

# Year 3

## Autumn Term 2021

### Topic- The Stone Age

As historians we will head back to prehistoric times. We will look at ancient objects and monuments to see what they reveal about ancient times. We will learn how people of Britain developed over thousands of years, this term focussing on The Stone Age and the three periods within this, Palaeolithic, Mesolithic and Neolithic. We will make comparisons.

- Please send children to school in their PE kit on a Tuesday. PE kit should be black shorts, joggers or leggings, a red or white t-shirt, trainers and children should wear their usual school jumper or cardigan.
- We ask that children practice their **times tables** regularly at home. The children need to be fluent with their 2, 5, 10, 3, 4 and 8 times tables by the end of year 3 and know the division facts related to these.
- Children will bring home a reading book. Reading is really important so please try and listen to your child **read at least three times** a week, this does not have to be a whole book, just 5 minutes or a few pages each time.
- Please regularly check the **Class Dojo** for up-to-date letters and information.

### Maths

#### Addition and Subtraction

1. Continue with adding and subtracting multiples of 1, 10 and 100.
2. Adding and subtracting numbers with up to 3 digits, using formal written methods of columnar addition and subtraction. (Please refer to the next pages to see methods being taught)

#### Multiplication and Division

1. Recalling and using multiplication and division facts for the 3, 4 and 8 multiplication tables. (As well as 2, 5 and 10 times tables)  
EG →  $3 \times 4 = 12$  so  $12 \div 3 = 4$
2. Solve problems and missing number problems, involving  $\times$  and  $\div$ ,  
EG- Fred has five goldfish and Jake has four times as many. How many goldfish does Jake have?

### Literacy

We will be looking at the book, 'The Stone Age Boy' by Satoshi Kitamura

This terms **writing** focus will be to:

- continue to use a range of conjunctions (because, but, although, therefore, so) and fronted adverbials (Slowly,... Through the forest,... Everyday,...)
- write a range of texts, such as recounts, poems, and descriptions.

This terms **spellings** focus will be

- continuing to learn common exception words
- Prefixes (dis, un, mis, re)
- Apostrophes for contractions
- Words with the ai sound spelt with different graphemes such as ei and ey.
- Words with the i sound spelt with a y such as gym.
- Homophones such as break and brake

This terms **reading** focus will be

- Understanding the meaning of words in different contexts.
- Making inferences and using the text or imagine to support inferences.

## Addition: Column Method

1

$$\begin{array}{r} 34 \\ +57 \\ \hline \end{array}$$

Place the numbers one on top of the other, lining up the tens and ones.

2

$$\begin{array}{r} 34 \\ +57 \\ \hline 1 \end{array}$$

Add the ones and write the answer under the ones.

3

$$\begin{array}{r} 34 \\ +57 \\ \hline 1 \\ \hline \end{array}$$

Regroup any tens to the tens column.

4

$$\begin{array}{r} 34 \\ +57 \\ \hline 91 \\ \hline \end{array}$$

Add the tens including any tens you've regrouped.

5

$$\begin{array}{r} 34 \\ +57 \\ \hline 91 \\ \hline 1 \end{array}$$

Check your answer.

$$239 + 75 = 314$$

$$\begin{array}{r} 239 \\ + 75 \\ \hline 314 \\ \hline \end{array}$$

$$508 + 293 = 801$$

$$\begin{array}{r} 508 \\ + 293 \\ \hline 801 \\ \hline \end{array}$$

2

Times Table

$$\begin{array}{l} 2 \times 1 = 2 \\ 2 \times 2 = 4 \\ 2 \times 3 = 6 \\ 2 \times 4 = 8 \\ 2 \times 5 = 10 \\ 2 \times 6 = 12 \\ 2 \times 7 = 14 \\ 2 \times 8 = 16 \\ 2 \times 9 = 18 \\ 2 \times 10 = 20 \\ 2 \times 11 = 22 \\ 2 \times 12 = 24 \end{array}$$

twinkl

5

Times Table

$$\begin{array}{l} 5 \times 1 = 5 \\ 5 \times 2 = 10 \\ 5 \times 3 = 15 \\ 5 \times 4 = 20 \\ 5 \times 5 = 25 \\ 5 \times 6 = 30 \\ 5 \times 7 = 35 \\ 5 \times 8 = 40 \\ 5 \times 9 = 45 \\ 5 \times 10 = 50 \\ 5 \times 11 = 55 \\ 5 \times 12 = 60 \end{array}$$

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10

Times Table

$$\begin{array}{l} 10 \times 1 = 10 \\ 10 \times 2 = 20 \\ 10 \times 3 = 30 \\ 10 \times 4 = 40 \\ 10 \times 5 = 50 \\ 10 \times 6 = 60 \\ 10 \times 7 = 70 \\ 10 \times 8 = 80 \\ 10 \times 9 = 90 \\ 10 \times 10 = 100 \\ 10 \times 11 = 110 \\ 10 \times 12 = 120 \end{array}$$

3

Times Table

$$\begin{array}{l} 3 \times 1 = 3 \\ 3 \times 2 = 6 \\ 3 \times 3 = 9 \\ 3 \times 4 = 12 \\ 3 \times 5 = 15 \\ 3 \times 6 = 18 \\ 3 \times 7 = 21 \\ 3 \times 8 = 24 \\ 3 \times 9 = 27 \\ 3 \times 10 = 30 \\ 3 \times 11 = 33 \\ 3 \times 12 = 36 \end{array}$$

$$\begin{array}{r} 652 \\ - 378 \\ \hline \end{array}$$

You cannot take 8 away from 2

$$\begin{array}{r} 652 \\ - 378 \\ \hline \end{array}$$

so add a 10 to the 1 but also...

$$\begin{array}{r} 652 \\ - 378 \\ \hline 4 \end{array}$$

... make the 7 one bigger...

$$\begin{array}{r} 652 \\ - 378 \\ \hline 4 \end{array}$$

You cannot do 5 - 8 so add 10 to the 5 and add one to the 3...

$$\begin{array}{r} 652 \\ - 378 \\ \hline 74 \end{array}$$

$$\begin{array}{r} 652 \\ - 378 \\ \hline 274 \end{array}$$

**REMEMBER:** If you have to 'give a ten' you also need to make the bottom number in the next column one bigger!!

$$269 - 45 = 224$$

$$\begin{array}{r} 269 \\ - 45 \\ \hline 224 \end{array}$$

$$547 - 395 = 152$$

$$\begin{array}{r} 547 \\ - 395 \\ \hline 152 \end{array}$$

4

Times Table

$$\begin{array}{l} 4 \times 1 = 4 \\ 4 \times 2 = 8 \\ 4 \times 3 = 12 \\ 4 \times 4 = 16 \\ 4 \times 5 = 20 \\ 4 \times 6 = 24 \\ 4 \times 7 = 28 \\ 4 \times 8 = 32 \\ 4 \times 9 = 36 \\ 4 \times 10 = 40 \\ 4 \times 11 = 44 \\ 4 \times 12 = 48 \end{array}$$

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8

Times Table

$$\begin{array}{l} 8 \times 1 = 8 \\ 8 \times 2 = 16 \\ 8 \times 3 = 24 \\ 8 \times 4 = 32 \\ 8 \times 5 = 40 \\ 8 \times 6 = 48 \\ 8 \times 7 = 56 \\ 8 \times 8 = 64 \\ 8 \times 9 = 72 \\ 8 \times 10 = 80 \\ 8 \times 11 = 88 \\ 8 \times 12 = 96 \end{array}$$

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## Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	

# Literacy- SPaG vocabulary

## Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had sharp teeth.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

## Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**Past simple** – the action took place in the past and is now finished.

I walked to my friend's house.

**Past progressive** – the action took place in the past over a period of time.

I was walking to my friend's house.

**Past perfect** – the action was completed by a particular point in the past

I had walked to my friend's house.

**Present simple** – the action takes place regularly.

I walk to my friend's house.

**Present progressive** – the action is taking place now.

I am walking to my friend's house.

**Present perfect** – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

## Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym FANBOYS.

**F – for**

**A – and**

**N – nor**

**B – but**

**O – or**

**Y – yet**

**S – so**

I like swimming and my brother likes football.

We might go to the cinema or we could go to the funfair.

I want to wear my sunhat but it is raining.

## Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym A WHITE BUS.

**A – although, after, as**

**WH – when**

**I – if**

**T – that**

**E – even though**

**B – because**

**U – until, unless**

**S – since**

We couldn't do PE today because it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat if it gets too cold.

We wanted to eat the cake that my mum made yesterday.

## Sentence types

**Statement** – tells the reader something.

Tigers have sharp teeth.

**Command** – tells you to do something.

Go and look at the tiger.

**Question** – gains further information by asking something.

Did you see the tiger at the zoo?

**Exclamation** – makes a statement but is usually said with a strong emotion such as anger or surprise

What sharp teeth the tiger had!

## Adverbs

**Adverbs** give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

**T – time (when) R – reason (why) M – manner (how) P – place (where)**

Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)