St Mark's R.C. Primary



Welcome to Year 3
2018-2019

Welcome to Year 3

Welcome to year 3. During this year at school, your children will be continuing to develop independence in their learning. We aim to encourage them to have a love of learning for life.

Year 3 is an action packed time, with many opportunities for the children to immerse themselves in learning, whilst building upon those essential skills developed in previous years. We believe that by the end of their time at St Mark's your child will have much to celebrate and reflect on, not just academically but personally too.

In this booklet we aim to outline some of the core skills your child will be taught. We have included objectives they are expected to meet and examples so you can support them.

We also hope you will join us in the activities and events that are offered throughout the year and feel free to make an appointment with your child's class teacher if you have any questions or concerns about your child's progress.

Kind regards,

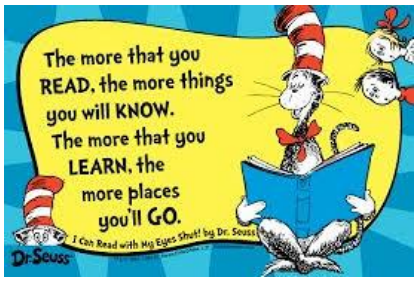
Mrs Boon, Mrs Gray and Mrs Grey

Reading

Key Skills

The National Curriculum sets out key skills that children should learn in Year 3. We teach key reading skills and comprehension at school through shared reading in literacy, guided reading sessions and some independent reading.

How you can help your child develop key reading skills.



To enable your child to progress with their reading they need to read to an adult every day. **Please encourage your child to read every night and at least one book a week. They must record their reading in their yellow reading record book.** To achieve this, children are expected to read for at least 10 minutes a night. It is the aim for a child to read 50 books in an academic year. They should read with an adult at least once a week at home and this should be recorded in their reading record. If a child is on book bands Lilac-White then they should read with an adult every night.

To be a successful reader with a love of reading, children should read at least 50 books a year.

The main key skills for children in Year 3:

Children should be able to:

- Read with good expression and fluency and show an understanding of what they have read.
- At this stage teaching comprehension takes precedence over teaching basic decoding of reading.
- Use their knowledge of root words, prefixes and suffixes to read and understand unfamiliar words.
- Read a range of common exception words which cannot be sounded out
- Use a dictionary to find the meanings of unfamiliar words
- Read and discuss a wide range of texts including fiction, non-fiction, plays and poetry.
- Identify the themes and conventions in different books.

Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-7 Year 1
Turquoise (7)	Age 6-7 Year 1
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
Lime (11)	Age 6-8 Year 2/3
Brown	**Year 3**
Grey	**Year 4**
Dark Blue	Year 5
Dark Red	Year 6

This chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year. As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

How you can help your child to develop key reading skills.

- Most important of all; make reading with you as enjoyable as possible.
- Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your to your child. Encourage children to read with lovely expression, ensuring they understand what they have read.
- When reading a new book, talk about the front and back cover to generate excitement about the book. Ask questions such as; who is the author and what clues does the title and picture give you?
- Are they able to predict what will happen next?
- Are they able to explain the story so far?
- Can they recall the important parts of the piece they have just read?

Encourage your child to read a variety of different types of book; storybooks, information books, magazines and newspapers. These can all be recorded in their reading record too!

To help develop your child's reading you might want to consider some of the following questions.

 Can they read with expression?

 Do they know most of the words?

 Can they sound out unknown words?

 Are they able to explain the story so far?

 Can they recall the important parts of the piece they have just read?

 Can they summarise the key events of the story?

 Are they able to predict what will happen next?

 Can they discuss the characters involved in the story?

 Can they say whether they like the story or not and give clear reasons?

 When reading non-fiction can they use an index or contents to locate information?

 When reading non-fiction can they say how the text is organised?

Writing

Reading and writing skills are taught through sequences of English lessons. Each English Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text.

What do children need to achieve at Year 3?

Vocabulary, Grammar and Punctuation:

The children will explore words used in the texts they read in literacy and be expected to use similar words in their writing. Grammar and punctuation will be taught within the literacy lesson.

The children in Year 3 will need to:

- Revise work from Year 2
- Use possessive apostrophes for plurals (The foxes' tails swung- More than 1 fox)
- Use conjunctions, adverbs and prepositions to express time in their writing.
- Know whether to use a or an depending on what the next word begins with. E.g. There was a large man/ There was an enormous elephant.
- Use inverted commas to indicate direct speech, for example: The conductor shouted, "Sit down!"
- Use apostrophes to mark singular and regular plural possession for example, the girl's name, the girls' names.
- Understand how to use the different verb forms.
- Group ideas into paragraphs

Children need to think carefully about the words they use in their writing. They should try to use precise and exciting words to make their writing interesting. During Year 3 children will:

- Revise vocabulary and grammar skills taught in Year 2.
- Use an increasing number of homophones
- Add prefixes(dis, mis, in, re, inter, sub, super, auto, anti) and suffixes (tion/cian/sion/ssion, ly/ally, ous) to change the meaning of root words

Composition: Skills and processes that are needed for writing

- Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class.
- They will be given opportunities to generate ideas for their writing and create a plan.
- The children will then draft and write sentences for their piece by rehearsing them aloud.
- They will organise paragraphs around a topic or theme.
- In narratives they will create settings, characters and plot.
- In non-fiction they will be expected to use organisational devices such as sub-headings and a clear introduction.
- The children will be taught to evaluate and edit their writing and given opportunities to read their work aloud in class.

At St Mark's we have 15 minutes of Read, Write Inc spelling programme lessons are just 15 minutes a day this meets the demands of the new National Curriculum, ensuring children:

- spell new words correctly and have plenty of practice in spelling them… including exception words and homophones
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology [the study of the form of words] and etymology [the study of the origins and development of words]
- are supported in understanding and applying the concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Year 3 and 4 spelling words

These are the spellings which the children will be given for home learning and will be tested on in class.

New Curriculum Spelling List Years 3 and 4

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

Ways of helping your child with spelling:

Sounding out - Sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e –ll) – many words cannot be sounded out so other strategies are needed;

Look, say, cover, write, check –
Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.
Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.
Cover: cover the word.
Write: write the word from memory, saying the word as you do so.
Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Mathematics

At St Mark's RC Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

Expectations in Mathematics
There are clear national expectations about what every child should be achieving in mathematics.

How you can help your child's maths learning

One of the most valuable things you can do is talk to your child about their maths learning. **Ask them what they have been learning and encourage them to explain.** We all use maths in our everyday lives which means that are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

1. Count in jumps of the same size such as 2,5,10,4,8,50,100 and so on. Children should count backwards as well as forwards. Physical activities such as skipping and playing catch can be incorporated to encourage motivation.
2. Help them to understand time, read both digital and analogue clocks. Involve them in dates and diaries, knowing the calendar months, days in a year, family celebrations and appointments.
3. Collect items such as football cards, buttons, straws, milk bottle tops and group them into ones, tens and hundreds.

4. Look for numbers in digits and words in books, on posters, in comics, on buses, cars and road signs and prices and ask children to read them. Children could also photograph them.

5. Talk about the shape of 2D and 3D objects. Try and identify shapes in the world around us.

6. Ask your child to help when you are doing things with money such as paying for items in shops. How much will these items cost? How much change will you receive?

7. Ask them to help when you are measuring items such as weighing ingredients or measuring the length or height of an object. Use metric units of measure.

8. Use a magazine or the internet to find out about when a TV programme or film is on and how long it will last.

9. Read bus and train time tables and calendars.

Websites for maths activities:

http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html

http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find

http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml

http://resources.oswego.org/games/Ghostblasters1/gbcd.html

http://www.bbc.co.uk/skillswise/game/ma10mult-game-fridge-magnet-multiplication

http://www.bbc.co.uk/skillswise/game/ma10mult-game-problem-solving-with-multiplication

TIMES TABLES

By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be tested on their knowledge of the table they are working on. Cards will be sent home to support this but online games are great too!

Years 1 to 4

In order to best support the children to learn their times tables, and to become secure with their quick recall and application of times tables facts, each term your child will focus on a particular times table. They will be taught strategies for learning these times tables in school and practise every day in class. For Home Learning, the children will also focus on the specific times tables that they are working on.

At the beginning of each new academic year, the children will revise the times tables learnt during the previous year, before then moving onto a new times table.

The chart below shows the focus areas for each term for each year group:

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	4	8
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

Religious Education

Religious Education is central to the educative mission of the Church.
'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'

Religious Education is 'the core of the core curriculum.'
'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school….. All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school."[1]

Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.
Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. [2] As such it is to be taught, developed and resourced with the same commitment as any other subject.
"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material." [3]
Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

The outcome of Classroom Religious Education is:
"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".[4]

Religious Education - Curriculum Time Allocation
10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

The Aims of Religious Education at St Mark's are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.[5]

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the **'Come and See'** programme is used as recommended by the Diocese.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week's teaching and learning time per year is given to each.

Please see the school website for the Come and See Overview for Year 2018-2019

Collective Worship

The Nature of Collective Worship
Collective worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.
'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'[1]

Legal Requirements

It is a legal requirement that there is a daily act of worship offered for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. Collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The Place of Collective Worship in the Life of St Mark's RC Primary School
Worship is an integral part of school life and central to the Catholic tradition.

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds.

The Aims of Collective Worship
Collective Worship in St Mark's aims to provide opportunities for all pupils and staff:

- To contemplate the mystery of God
- To reflect on spiritual and moral issues
- To explore personal beliefs
- To respond to and to celebrate life
- To experience a sense of belonging and to develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To pray using prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'

Science in Year 3

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.
Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.
Throughout Year 3 the science curriculum will be embedded within our Learning Journeys.

How to help
You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.
Useful websites:
http://www.bbc.co.uk/bitesize/ks2/science/
http://www.woodlands-junior.kent.sch.uk/revision/Science/
http://www.primaryscience.ie/activities_science_home.php

Non Core subjects

Throughout their time in Year 3, the children will complete history, geography, art design and technology, computing, music, Religious Education, PSHE, PE and Languages lessons. The national curriculum requirements and coverage for these subjects are shown on the Year 3 Curriculum map, which is found on the school's website.

Home Learning in Year 3

At St Mark's RC Primary School, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents. Research shows that home learning can have a positive impact upon learning when used in a focused way.

- Children become enthused when faced with investigative, open ended and practical home activities.

- Parents are able to support where the school clearly links the home learning with school learning.

- Children can rehearse essential skills.

- Children can develop good learning behaviours.

Reading at Home:

• If your child is on Book Band, then they should be reading every day with an adult or older sibling.

• Children should be reading every day. Please make a note of their reading in their reading record books, throughout the year, including during the holidays. Also they should read with an adult once a week.

• Class teachers will keep track of how often children are changing their books.

• Enjoy reading at home with your child by; taking turns, having reading competitions, play games based on the text e.g. Can you find a word that means big?', have quizzes where children answer questions about the text e.g. What time did Mark go to the bowling alley?

English Home Learning:

Children in Year 3 complete three different types of English based home learning, which is linked to their learning in class. The time span will vary depending on the activity set but there will always be a due date.

Read - This normally involves the class completing a reading activity linked to a specific piece of text. Talk - This will involve an activity, which requires the children to talk to you about a specific area e.g what creatures they find on the beach. This talk is used to support their writing in class and allow them to develop knowledge and language. Recording notes or plans is optional.

Write -This will be a written task and will vary in length and time given depending on the task.

Spelling Home Learning:

As part of their spelling learning, the children will be set individual words from their Get Spelling Programme, which they will be tested on weekly in class. They will have a spelling book to complete their spelling activities and tests in, so you can see how they are progressing too.

Maths Home Learning:

Maths home Learning will be set in a variety of formats to support your child with their maths at home. Number bonds/times tables tests will take place every week. The children are expected to practice their set table during the week and there is a sheet to be dated and signed by a parent/carer.

We encourage you to support your child with their Home Learning and if there are any concerns or queries over it, then please feel free to contact a member of staff. All learning will have due dates specified on them and if a child does not complete or bring their home learning in on time then they will miss a proportion of their playtime.

Keeping Children Safe

Children walking home from school

Children from foundation upwards should be collected by an adult. If another adult is collecting your child, please let the main office know who will inform the class teacher.

Internet Safety

Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules. We urge parents to keep a close eye on the internet usage that children access at home.

Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found:

CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk

Childnet: www.childnet-int.org

Our website offers more information or links. www.stmarksrcprimary.co.uk

Safeguarding:

Our Senior Designated Person is **Mrs Alison Miller**

Our Deputy Designated Person is **Mrs Mel Henderson**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let us know or alternatively you may contact the Initial Response Service on 0191 277 2500