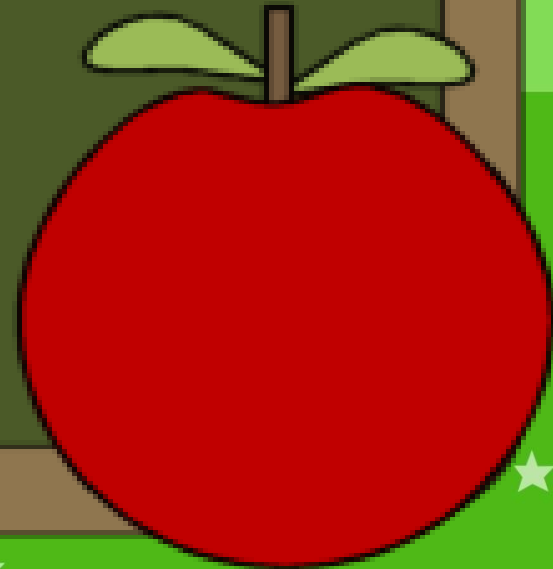


Year 3

Curriculum Information

2020



Reading



Accelerated Reader Program

- At the start of Y3 children sit a Star Reading Test.
- Test score generates a reading age in years and months e.g. 7:07 and an appropriate book level range e.g. 1.8 - 2.8 (ZPD – zone of proximal development).
- Children start reading books at the bottom of their range e.g. 1.8 - 2.8 would start reading at level 1.8.
- After each book children do a quiz. If they score highly they can progress to a more challenging book.
- Children will be given a points target which they can achieve by reading regularly, understanding their reading books and proceeding to score highly on their quiz after they have completed a book.

- There will be a designated reading time of 30 minutes every day where children can read and quiz.
- Children are provided with a reading bookmark that informs them and their parents of their reading age and book level range.
- The aim is for children to be reading a year ahead of their actual age.
- Please hear your child read each day – help with pronunciation but also with understanding of the story, characters etc... If they have good understanding they will be able to infer information.

'Reading to Succeed'

Y3 motto - 'Every day should be a reading day'

Children that read just **15 minutes** at home each night make **five times more progress** than those who don't.



Literacy


Spelling

Test day is
Friday

Test

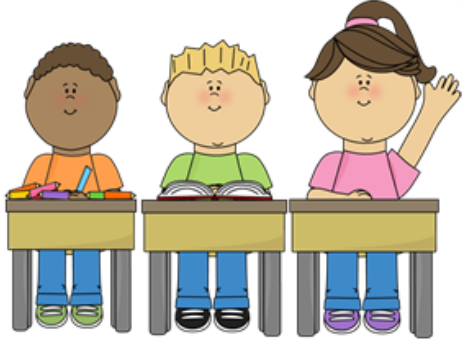
This page will be completed at school.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

My score is 

Spelling Homework
Book

Autumn Term 1



Year 3

Name: _____

Please return this book to school every Friday.

Literacy

Spelling

There is 1 worksheet to complete each week in the book.

Week 1 - 'y' as an /i/ sound

 Look  Say  Cover  Write  Check

Spelling	1st Try	2nd Try	3rd Try
accident			
actual			
spy			
myth			
syrup			
pyramid			
symbol			
typical			
physical			
sympathy			



www.edshed.com

Log in with username and password

Offers the children an interactive and more enjoyable way of learning

Two main sections to work through:

- 1) Practise – Construct a spelling from the jumbled letters.
- 2) Beekeeper – Hangman style game

Spag.com

- Spelling, Punctuation and Grammar weekly homework.
- Login using username and password.
- Instant Feedback for pupil and teacher to help with next steps.
- Some of the homework may be taken from Y1/Y2 area to reinforce key learning concepts.



Numeracy

Target Cards

Each week your child will be have a mental arithmetic test based on one of the termly targets (Thursday).

The other side of the card shows the 'Daily Maths Meeting' targets'. The children are expected to know all of these targets by the end of the school year.

Name _____

Y3 Numeracy Targets Autumn Term 1

Recall and use multiplication and division facts for the 10, 5 and 2 times table

Add and subtract 1 digit numbers to and from 2-digit numbers

Find 10 or 100 more or less than a given number

Compare and order numbers up to 1000

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

Tell and write the time from an analogue clock to the nearest 5 minutes, including using Roman numerals from I to XII



Daily Maths Meeting Targets

Count on 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)

Add and subtract numbers mentally including:

- a three digit number and ones
- a three digit number and tens
- a three digit number and hundreds

Estimate the answer to a calculation and use inverse operations to check answers

Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables

Count up and down in tenths

Compare and order fractions, and fractions with the same denominator

Add and subtract fractions with the same denominator, with one whole (for example, $5/7 + 1/7 = 6/7$)

Derive doubles up to 20 + 20 and corresponding halves

Derive doubles of multiples of 5 up to 100 and doubles of multiples of 50 up to 500 and corresponding halves

Year 3 Mental Arithmetic Test (Test Date 11/9/15)

This week our mental arithmetic focus will be: the 2 times table.

Children will firstly need to learn this table forwards e.g. $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$ and so on. Then they will need to be in a position to answer random questions e.g. $7 \times 2 = 14$ or $10 \times 2 = 20$.

Here is a way to think about and help you to recall key facts in the x2 table.
 $1 \times 2 = 2$ and $10 \times 2 = 20$ These are the 2 easiest questions that need to be understood first.

$2 \times 2 = 4$ This is double the answer to 1×2 .

$4 \times 2 = 8$ This is double the answer to 2×2

$8 \times 2 = 16$ This is double the answer to 4×2

$5 \times 2 = 10$ This is half the answer to 10×2

$3 \times 2 = 6$ Add 2 on to the answer for 2×2

$6 \times 2 = 12$ This is double the answer to 3×2

$9 \times 2 = 18$ This is treble (x3) the answer to 3×2 / or 2 less than 10×2 (easier)

$7 \times 2 = 14$ $2 \times 2 = 4$ + $5 \times 2 = 10$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

Children need to understand that multiplication is commutative. This means that the two numbers being multiplied can be calculated in either order.

e.g. $9 \times 2 = 18$ and $2 \times 9 = 18$

$2 \times 5 = 10$ and $5 \times 2 = 10$

This can be very helpful. For example some children might find 9×2 easier than 2×9 .

Children will need to be able to derive division facts from the 2 times table.

e.g. $3 \times 2 = 6$ so $6 \div 2 = 3$ and $6 \div 3 = 2$

$6 \times 2 = 12$ so $12 \div 2 = 6$ and $12 \div 6 = 2$

Children need to be able to use their times tables knowledge to work out more difficult questions.

$$40 \times 2 =$$

$$4 \times 2 = 8$$

$$40 \times 2 = 80$$

$$400 \times 2 =$$

$$4 \times 2 = 8$$

$$400 \times 2 = 800$$

There will also be a real life word problem in the test that is related to the 2 times table.

e.g. A girl buys 8 pairs of socks. How many socks does the girl have?

Children firstly need to distinguish the key information. There are two socks in a pair *and* 8 pairs were bought.

So to find the answer they need to be able to work out 8×2

$$8 \times 2 = 16 \text{ socks}$$

Example Test Questions

⇒ What is 3×2 ?

⇒ What is 6×2 ?

⇒ Can you derive two divisions from $8 \times 2 = 16$?

⇒ What is 20×2 ?

Numeracy

By the end of Y3 children will be expected to have a secure understanding of the **x3, x4 and x8** times tables as well as the x2, x5 and x10 (Infant targets).

By the end of Y4, children will be expected to know times tables up to 12x12.

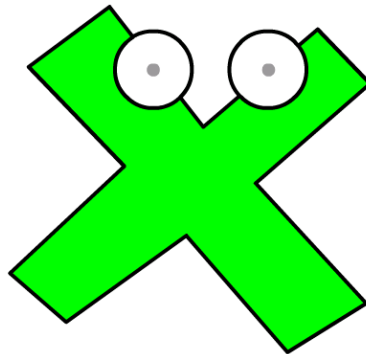
Children can use the online teaching tool of **Times Tables Rock Stars** to aid their learning.

Teacher set tables will be provided in the Garage and Arena areas (Currently set review of x2, x5, x 10 & introduce x3) . In all other areas children can be tested up to 12 x12 to challenge themselves.



Children need times tables knowledge at their finger tips, especially for more challenging Reasoning questions.

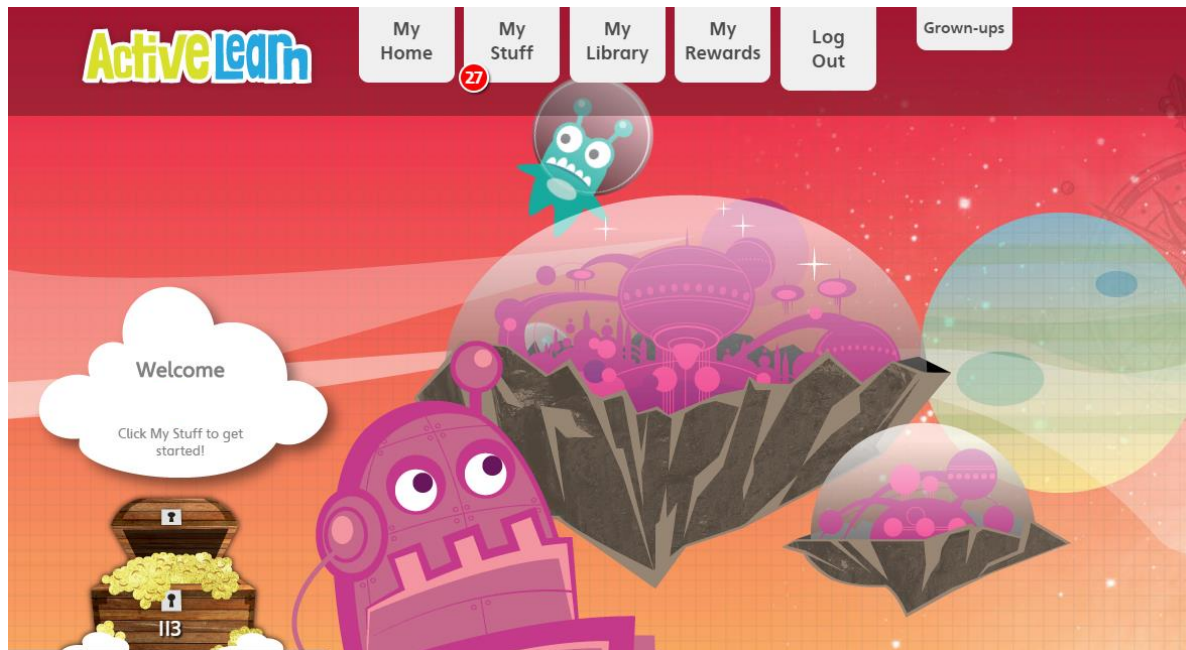
Times Tables, Number Bonds/Patterns & Place Value knowledge are crucial.



Numeracy



www.activelearnprimary.co.uk



Login then visit 'My Stuff' for any set homework activities.

Progress through the bronze & silver levels and go for gold!