

Victoria Dock Primary School

A curriculum guide
for parents

Year 3

Working together for your children

Welcome to Year 3

In Year 3 we adopt a creative and enthusiastic approach to our curriculum. We encourage independence and a love of learning.

- This year your teachers will be Mrs Mounce, Mrs Cox and Mrs Peachey.
- Other adults working with you may include; Mrs Stephens, Mrs Bannister, Mrs Hagger, Mrs Fletcher, Mrs Taylor, Mrs Hague, Miss Townsend and Mr Walster.
- Your classroom will be based in the lower school along with Year 2.

Dismissal

- Dismissal is at 3:10pm and will take place from your child's classroom.
- Named individuals can collect children.
- School need to be made aware of changes to regular parent/carer pick-up.

A typical day in Year Three

Everyday consists of Guided reading, English and Maths . As well of this, spelling and handwriting are completed three times a week. All other subjects are covered throughout the term as well as through our core subjects.

PE will take place twice a week with an indoor and an outdoor session.

3NC/BM—Monday (indoor) and Wednesday (outdoor).

3HP—Wednesday (outdoor) and Thursday (Indoor).

P.E. Kits to be worn on P.E. Days

Indoor: Plain white t.shirt, plain black shorts and sandshoes. ***These will need to be in a named bag and kept in school for the half-term.***

Outdoor: Jogging bottoms, t.shirt, sweatshirt and trainers. ***These can be brought into school on the day of the outdoor P.E. session and taken home the same day.***

English Writing Curriculum

In Year 3, your child will have opportunities to write in a wider range of styles and for a range of purposes. It is important that your child applies skills learned within writing sessions across the whole curriculum. We begin to develop their understanding of grammar so that they can begin to enhance the meaning of what they are writing and communicate their ideas more accurately.

Children will build upon the key skills taught in Year 1 and 2 and begin to develop a stamina for writing by using paragraphs in their work.

At the end of Year 3, teachers will assess their ability to write across a range of forms and subjects.

They will also sit an internally marked test to assess their spelling skills and grammatical understanding.

Assessment framework from the Department for Education

states that by the end of Year 3 children can:

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Discussing and recording ideas.

Draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Organising paragraphs around a theme.

In narratives, creating settings, characters and plot.

In non-narrative material, using simple organisational devices.

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Proofread for spelling and punctuation errors.

Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

English Reading Curriculum

In Year 3, your child will begin to meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be encouraged to read aloud frequently at home. It is really important for children to be reading at home on a regular basis as this will support the work done by the teachers in school. We actively encourage parents' to take the time to read and share stories with their child.

Assessment framework from the Department for Education

states that by the end of Year 3 children can:

Apply their growing knowledge of root words, prefixes and suffixes .

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Develop positive attitudes to reading, and an understanding of what they read, by:

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Reading books that are structured in different ways and reading for a range of purposes.

using dictionaries to check the meaning of words that they have read.

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identifying themes and conventions in a wide range of books.

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry.

Understand what they read, in books they can read independently, by

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asking questions to improve their understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than 1 paragraph and summarising these.

Identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Maths Curriculum

In maths children build on the foundations laid in KS1.

We explore larger three digit numbers in a range of contexts.

We also continue to build strategies to help with the four operations.

We continue to learn our times tables and start looking at patterns that can be found within them.

The National Curriculum states that by the end of Year 3 children can:

count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

compare and order numbers up to 1000

identify, represent and estimate numbers using different representations

read and write numbers up to 1000 in numerals and in words

solve number problems and practical problems involving these ideas.

add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds

add and subtract numbers with up to three 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.

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

count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

recognise and show, using diagrams, equivalent fractions with small denominators

add and subtract fractions with the same denominator within one whole

compare and order unit fractions, and fractions with the same denominators

solve problems that involve all of the above.

Maths Curriculum Continued

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

measure the perimeter of simple 2-D shapes

add and subtract amounts of money to give change, using both £ and p in practical contexts

tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

know the number of seconds in a minute and the number of days in each month, year and leap year

compare durations of events [for example to calculate the time taken by particular events or tasks].

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

interpret and present data using bar charts, pictograms and tables

solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Science Curriculum

By the end of Year 3 children can:

Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings.

Plants

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

investigate the way in which water is transported within plants

explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Science Curriculum

Rocks

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter.

Light

recognise that they need light in order to see things and that dark is the absence of light

notice that light is reflected from surfaces

recognise that light from the sun can be dangerous and that there are ways to protect their eyes

recognise that shadows are formed when the light from a light source is blocked by a solid object

find patterns in the way that the size of shadows change.

Forces and Magnets

compare how things move on different surfaces

notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

observe how magnets attract or repel each other and attract some materials and not others

compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

describe magnets as having 2 poles

predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Exploring Year 3 Topics

Foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include Religious Education in their broader curriculum. In our school, foundation subjects are taught through exciting and engaging topics.

Topic – What a disaster! (What Makes Earth Angry?)

Year 3 start the year learning all about what makes Earth angry. We will be learning how natural disasters occur and the impact these have for people. We will also be locating when and where these natural disasters occur both at home and abroad. We will be learning about the Earth's structure, how volcanoes are formed and earthquakes happen. Our science will also be linked and we will be looking at the three different types of rocks. We will be producing some natural disaster themed art work and making our volcanoes in D & T.

Topic – Fables and Fairytales (Ancient Greeks)

During the Spring term we research the culture and the history of the Ancient Greeks. We will look at the facts and information from the period and develop the skills to analyse these as historians and geographers. We will be looking at the introduction of the Olympic Games and will also compare them with today's games. We will read and write myths and legends to develop our skills in English. As part of the theme, the children will have a 'Greek Day' in school. During this day, pupils will be able to experience some of the elements of Ancient Greek culture. In Science we will be working on classifying plants and animals as well as looking closely at food chains and healthy eating. In DT we will be looking at mechanics and how things move with a view to making our own model with a moving mechanism!

Topic – Journeys (Stone Age to Bronze Age)

During the Summer term we will be introduced to The Stone Age, Bronze Age and Iron Age. We will learn about how people during these periods survived and the impact that inventions during this time still influence our lives today. We will look at how housing, weapons, clothes and food have evolved throughout time. During art sessions we will have the opportunity to create some of our very own cave art and will research Stone Age pots from this time before designing and making our own. Linked to The Stone Age, in science we will be learning about light, how it travels and how it makes shadows. We will use our investigative skills to experiment with light and different materials. We will then learn about different rocks and soils and will learn to classify them accordingly.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Behaviour in Year 3

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour,
- amber—warning regarding behaviour, red - unacceptable
 - behaviour)
- Children in amber may miss minutes from their break-time.
- Children in red will miss their break-times for the following day.
- Rewards and praise is offered to those doing the right thing.
- Visits to the Head Teacher are encouraged.
- Good work assembly shows the best of their work.
- Pupil Of The Week—a child is chosen for good behaviour and attitude.

Reading in Year 3

Reading continues to be a focus in Year 3.

- Children will continue to follow the school colour-banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children can change their books regularly but are encouraged to read them thoroughly.
- Stages, although on the books, are out of date and not relevant.
- Teachers will decide to move a child up a band based on their work in

Handwriting in Year 3

Handwriting in Year 3 is also a key skill which holds central focus.

- Handwriting is practised at least three time a week.
- Children will learn their letters in letter families through the course of Year 3 before moving on to learn the correct joins.
- Cursive handwriting is expected in Year 3.
- Extra support is put in place for those finding handwriting a little hard.
- Pencil grips and Stabilo pencils are available for those who are not ready for standard pencils.
- Extra handwriting at home is always beneficial to all pupils.

Holidays in Term-Time

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

Permission for Trips

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

Pupil Details

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

Lunch and Breaktimes

- Breaktime is at 10:45 and 14:00 daily unless it is a P.E. day.
- Lunch begins at 12:00 and children are called into lunch by Year group.
- Bands are issued for children having lunches.
- Free fruit is offered to Lower School children.

Key Events in the year

- A class assembly and class workshop will be held so you can celebrate your child's achievements.
- Parent's Evening will be held twice a year with an optional third evening in the summer.

All events are displayed on the school calendar on the website.

School Start and Finish Times

The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access maths and reading tasks on entering the classroom. If they are late then they miss out on extra provision.

School finishes at 15:10 and children should be picked up on time. Children who are late will be taken to the office.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

Homework

Homework is given in the form of a menu for Year 3 pupils to reduce pressure on parents. These menu choices will be on your child's class page.

- There will be a variety of homework tasks to suit individuals. Pick and choose as you want.
- Tasks will be relevant to the topic each term.
 - Homework books will be provided.
- Homework will be marked on a Thursday and returned by Friday.
- Relevant spellings will be set weekly and sent home to practise.

Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Mrs Inchbold is the Key Stage Lead and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
- Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.