



Kingfisher Class

Class Teacher -Miss Clarke

Year 3



Peregrine Falcon Class

Class Teacher –
Mrs Newman (MTW)
and Mrs Selvester (WThF)

Teaching assistants - Mrs Long, Miss Hernandez, Mrs Robinson (MTW), Mrs Arkell (ThF)

So Far...

- We are so proud of how well the children have settled into Year 3 and the Junior School
- They are showing fantastic enthusiasm, trying their best and putting in lots of effort towards their learning.

Timetable

Maths and English every day

Spelling / Reading Comprehension Lessons

Monday: PSHE and PE

Tuesday: Science and French

Wednesday: Art and Music

Thursday: Computing and RE

Friday: History/Geography and PSHE

Wednesday Afternoons

Mrs Robinson will be teaching art in Kingfisher class.

Mrs Long will be teaching art in Peregrine Falcon class.

Topics

Autumn Term - History

Ancient Egypt

Spring Term - Geography

The UK

Volcanoes

Summer Term - History

Stone Age - Iron Age

Science

Autumn Term

All living things and their habitats - (skeletons and healthy eating)

Forces and Magnetism

Spring Term

Rocks

Light

Summer Term

Plants

English

Writing

Taught as whole class

A focus on creating effective sentences - eg a sentence focussing on what can be seen, heard, a sentence that uses a fronted adverbial, alliteration or a simile...

Support – Working walls, Teachers, Teaching assistant, small groups, vocabulary sheets

Build up to larger writes - building up skills

Grammar - we will integrate grammar teaching into English lessons but may do lessons with a grammar focus when needed

Reading

All the children should now have a reading book at their level.

We will hear the children read regularly.

Each child has a Yellow reading journal - we will give 1 house point each time there is a comment. The children are really enjoying earning house points.

The children will also have access to our class libraries - they can choose from this selection to read in class or at home too.

Reading is everywhere!

Cereal boxes, directions, comics, Lego instructions

We love to hear about the wonderful reading your child does - please do use the reading journals to tell us about anything they have read at home.

Spelling

A set of words a week - Looking at a spelling rule

Practise throughout the week in school – word searches, crosswords, writing sentences, handwriting practice.

Words will be sent home on Friday.

Spelling tests will be the following Thursday.

Children will be given their login and password for Spelling Shed. Spelling shed is an online game which enables the children to practise their weekly spellings. Additionally there is access to all spellings for each year group. Stage 3 = Year 3 spelling lists.

More information can be found here: <https://s3.eu-west-2.amazonaws.com/files.edshed.com/docs/Parent+Guide+for+Spelling+Shed.pdf>

Maths

- Fluency
 - Reasoning
 - Problem Solving- Real life application
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- Starting with a focus on place value.
 - Time – all the time! We will regularly refer to our classroom clocks throughout the day to help the children learn (and remember) how to tell the time.
 - Please encourage your child to use maths in everyday situations ... going to the shop, cooking , telling the time....
 - Ask your child to read their XBOX or Wii score out loud to you – ask them questions like, how many more did Mum/Dad get? What would your score be if you have got 40 less/more? How many more did you need to reach ___ score?

Times tables



- We are practicing times tables throughout the week in school
- Each child will have a Times Tables RockStars login and password
- The children will be able to access this at home
- Build up speed
- Can compete against players and other classes.
- Multiplication AND division
- Curriculum: know ALL times tables up to 12x12 by end of Year 4

Link to TTRockStars <https://trockstars.com/home>

Calculation Policy (also available on school website)

<https://www.polehampton-jun.wokingham.sch.uk/attachments/download.asp?file=84>

Addition

Year 3 Add numbers with up to 3-digits

Introduce the **expanded column addition** method:

$$\begin{array}{r} 236 \\ + 73 \\ \hline 100 \\ 200 \\ \hline 309 \end{array}$$

Add the **units** first, in preparation for the compact method.

In order to carry out this method of addition:

- Children need to recognise the value of the hundreds, tens and units without recording the partitioning.
- Pupils need to be able to add in columns.

Move to the **compact column addition** method, with „carrying“:

$$\begin{array}{r} 236 \\ + 73 \\ \hline 309 \\ 1 \end{array}$$

Add **units** first.

„Carry“ numbers **underneath** the bottom line.

Children who are very secure and confident with 3-digit expanded column addition should be moved onto the **compact column addition** method, being introduced to „carrying“ for the first time. Compare the expanded method to the compact column method to develop an understanding of the process and the reduced number of steps involved.

Remind pupils the actual value is „**three tens** add **seven tens**“, not „**three** add seven“, which equals **ten** tens.



Subtraction

Year 3 Subtracting with 2 and 3-digit numbers.

Introduce **partitioned column subtraction** method.

STEP 1: introduce this method with examples where no exchanging is required.

$$\begin{array}{r} 89 - 35 = 54 \\ 80 + 9 \\ - 30 + 5 \\ \hline 50 + 4 \end{array}$$

When learning to „exchange“, explore „partitioning in different ways“ so that pupils understand that when you exchange, the **VALUE** is the same ie $72 = 70+2 = 60+12 = 50+22$ etc. Emphasise that the **value hasn't changed**, we have just partitioned it in a different way.

STEP 2: introduce „exchanging“ through practical subtraction. Make the larger number with Base 10, then subtract 47 from it.

$$\begin{array}{r} 72 - 47 \\ 60 \quad 70 + 2 \\ - 40 + 7 \\ \hline 20 + 5 = 25 \end{array}$$

Before subtracting „7“ from the 72 blocks, they will need to exchange a row of 10 for ten units. Then subtract 7, and subtract 4 tens.

STEP 3: Once pupils are secure with the understanding of „exchanging“, they can use the partitioned column method to subtract any 2 and 3-digit numbers.

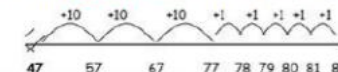
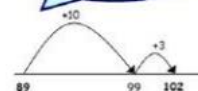
$$\begin{array}{r} 238 - 146 = 92 \\ 100 \\ \hline 200 + 30 + 8 \\ - 100 + 40 + 6 \\ \hline 0 + 90 + 2 \end{array}$$

Subtracting money: partition into e.g. £1 + 30p + 8p

Counting on as a mental strategy for subtraction:

Continue to reinforce counting on as a strategy for **close-together numbers** (e.g. 121–118), and also for numbers that are „nearly“ multiples of 10, 100, 1000 or £s, which make it easier to count on (e.g. 102–89, 131–79, or calculating change from £1 etc.).

- Start at the smaller number and count on **in tens** first, then count on in units to find the rest of the difference:



Multiplication

Year 3 Multiply 2-digits by a single digit number

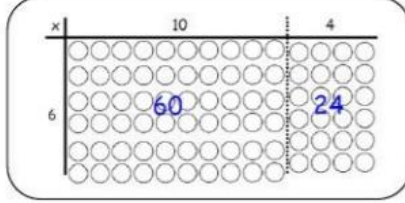
Introduce the **grid method** for multiplying 2-digit by single-digits:

Eg. $23 \times 8 = 184$

X	20	3
8	160	24

$$160 + 24 = 184$$

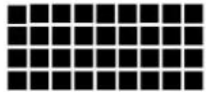
Link the layout of the grid to an array initially:



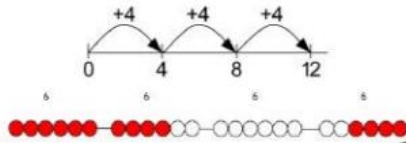
Introduce the grid method with children physically making an array to represent the calculation (e.g. make 8 lots of 23 with 10s and 1s place value counters), then translate this to grid method format (see video clip).

To do this, children must be able to:

- Partition numbers into tens and units
- Multiply multiples of ten by a single digit (e.g. 20×4) using their knowledge of multiplication facts and place value
- Recall and work out multiplication facts in the 2, 3, 4, 5, 8 and 10 times tables.
- Work out multiplication facts not known by repeated addition or other taught mental strategies (e.g. by commutative law, working out near multiples and adjusting, using doubling etc.) Strategies to support this are repeated addition using a number line, bead bars and arrays:



$$9 \times 4 = 36$$



Eg. $136 \times 5 = 680$

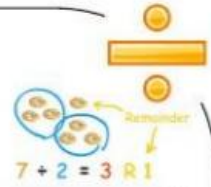
X	100	30	6
5	500	150	30

$$\begin{array}{r} 500 \\ 150 \\ 30 \\ \hline 680 \end{array}$$

The grid method

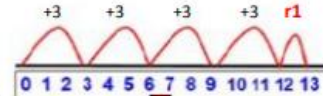
Division

Year 3 Divide 2-digit numbers by a single digit (where there is no remainder in the final answer)



Grouping on a number line:

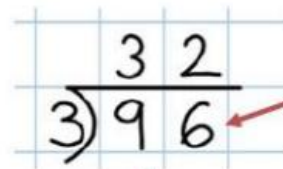
$$13 \div 3 = 4 \text{ r } 1$$



STEP 1: Children continue to work out unknown division facts by grouping on a number line from zero. They are also now taught the concept of **remainders**, as in the example. This should be introduced practically and with arrays, as well as being translated to a number line. Children should work towards calculating some basic division facts with remainders mentally for the 2s, 3s, 4s, 5s, 8s and 10s, ready for „carrying“ remainders across within the short division method.

Short division: Limit numbers to

NO remainders in the answer **OR** carried (each digit must be a multiple of the divisor).



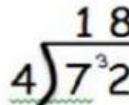
STEP 2: Once children are secure with division as grouping and demonstrate this using number lines, arrays etc., **short division** for larger 2-digit numbers should be introduced, initially with carefully selected examples requiring no calculating of remainders at all. Start by introducing the layout of short division by comparing it to an array.

Remind children of correct place value, that 96 is equal to 90 and 6, but in short division, pose:

- How many 3's in 9? = 3, and record it above the 9 tens.
- How many 3's in 6? = 2, and record it above the 6 units.

Short division: Limit numbers to

NO remainders in the final answer, but with remainders occurring within the



STEP 3: Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. $96 \div 4$), and be taught to „carry“ the remainder onto the next digit. **If needed, children should use the number line to work out individual division facts that occur which they are not yet able to recall mentally.**

Step 3 Only taught when pupils can calculate „remainders“.

Real life contexts need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

Homework

- Sent home Fridays
- Due in school Wednesdays (can be earlier)
- Miss Clarke, Mrs Newman and Mrs Selvester are ALWAYS happy to help with homework Fridays/Mondays/ Tuesday if the children ask. We will make this clear when we hand out homework
- We will put examples on the homework sheet (especially maths!)

E-Safety

At school we use Google's internet legends as our basis for E-safety.

We will cover each area including: talking to the children about the importance of keeping their information safe online, being kind online...

More information can be found here:

https://storage.googleapis.com/gweb-interland.appspot.com/en-gb-all/hub/pdfs/%20%20Google_BeInternetLegends_Poster.pdf

Sharp
Alert
Secure
Kind
Brave

Assessment

We continually adapt and plan learning to support, stretch and challenge your children.

Children are assessed against year group objectives.

In year 3...

We have PE on Mondays. At the moment children are wearing their PE kits to school on Mondays.

Trainers need to be in every day (Break, lunch and runs)

We will remind children to hand in their reading journals and to choose a new book when they have finished.

We have very high expectations of behaviour and what we expect in their learning.

We are looking forward to an amazing year!