
Planning an outing

- Time
- Distance
- Costs



Buses and Trains

- Reading timetables
- Working out times



Look at numbers everywhere

Discuss
what they
mean.



Cracking Times Tables

Aim: To develop fluency with times tables

By Year 3 all children will have started the programme. We have continued from the level they had achieved by the end of Year 2.

The programme is progressive and will continue through the whole school. It runs from levels 1 to 20.

As children progress through the levels

- The number of questions increases
- The depth of table knowledge required becomes greater
- The time per question decreases

Please do not worry if your child remains at the same level for longer periods of time!

The focus is for the children to beat their own score each week.

Level	Times Tables Tested	Number of questions
1	2	10
2	2, 10	15
3	2, 10, 5	20
4	2, 10, 5, 4	25
5	2, 10, 5, 4, 8	30
6	2, 10, 5, 4, 8, 3	35
7	2, 10, 5, 4, 8, 3, 6	40
8	2, 10, 5, 4, 8, 3, 6, 12	45
9	2, 10, 5, 4, 8, 3, 6, 12, 9	50
10	2, 10, 5, 4, 8, 3, 6, 12, 9, 11	60
11	2, 10, 5, 4, 8, 3, 6, 12, 9, 11, 7	75
12	2, 10, 5, 4, 8, 3, 6, 12, 9, 11, 7	100
GRAND ORDER OF THE MASTER MULTIPLIER SPECIAL CERTIFICATE AND BADGE		

13	2 to 12 times tables plus division facts, square numbers and square roots	50
14	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	60
15	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	70
16	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	80
17	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	85
18	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	90
19	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	95
20	2 to 12 times tables (and beyond) plus division facts, square numbers and square roots	100

Support at Home and Useful Websites

The Heights website

ICT games

Woodlands Junior

Topmarks

BBC bitesize KS2

Crickweb KS2

