

A stack of three books is shown in a 3D perspective. The top book has a light blue cover, the middle one has a light pink cover, and the bottom one has a light green cover. The pages are white with some faint lines indicating text. The text "Welcome to Year 3" is centered over the stack.

*Welcome to*  
*Year 3*

# Maths

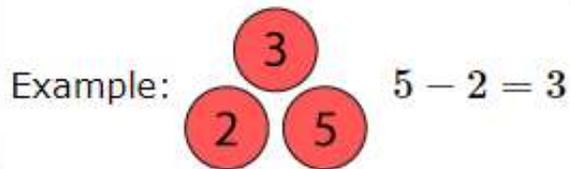
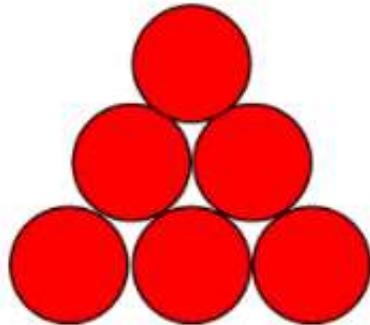
- By the end of Year 3, children should be able to add and subtract numbers up to 3 digits using the formal written methods of columnar addition and subtraction.
- A good fluent understanding of multiplications tables 2,5,10, 3, 4 and 8 will be expected, through the consistent practice of arithmetic.
- Problem solving skills and the use of reasoning will be embedded throughout the year in order for children to develop skills further and use their knowledge for more complex numbers and calculations.
- Example of a problem solving question -

**I** For every £1 coin Brooke has, she has three 5p coins.  
Brooke has five £1 coins.  
How much money does Brooke have?

# Maths

- We will also work on resilience of completing challenges and even though tasks may seem to use small numbers, it's about understanding trial and error techniques and using systematic approaches.

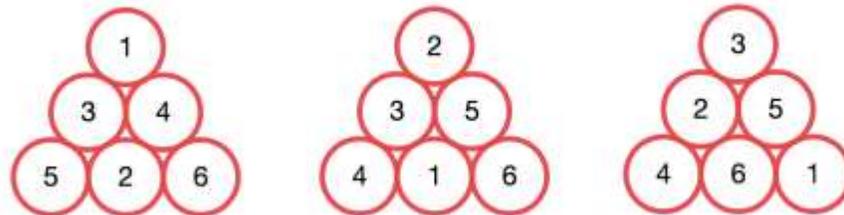
Place the numbers 1 to 6 in the circles so that each number is the difference between the two numbers just below it.



I was thinking before I started, and what I was thinking was I should have the biggest numbers at the bottom. For my first solution, I put a 1 at the top and placed 3 and 4 in the middle. The 5, 2 and 6 then fit into the bottom.

Then I tried to put a 2 on the top and had 3 and 5 below in the middle. The 4, 1 and 6 fit into the bottom.

After that, I tried a 3 at the top and placed 2 and 5 in the middle; 4, 6 and 1 remaining into the bottom line.



# English

- We are focusing on handwriting, presentation and content of our writing throughout all subjects this term, enabling cross curricular links between English and other subjects.
- Handwriting skills will continue to be taught with a focus of joining writing which is concise and legible.
- Through modelled lessons, children are taught to use strong vocabulary that they have discussed together and then use this to develop and edit the adult modelled work.
- We then develop this to lead into independently planning work, using structures and techniques learnt. Followed by writing a prescribed task and then finally editing, again using techniques learnt throughout the sessions. We will improve skills for writing adventure stories and Non-chronological reports.
- Throughout any writing session, spelling, punctuation and grammar will have a focus in order for children to embed it throughout the curriculum.

# Reading

- Year 3 concentrates on developing the comprehension side of reading and should ensure children gain the skills to become better readers and great writers.
- Within specific comprehension lessons children use their “reading for inference skills” to help deepen their knowledge of what they have read.
- This works on using annotations that include visualisations, use of background knowledge and breakdown repairs, as well as other techniques that are developed throughout the year. This skill is also transferable into their writing.
- Reading lessons involve group reading, paired reading and individual reading.
- Strong vocabulary is discussed and suggested to be used throughout writing as well.

# Reading

- Books can be changed at lunchtimes, once a quick discussion about the book has been had with a classroom adult.
- Reading records and books should be taken home every day and preferably have an adult sign to say they have read that day. (Recipes, instructions, magazines, shopping lists etc can also be used), however, if capable, your child can read independently followed by you checking their understanding through them summarising what they have read.
- Children will get house points for reading at home.

- This term our topics will cover Ancient Egypt, Rivers, Civilisations and Mountains. These may also cross other subjects within the curriculum such as Art and Music.
- We will work on E-safety this school year as children have more use with technology across lessons.
- In science we will look at Animals – including humans and gain more understanding of Rocks.
- RE furthers our knowledge of Christians and the creation story and understanding of Sikhs in Britain.

# As a reminder -

## Maths

- Children should be able to count in multiples of 0,4,8,50 and 100 however they should know multiplication and division facts for 2,3,4,5 & 10.
- Add and subtract up to 3 digits using formal written methods.
- Solve worded problems with the use of reasoning.
- They must be able to read and follow instructions correctly independently.

## Reading

- Children should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be learning to justify their views about what they have read by using the text to support their ideas.

## As a reminder -

### English

- Children should learn to spell new words correctly and have plenty of practice in spelling them.
- Children should be using joined handwriting throughout their independent writing.
- Children should be able to monitor whether their own writing makes sense and edit where necessary.

A stack of three books is shown from a three-quarter perspective. The top book has a light blue cover, the middle one has a light pink cover, and the bottom one has a light green cover. The pages are white with some faint horizontal lines. The text "Any questions?" is written in a black, cursive font across the middle of the stack.

*Any questions?*