

Regina Coeli Primary Catholic School Curriculum Meeting



Year 3



Teachers and Teaching Assistants

St. Bridget

Miss Howard

Miss Herzog



Teachers and Teaching Assistants

St. Patrick

Mrs Storey

Mr Purtell

Mrs Whelton

Miss Herzog (Thursday)



Times, School Day and Expectations

Times

Start

Mon-Fri: 8:30am

End

Mon-Thurs: 3:15pm

Fri: 2:30pm

Uniform



- Please can you ensure your child comes with the correct uniform each day.
- At the moment, children are still able to wear summer uniform:
- White polo shirt, trousers and green logoed jumper, black shoes for the boys.
- Green summer dress, green logoed jumper or cardigan, white socks, black shoes for the girls.

• **Please label all uniform**





P.E.

- Please ensure that your child has their PE kit in school, ready for lessons.
- PE day is on a Tuesday and Friday.
- Children need to have a PE kit, which includes:
 - Regina Coeli PE T-shirt
 - Green PE shorts
 - Regina Coeli tracksuit
 - Trainers or plimsolls

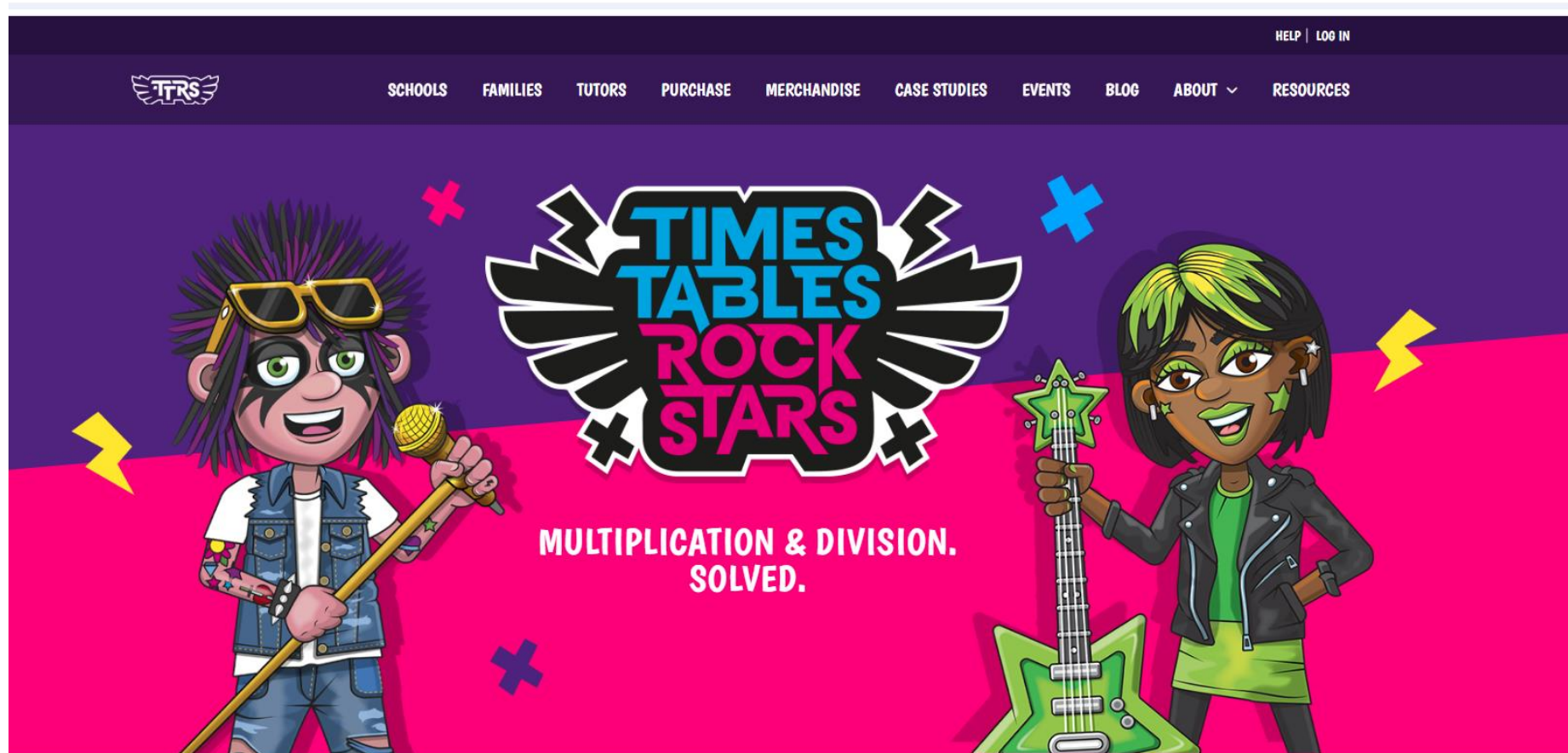




Homework

- Maths homework DAILY in Maths homework books (small orange book)
- Spellings given out each Monday.
- Spellings daily: Focus on one word each day, and write a high quality sentence using that word and the grammar focus. There will be a spelling test on Fridays on the 5 words they had learnt that week (and maybe a word that follows the rule).
- Reading daily and recorded in logs – children must be reading for at least 10 minutes a day.
- If children are unable to complete their homework, they go to homework club.
- If your child is finding their homework challenging, please let us know

Times Tables Rock Stars

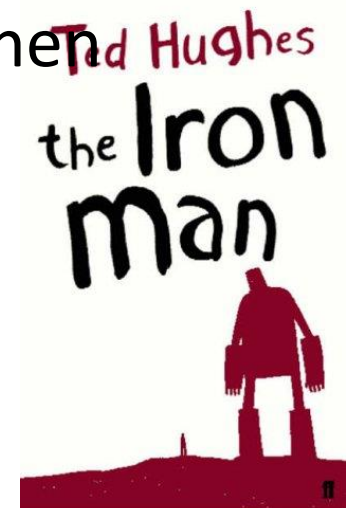
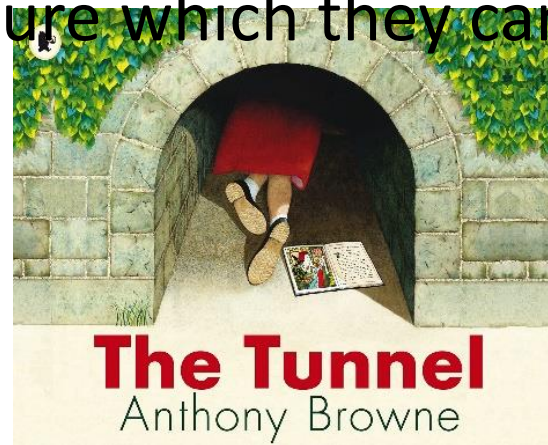


Writing



- Writing across different genres (letter, story, factfile...) around a core text, identify features, study good examples, shared writing to support children in the development of their skills
- Correct use of basic punctuation
- Expanded noun phrases
- Time adverbials
- Planning writing to use a clear structure which they can then follow during the writing process

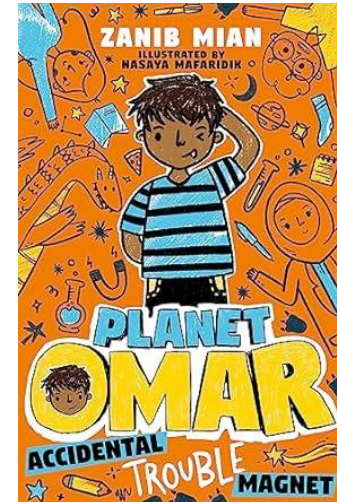
Autumn Core Texts





Reading

- Read a range of fiction and non fiction texts
- Range of text types
- Focusing on a variety of comprehension skills to ensure students show a good understanding of what they read
- These include:
 - ✓ Retrieval
 - ✓ Inferencing
 - ✓ Predicting
 - ✓ Sequencing
 - ✓ Summarising



Essential Reading List



- A list of books that has been collated and recommended for Year 3 students to read. There is a wide range of books here that appeal to different children.



The Federation of St Elphege's
and Regina Coeli Catholic Schools



Year 3 Essential Reading List

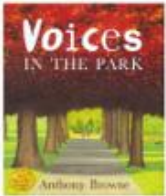
Beast Quest by Adam Blade

A fast paced and exciting series of books which are ideal for 7 and 8 year old readers in year 3. Set in a fantasy land with dragons, wizards, good vs evil and strong heroes and heroines, these stories feature lots of twists and turns and will appeal to reluctant readers.



Voices in the Park by Anthony Browne

A clever book which looks at the same story from different perspectives, this is a picture book which is ideal to provoke discussion. There are few words and complex, vibrant illustrations with lots of talking points, making it ideal for less confident 7 and 8 year old readers.



Fantastic Mr Fox by Roald Dahl

The timeless story of Mr Fox and how he cunningly outwits the nasty farmers Boggis, Bunce and Bean.



The Magic Finger by Roald Dahl

When Lucy gets upset she uses her "Magic Finger" and points it at the person who has upset her. Real magic turns her teacher into a cat and Lucy swears never to use her finger again. Until...



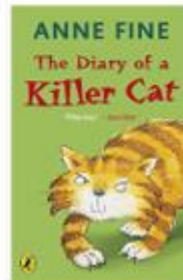
Willa and Old Miss Annie by Bertie Doherty

When she moves with her parents to a new home, Willa thinks she'll never have friends again. That is until she meets Old Miss Annie, a lonely goat, a forgotten pony, and an orphaned fox.



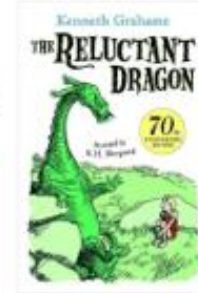
The Diary of a Killer Cat by Anne Fine

Ellie is shocked to find out her pet cat is a killer. Tuffy brings home a dead bird, then a mouse, and then more victims. Can Ellie stop him? A very funny story.



The Reluctant Dragon by Kenneth Grahame

A boy finds a dragon in a cave and he believes it is harmless and friendly, but how can he convince the frightened villagers and St. George, the famous dragon killer?



All Because of Jackson by Dick King-Smith

Jackson is an odd rabbit. He stands most days watching ships sail by and he longs to be on one of those ships. One day he boards one of the ships and sets out on an adventure.



Winnie-the-Pooh Collection by A. A. Milne

Classic stories about the world's most famous bear. Including what happens when Pooh goes visiting and Piglet meets a Heffalump, the story of when Eeyore loses his tail and Pooh finds one, and many others.



Mrs Cockle's Cat by Philippa Pearce

Mrs Cockle, a balloon seller, loves her cat Peter, and he loves fish. When she runs out of fish, Peter leaves and Mrs Cockle is so upset that she gets thinner and lighter and loses so much weight that her balloons lift her high into the sky.



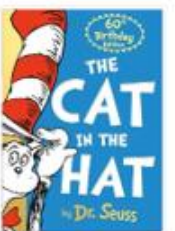
The Owl Who Was Afraid of the Dark by Jill Tomlinson

A young owl, called Pip, is afraid of the dark – something which makes his life more than a little difficult.



The Cat in the Hat by Dr. Seuss

Possibly the coolest cat in existence, he can turn the most boring day into a fun adventure for Sally and her brother.





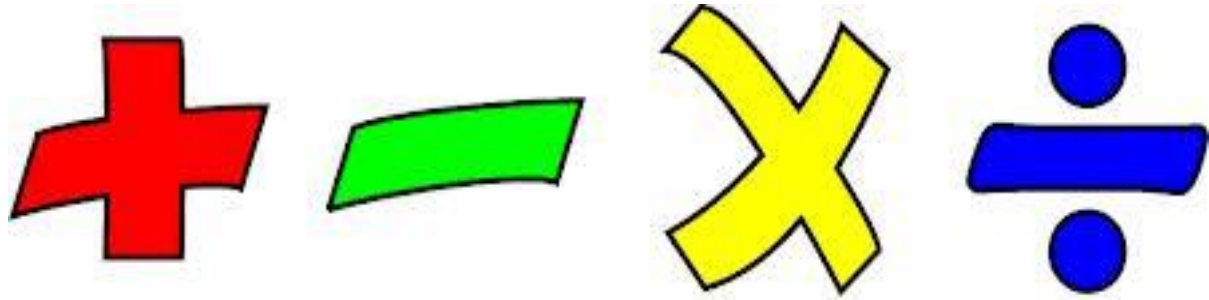
What you can do

- Read a range of books with your children
- Try and read as many of the suggested books on the 'essential reading list'
- Join your local library, take part in reading activities at your local library
- Listen to Audiobooks : Storynory, Audible, Epic books, kindle
- Read to your child , read for meaning and discuss the books,
- Ask questions to check for understanding



Maths

- Mastery approach: Microscopic steps to learning a new concept through a layered approach that includes concrete, pictorial and abstract
- Place Value
- Addition
- Subtraction
- Multiplication
- Division
- Early morning work include Maths sessions – aiming to build fluency to prepare them for statutory Year 4 test.
- Mental Maths strategies will be re-enforced on a daily basis (including the learning of times tables).



Timetables

Year 2

x 2, x 5, x 10

Year 3

X 3, x 4, x 8

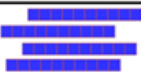
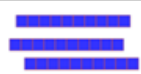
Year 4 – all tables

There is a national assessment in June testing knowledge of all tables

Addition

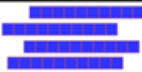
Children use the Place value grid to place Dienes into following the same layout as the written calculation. Begin by adding the ones first.

Step 1.

Tens	Ones
	
	

$$\begin{array}{r} \text{T O} \\ 42 \\ + 31 \\ \hline \end{array}$$

Step 2.

Tens	Ones
	
	
	

$$\begin{array}{r} \text{T O} \\ 42 \\ + 31 \\ \hline 3 \end{array}$$

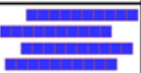
Step 3.

Tens	Ones
	

$$\begin{array}{r} \text{T O} \\ 42 \\ + 31 \\ \hline 73 \end{array}$$

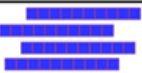
Children use Dienes to exchange 10 ones into a ten in order to understand the rules of carrying. Begin by adding the ones first.

Step 1.

Tens	Ones
	
	

$$\begin{array}{r} \text{T O} \\ 47 \\ + 36 \\ \hline \end{array}$$

Step 2.

Tens	Ones
	
	
	
	

$$\begin{array}{r} \text{T O} \\ 47 \\ + 36 \\ \hline 3 \\ 1 \end{array}$$

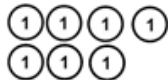
Step 3.

Tens	Ones
	

$$\begin{array}{r} \text{T O} \\ 47 \\ + 36 \\ \hline 83 \\ 1 \end{array}$$

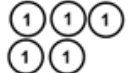
When they have sufficient understanding of what each digit in a number represents with the use of Dienes, children use Place Value counters to calculate larger numbers.

Step 1.

Hundreds	Tens	Ones
		
		

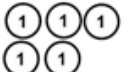
$$\begin{array}{r} 258 \\ + 47 \\ \hline \end{array}$$

Step 2.

Hundreds	Tens	Ones
		
		
		
		

$$\begin{array}{r} 258 \\ + 47 \\ \hline 5 \\ 1 \end{array}$$

Step 3.

Hundreds	Tens	Ones
		
		
		

$$\begin{array}{r} 258 \\ + 47 \\ \hline 05 \\ 1\cancel{1} \end{array}$$

Step 4.

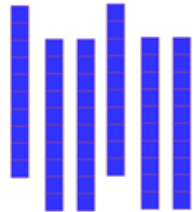
Hundreds	Tens	Ones
		

$$\begin{array}{r} 258 \\ + 47 \\ \hline 305 \\ \cancel{1}\cancel{1} \end{array}$$

Subtraction

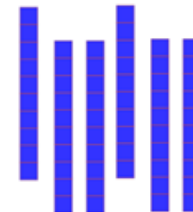
- 1) Children use the Place value grid to place Dienes into the 'recycling bin' below as they take away Ones and Tens subsequently.

Step 1.

Tens	Ones
	

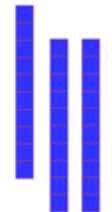
$$\begin{array}{r} 67 \\ - 32 \\ \hline \end{array}$$

Step 2.

Tens	Ones
	
	

$$\begin{array}{r} 67 \\ - 32 \\ \hline 5 \end{array}$$

Step 3.

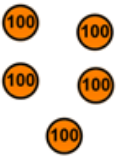
Tens	Ones
	
	

$$\begin{array}{r} 67 \\ - 32 \\ \hline 35 \end{array}$$

Subtraction

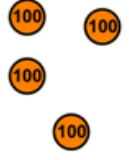
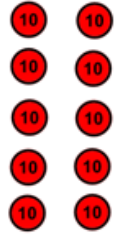
When they have sufficient understanding of what each digit in a number represents with the use of Dienes, children use Place Value counters to calculate larger numbers.

Step 1.

Hundreds	Tens	Ones
		

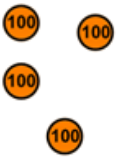
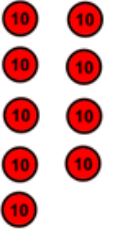
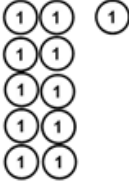
$$\begin{array}{r} 501 \\ - 278 \\ \hline \end{array}$$

Step 2.

Hundreds	Tens	Ones
		

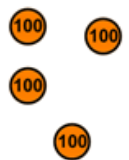
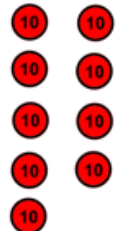
$$\begin{array}{r} 45101 \\ - 278 \\ \hline \end{array}$$

Step 3.

Hundreds	Tens	Ones
		

$$\begin{array}{r} 45911 \\ - 278 \\ \hline \end{array}$$

Step 4.

Hundreds	Tens	Ones
		

$$\begin{array}{r} 45911 \\ - 278 \\ \hline 3 \end{array}$$



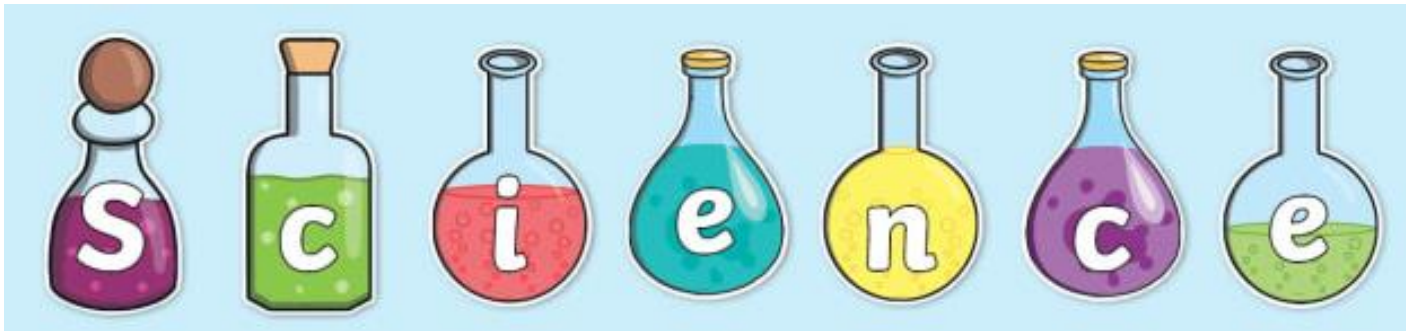
What you can do

- Help your children practice number bonds to 100 and times tables practice
- Useful Websites: Daily Ten, Hit the Button, Times Table Rockstars and Mental Maths apps
- Use opportunities in real life contexts such as shopping or cooking to reinforce money, measure and time.



RE – Religious Education

- Focusing on two topics this term – Homes and Promises.
- Look at a range of Bible verses and sources to gain a deeper understanding of what this could mean.
- Creative approach for RE
- Celebrate other Faiths (Other Faiths Week)
- Prayer book go home for children to write a prayer in and share with their classmates
- Date of liturgy TBC



AUTUMN 1 – Light and dark

- Identifying sources of light
- Reflection
- Carrying out an investigation on reflection – importance of a fair test
- Talking about darkness
- **AUTUMN 2-** Forces and Magnets
- Materials moving on different surfaces
- How forces work
- Magnets – attract and repel



Geography

AUTUMN 1 – The UK -Counties and Cities

- The UK and local area, e.g. UK cities, major rivers, mountain ranges

AUTUMN 2- History

The Elizabethan era / Tudors

- How things have changed throughout history, key importance on children having a concept of chronological order



COMPUTING

AUTUMN 1

- E-safety – part of every computing lesson. This also feeds into our RSHE unit in the summer term.
- Typing skills and application

AUTUMN 2

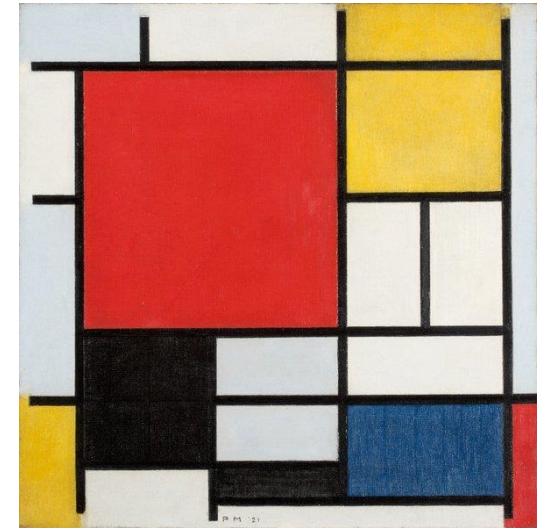
- Programming in Scratch
- Simple coding and programming

Art and Design and Technology



AUTUMN 1 - Art - Colour and Shape

- Sonia Delaunay & Piet Mondrian
- Abstract Art & Orphism



AUTUMN 2- Design & Technology -Mechanical Systems

- Pneumatics – The Iron Man
- Children design and make their own toy





P.E. (Tuesdays and Fridays)

AUTUMN 1 – Netball & Gymnastics

- Co-ordination
- Movement / Agility
- Balance

AUTUMN 2- Dance and Football

- Co-ordination/ Agility



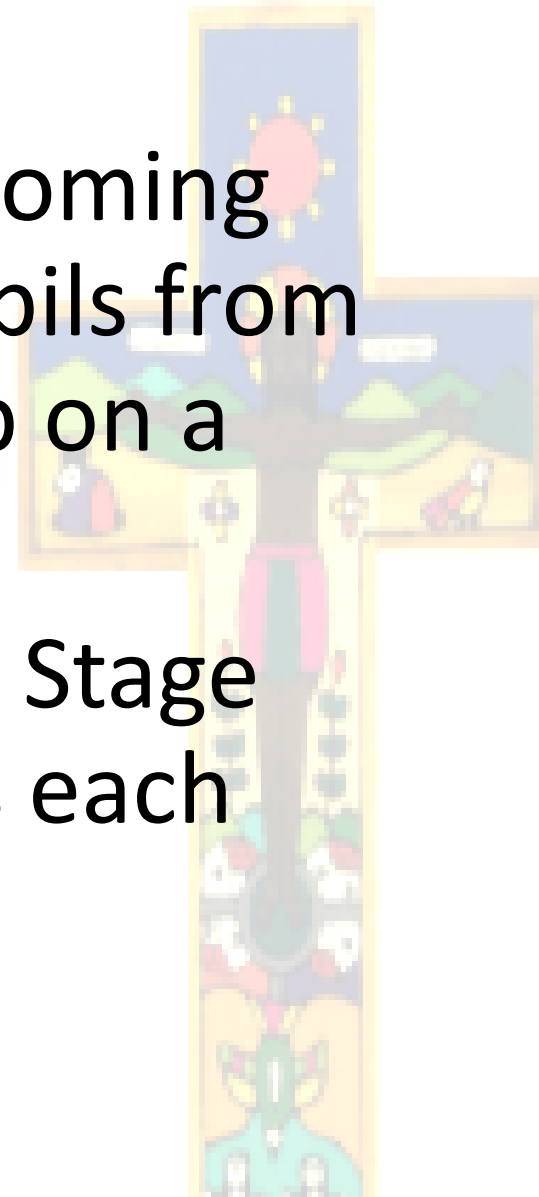
PSHE

- Children will have PSHE lessons weekly that are designed around a well chosen story or stimulus.
- The themes covered include hygiene, friendship, diversity and hope. The curriculum also supports our Catholic Social Teaching of being citizens and keepers of God's world.
- There is a focus on building emotional self-regulation and resilience in our children to support their mental wellbeing.



Collective Worship

- Liturgies will be based on the coming Sunday's Gospel and led by pupils from one class from each year group on a weekly basis.
- We will be starting to have Key Stage liturgies led by a different class each week. Parents will be invited.



Any Questions?



Year 3