

# Year 3 Curriculum Evening



Teachers: Mrs Armitage (Monday – Wednesday) and Miss Chappel (Wednesday – Friday)

Teaching Assistant: Mrs Russell

### Autumn 1: The Christian Family

Year three will develop their understanding of the church family, and know that we join this family when we receive the Sacrament of Baptism.

### Autumn 2: Mary, Our Mother

In this unit, Year Three will learn that God called Mary to be the Mother of Jesus and how Mary responded to God's call. This half term there will be a focus on Advent.

### Spring 1: Called to Change

The children will develop their understanding that Jesus called people to turn away from sin and receive the love of God. This half term is when they will learn about the sacrament of Reconciliation.

Spring 2: Jesus, the Teacher

In this unit, Year Three will learn about Jesus' upbringing, and how he came to show us the way to live.

Summer 1: He is Risen

This half term will focus on the Easter story and Pentecost.

Summer 2: Being a Christian

Year 3 will develop their understanding of what being a Christian involves. They will learn about following Jesus through the stories of Ss Peter and Paul.

Daily collective worship and prayers, working up to leading collective worship in groups.

**Have put an RE overview of each half term, including things to do with your child at home on the website.**

## Reconciliation

Classes start in February after school on Tuesdays

Dates TBC

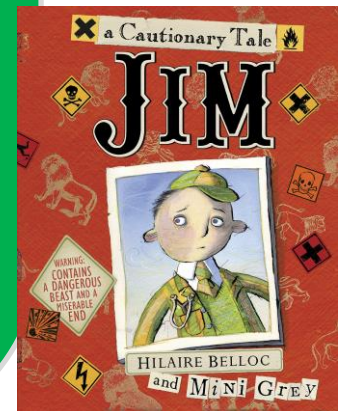
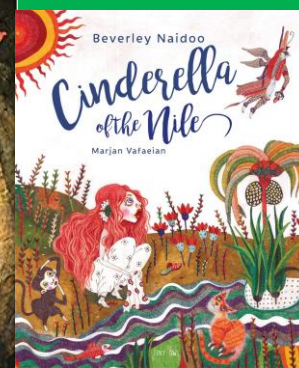
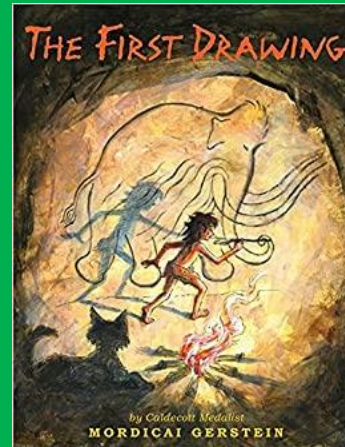
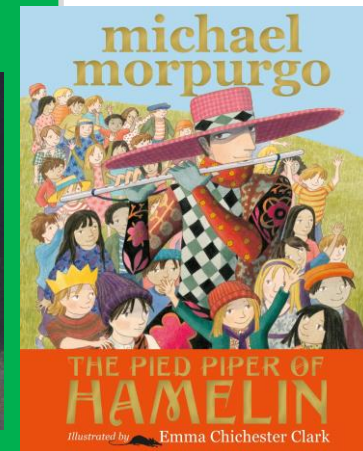
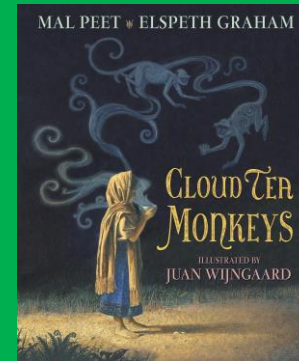
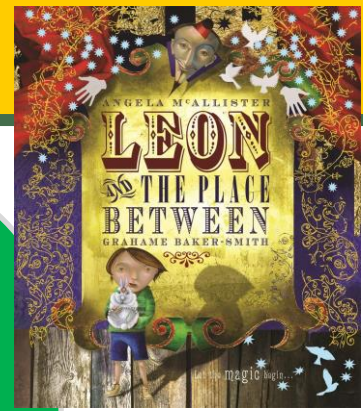
- Tuesday 19th March
- Thursday 21st March
- Celebration Assembly Friday 22nd March

In English, we have one book focus per half term(ish), completing lots of different activities to really get to know the ins and outs of the story. We do two in-depth pieces of writing per unit, focusing on planning, writing, editing and publishing.

## Areas for writing:

- ✓ Innovated Narratives
- ✓ Reports
- ✓ Persuasive Writing
- ✓ Instructions
- ✓ Information texts
- ✓ Letters
- ✓ Diary Entries
- ✓ Poetry

Writing objectives on year 3 class page



Spelling is  
~~diffecolt~~  
~~challageng~~  
hard.

Daily spelling activities and weekly spelling investigations, focusing on the teaching of spelling through patterns, phonics and rules. We will focus on the strategies, knowledge and skills we need to learn to spell.

## No spelling lists sent home

We will focus on 8 spellings from the Statutory spelling list each half term plus a variety of spellings from the spelling rules we are learning, and key words from topics.

# Punctuation and Grammar

- Prefixes: dis-, mis- super-, anti-, auto-
- Suffixes: -ly, for adverbs
- Word families based on common words
- The correct use of a or an
- Time, place and cause conjunctions e.g while, when, before, because
- Prepositions e.g. after, below, because of
- Using the present perfect form of verbs e.g. I have done
- Inverted commas for punctuating direct speech
- Introduction of paragraphs
- Headings and subheadings to organise.





# Reading

Reading books should be changed AT LEAST once a week. You should listen to your child read to support any mistakes and ask questions throughout the text. If you feel they have finished a book very quickly, encourage them to reread it – this will help all aspects of their reading!

If you are reading other books with them, please write this in the front of their

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A questions to ask prompt sheet is on the website.

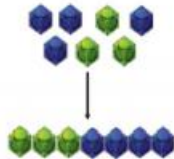
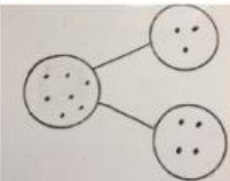
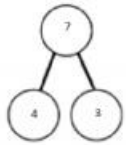
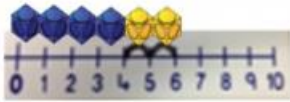


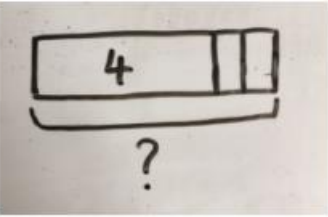
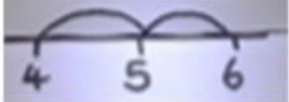
## Creating the right atmosphere

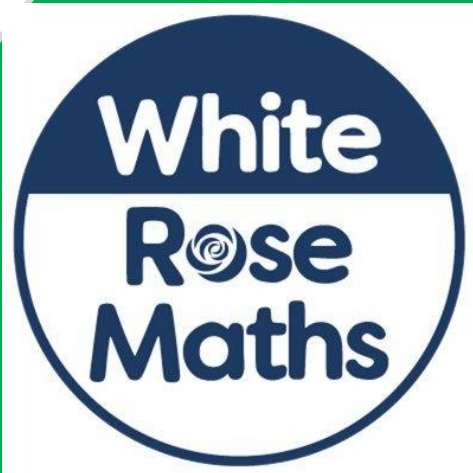
- Make sure your child is not tired. Reading together is positive and enjoyable. The room is quiet and there are no distractions. It should be a time when you are close and comfortable together.
- Make sure you read a mixture of books including picture books/graphic novels/comics/fiction and non-fiction/magazines/posters/leaflets etc – books your child chooses; books you choose; books from the library; their school reading book.
- Make your home a rich reading environment. Be a good role model to your child. How often do they see you reading? Talk positively about reading and demonstrate its importance – reading a recipe; reading instructions to make models/Lego; when watching TV, put the subtitles on. The need to read at the shops and in day-to-day life.

## Strategies

- Talk about the book – the title, the illustrations, the blurb.
  - Make predictions about what they might see/read in the story, the characters;
  - read simultaneously (choral reading);
  - read alternate pages; you read first then ask your child to read the same text – this can help build confidence;
  - make a note of any tricky words you could practise to improve fluency.
- 
- Scanning and skimming: When you have read a couple pages, ask your child to find individual words in the text then move to short phrases. Ask them to give you words/phrases to find. This helps your child develop their scanning and skimming skills when looking for key bits of information in the text.

**The best gift you can give your child, is the gift of reading. It opens up the whole world!**

Concrete	Pictorial	Abstract
<p>Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars).</p> 	<p>Children to represent the cubes using dots or crosses. They could put each part on a part whole model too.</p> 	<p><math>4 + 3 = 7</math> Four is a part, 3 is a part and the whole is seven.</p> 
<p>Counting on using number lines using cubes or Numicon.</p>   	<p>A bar model which encourages the children to count on, rather than count all.</p> 	<p>The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? <math>4 + 2</math></p> 



Follow the CPA approach. Then implement their learnt skills through reasoning and problem-solving tasks.

Times tables- consolidate 2s, 5s and 10s and introduce 3s, 4s and 8s.

**PRACTISE, PRACTISE, PRACTISE**

Ideally 3x weekly on TTR but at least once please!



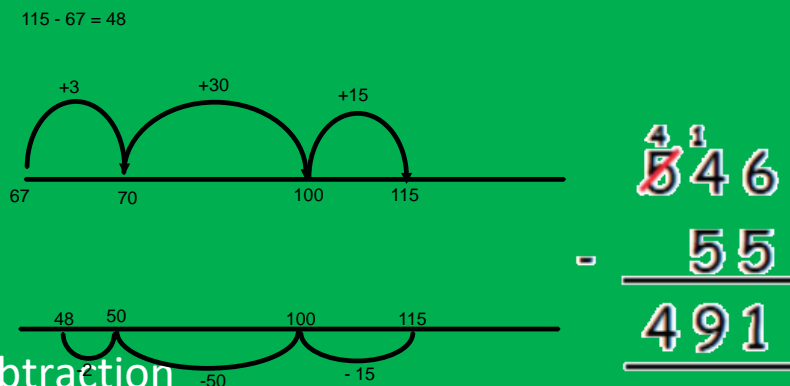
In year Three, the aim is for all children to move towards using both written and mental calculation methods and be able to independently select the correct method.

In year 3 we focus on:

1) Column addition

$$\begin{array}{r} 376 \\ 495 \\ \hline 871 \end{array}$$

2) Number line subtraction moving to column subtraction



3) Grid method

28 x 32

	20	8
30	600	240
2	40	16

4) Short Multiplication

$$\begin{array}{r} 640 \\ +256 \\ \hline 896 \end{array}$$

Calculation policy is on the website

# Maths Curriculum

## Number and Calculation:

- ✓ Learn 3, 4 & 8x tables
- ✓ Secure place value to 100
- ✓ Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
- ✓ Written column addition & subtraction
- ✓ Solve number problems, including multiplication & simple division and missing number problems
- ✓ Use commutativity to help calculations

## Fractions & decimals:

- ✓ Use & count in tenths
- ✓ Recognise, find & write fractions
- ✓ Recognise some equivalent fractions
- ✓ Add/subtract fractions up to  $<1$
- ✓ Order fractions with common denominator

## Geometry & Measurement:

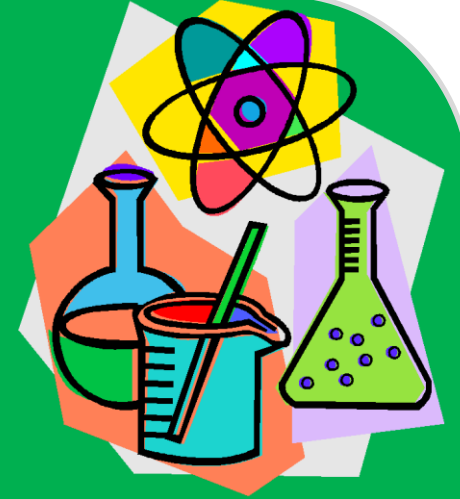
- ✓ Measure & calculate with metric measures
- ✓ Measure simple perimeter
- ✓ Add/subtract using money in context
- ✓ Use Roman numerals up to XII - tell time
- ✓ Calculate using simple time problems
- ✓ Draw 2-d / Make 3-d shapes
- ✓ Identify and use right angles
- ✓ Identify horizontal, vertical, perpendicular and parallel lines

## Data:

- ✓ Interpret bar charts & pictogram

The curriculum covers six areas:

- ✓ Rocks and Soils
- ✓ Fossilisation
- ✓ Simple forces and magnetism
- ✓ Animals: skeletons and nutrition
- ✓ Sources of light; shadows and reflections
- ✓ Plants, including parts, lifecycle and requirements for life



## RSHE – Relationship, sex, health education

### Year 3 objectives

- Understanding differences
- Respecting our bodies
- Strategies to support emotional wellbeing
- Keeping safe (NSPCC resources) and sharing online  
Bullying and abuse through animated videos
- First aid
- Effects of drugs, alcohol and tobacco and how to make good choices



# Foundation Subjects

## Art

Famous Buildings  
Artist Focus – William Morris  
Seurat and Pointillism

**Music** - Ukulele lessons.

## D&T

Making moving story books  
Looking at British Inventors  
Light-up Signs

## History

Stone Age to Iron Age  
Ancient Egypt

**PE** – Orienteering, Tag rugby,  
Dance, Gymnastics, Handball,  
Badminton, Hockey,  
Athletics, Rounders, Cricket  
and Tennis.

## Geography

Investigating our local area  
Countries of the World  
In the Desert

**PSHE** – Relationships, living in  
a wider world, health and  
wellbeing.

**Computing** – Online Safety,  
Computer Systems and  
Networks, Creating Media,  
Data and Information,  
Programming.

**French** – Introducing yourself,  
Games and Songs, Celebrations  
and Descriptions of people.

# Zones of Regulation

Today I'm feeling...

Sick

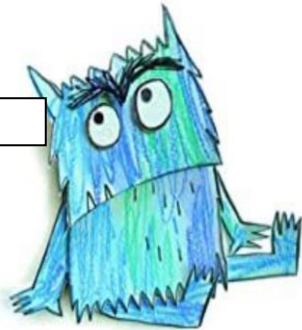
Sad

Miserable

Tired

Bored

Slow



Today I'm feeling...

Happy

Calm

Okay

Focused

Still

Ready to learn



Today I'm feeling...

Frustrated

Worried

Silly

Wiggly

Excited

Losing Control



Today I'm feeling...

Angry

Mean

Loud

Bad

Aggressive

Out of Control



Today I'm feeling...

Confused

Muddled

Stuck

Embarrassed

Overwhelmed

Unfocused



## St Joseph's Zones of Regulation

# Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation.

The Zones of Regulation categorises states of alertness and emotions into five coloured zones:

- The Blue Zone
- The Green Zone
- The Yellow Zone
- The Red Zone
- The Purple Zone

Encompasses:

- Self-control
- Resiliency
- Self-management
- Anger management
- Impulse control
- Sensory regulation

The Zones help us understand how we are functioning.

- It helps us be able to identify our own feelings and relate to others.
- Zones are a way to keep your self-control and handle emotions.
- The Zones give everyone the same language so that we can help each other stay “Green”.

Remember – no zone is bad! We all experience a range of emotions. What is important is how we deal with those emotions

# Behaviour



## Make Good Choices

	Say, 'Hello' and 'Goodbye'		Encourage others
	Walk calmly and silently		Play kindly
	Be ready to learn		Show appreciation
	Listen carefully		Eat calmly
	Try your best		Tidy up

# Behaviour



## What Happens When I Make Good Choices?



## What Happens If I Make Poor Choices?



Level 1: Redirection



Level 2: Reminder



Level 3: Warning



Level 4 and above:  
Consequences



## How Can I Put Things Right?



- What happened?
- What was I feeling at the time?
- How has it affected others?
- What needs to happen to put things right?
- What could I do differently next time?

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# Behaviour

**Praise**

**Merit Points**

**Table Points**

**Class Targets and Class Rewards**

**Golden Time**

**Postcards and Certificates Home**

**Recognition Board**

**Level 1 Redirection**

**Level 2 Reminder**

**Level 3 Warning**

**Level 4**

**Behaviour Persists – miss playtime, catch up with work**

**Level 5**

**Internal referral Lunchtime Time Out with SLT (15 minutes)**

**Level 5**

**Non-negotiable Behaviour**

**(up to 30 minutes/whole lunch time depending on severity)**

**Level 6**

**Violent Behaviours**

**CA**



# Homework

## Sent out FRIDAY, to return WEDNESDAY

*Homework club Friday lunch for those who haven't completed it.*

Maths – Weekly maths sheets to consolidate the week's learning.

English - Daily reading at home, alternating spelling/grammar/punctuation practice with reading comprehensions.

*ONGOING:* Times table practice - TT Rockstars - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables as well as revision of the 2, 5 & 10 tables from KS1

Children should only be working on a piece of homework for a maximum of around 20 minutes. If they are struggling to complete it, stop after 20 minutes and write a note to say why.



## Questions?

Contact the office via email ([office@stjosephsotley.org](mailto:office@stjosephsotley.org)) and it will be forwarded to us.

One of us will usually be on the playground at the end of the day if you have any questions

## Useful Websites

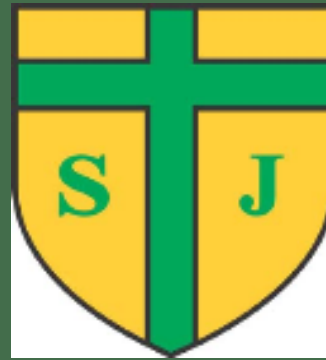
RE - <https://www.dioceseofleeds.org.uk/education/>  
[www.virtuestoliveby.org](http://www.virtuestoliveby.org)

English – [www.lovereadng4kids.co.uk](http://www.lovereadng4kids.co.uk)

Maths – [www.ttrackstars.com](http://www.ttrackstars.com)  
[www.whiterosemaths.com](http://www.whiterosemaths.com)

General – [www.dkfindout.com](http://www.dkfindout.com)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

St Josephs Catholic Primary School



**Thank you for listening!**  
**Any questions?**