

WELCOME TO YEAR 3



Expectations and communication

Organization in school at home

Packing their own bags

PE kit, swimming kit

Please let us know if your child is going home with someone different. This can be through email, phone message or note.

Please feel free to come to me or Miss Welland with any questions or worries!



Maths

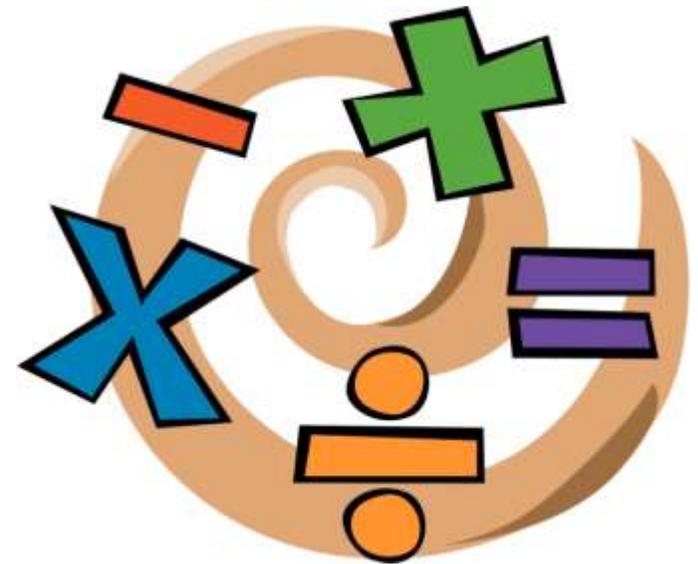
Place Value

Times tables

Mental Maths

Reasoning

Expectations, laying the ground work.



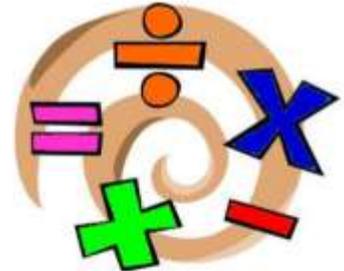
Calculation Policy

Please take a copy!



Written Calculation
Policy for Southwark
Primary Schools

(Aligned with the 2014 National
Curriculum)

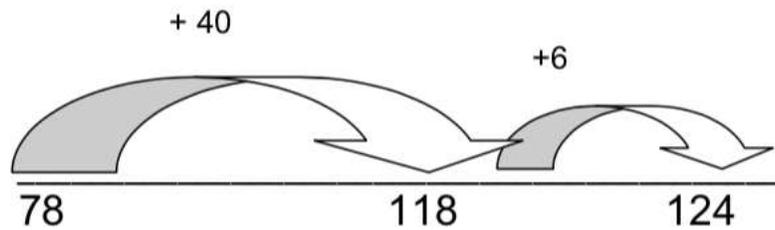


Diane Andrews, Maths Consultant
November 2013

1

Addition

$$78 + 46 = 124$$



Further develop the **partitioning method** with calculations that **bridge 100**:

$$85 + 37 = 80 + 5 + 30 + 7$$

$$80 + 30 = 110$$

$$5 + 7 = 12$$

$$110 + 12 = 122$$

$$85 + 37 = 122$$

The partitioning method can also be used with three-digit numbers.

$$63 + 32 = 95$$

$$\begin{array}{r} 60 + 3 \\ + 30 + 2 \\ \hline 90 + 5 = 95 \end{array}$$

Then...

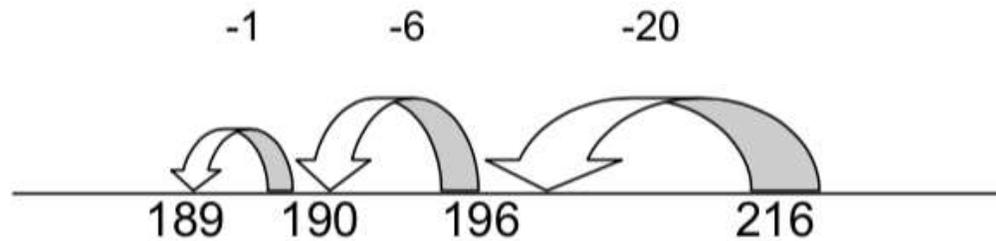
$$\begin{array}{r} 63 \\ + 32 \\ \hline 5 \quad (3 + 2) \\ + 90 \quad (60 + 30) \\ \hline 95 \end{array}$$

'Partition the numbers into tens and ones/units. Add the tens together and then add the ones/units together. Recombine to give the answer.'

Add the least significant digits (units) together first and then the tens in preparation for the formal written method.

Subtraction

$$216 - 27 = 189$$



$$73 - 27 = 46$$

$$\begin{array}{r} 6 \ 13 \\ 7 \ 3 \\ - 2 \ 7 \\ \hline 4 \ 6 \end{array}$$

$$78 - 23 = 55$$

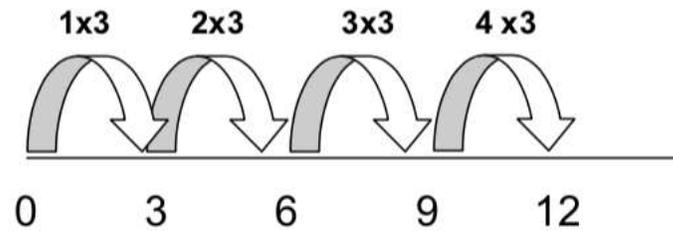
$$\begin{array}{r} 70 + 8 \\ - 20 + 3 \\ \hline 50 + 5 = 55 \end{array}$$

'Partition numbers into tens and ones/units.
Subtract the ones, and then subtract the tens.
Recombine to give the answer.'

NB In this example decomposition (exchange) is not required.

Multiplication

$$4 \times 3 = 12$$



$$13 \times 5 = 65 \quad (\text{Partition } 13 \text{ into } 10 + 3)$$

$$10 \times 5 = 50$$

$$3 \times 5 = 15$$

$$50 + 15 = 65$$



$$13 \times 8 = 104$$

X	10	3
8	80	24

$$80 + 24 = 104$$

$$13 \times 8 = 104$$

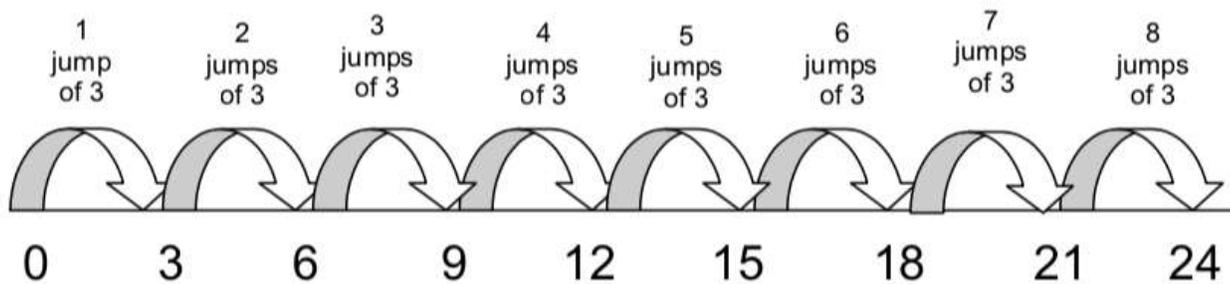
$$\begin{array}{r} 10 + 3 \\ \times \quad 8 \\ \hline 24 \quad (3 \times 8) \\ + 80 \quad (10 \times 8) \\ \hline 104 \end{array}$$



Division

$$24 \div 3 = 8$$

'How many threes in 24?'

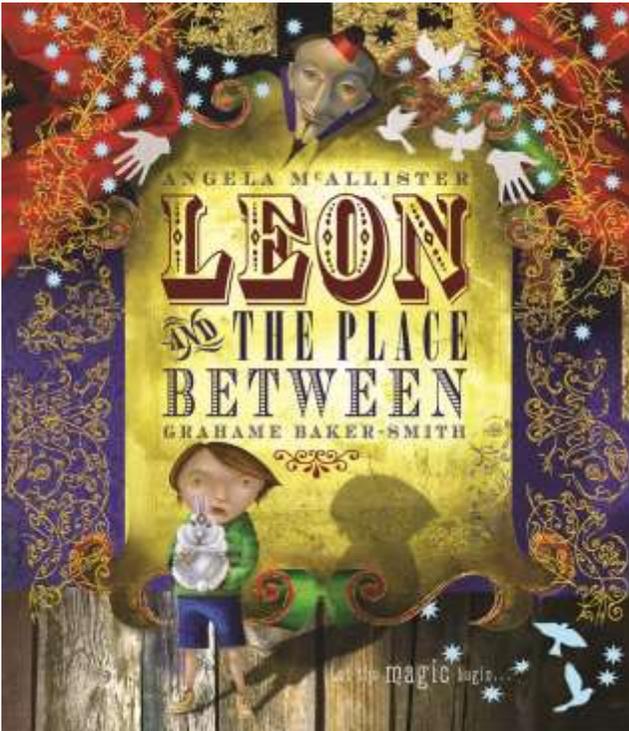


$$24 \div 3 = 8$$

This can also be recorded as...

$$\begin{array}{r} 8 \\ 3 \overline{) 24} \end{array}$$

English



Expectations

Handwriting

Full stops and capital letters

Handwriting

How to write letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>



Spelling

Purple Mash

The more the children practice this, the better they will know them.

The children will complete their spelling test on Thursday afternoons.



Reading

Please encourage your child to read as much as possible!

The children are encouraged to write in their own reading record books.

We are having a competition to encourage the children to read every evening.



Science/ Computing/ DT

We have combined Science, Computing and DT.

This term, we are learning about Forces and Magnets.

We will be focusing on building the children's understanding of the key skills, such as conducting a fair test.

Expressive Arts

We have 6 key areas of their learning:

- Drawing
- Sculpture
- Painting
- Textiles
- Collage
- Printing

Will will be focusing on 3 key artists across the year.

Our artist this term is Kandinsky.



Well - Being

PSHE (Personal, Social, Health Education)

P4C (Philosophy for Children)

British Values

The children will be encouraged to develop their ability to question and think about deeper questions.



PE

PE will be on a Thursday afternoon.

This will be with Mr Smith and Miss Welland.

Please ensure all PE kit is named.

PE kits in by Thursday and will be sent home on Fridays.



Swimming



The children will attend Collective Worship and then leave for swimming.

There will be three adult with the children.

This week will be slightly different adults supervising the visit.

Starting next week it will be: Miss Welland, Mrs Fowler and Mrs Russell.

Love Projects

Winter Night Shelter:

Meat Pies and tins of Meat

Operation Christmas Child



Any Questions?

