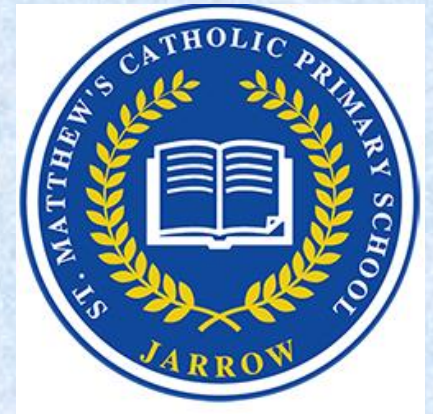




Year 3

Curriculum Evening

Mr Nicholson



Middlesbrough FC

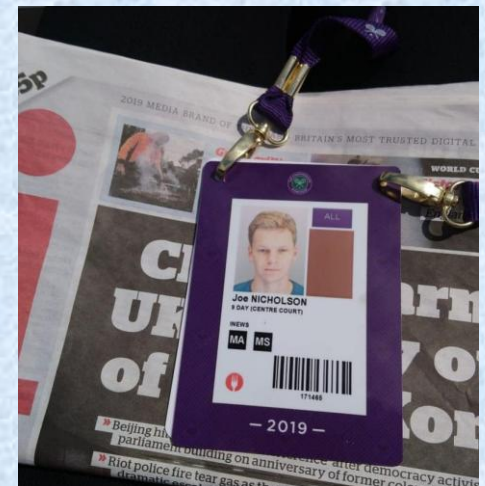
Exclusive: Former Middlesbrough boss Steve McClaren recalls the greatest moments and biggest challenges during 2006 UEFA Cup run



By Joe Nicholson
Football Writer



Published 23rd Mar 2020, 16:45 GMT | Updated 25th Mar 2020, 13:49 GMT





St Matthew's Mission Statement



Mission Statement:

“Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.”

General information



- Children will keep their water bottles near to their tables and can have a drink at any point of the day. If they finish, they can fill their water bottles.
- We are really encouraging the children to develop a sense of global responsibility using reusable water bottles rather than plastic cups
- Children are encouraged to go to the toilet at break times, although they will be allowed to go during lessons if needed.

Year 3 Rewards



- House points
- Good to be green
- Visit to Mrs Alderson
- Star Assembly
- Privilege cards'

Homework in Year 3

Subject	To be handed in
Reading	• Reading books will be changed on a Tuesday or a Wednesday and should be brought to school every day. • It is unlikely there will be a comment from the teacher about reading in school, although if the teacher is concerned, they will contact parents/guardians. • Reading books MUST match the phonics that is being taught. • If you feel the child is reading the book easily, you could challenge them by asking them to complete one of the reading diary activities. These include writing a book review, add a new chapter. It would also be great if they could read additional books from home. • Some children free reader, some children phonics
Spellings	https://spellingframe.co.uk/manage/classes#/students/32059
Maths	https://www.maths.co.uk/ https://ttrockstars.com/

Year 3 Curriculum

Core Subjects

- RE
- English
- Maths
- Science

Foundation Subjects

- Computing
- Physical Education
- History
- Geography
- Art
- Design & Technology
- Music
- French

Topics

Science	Rocks, Soils and Fossils	Lights	Forces and Magnets	Plants	Animals including humans	Science and their inventions
RE	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the earth	Dialogue and encounter
History	Stone Age to Iron Age	Stone Age to Iron Age	Stone Age to Iron Age	Ancient Egyptians	Ancient Egyptians	Ancient Egyptians
Geography	My Place in the World	My Place in the World	My Place in the World	Coasts	Coasts	Coasts
Computing	Computing Systems and Network	Creating Animation	Desktop Publishing	Branching Databases	Sequence in Music	Events and Actions

Music

The children have 1 hour of music every Wednesday.
This is taught by Mr McNally.

Art

- The children have Art on a Thursday afternoon.
 - This is taught by Mrs Limer.

PE

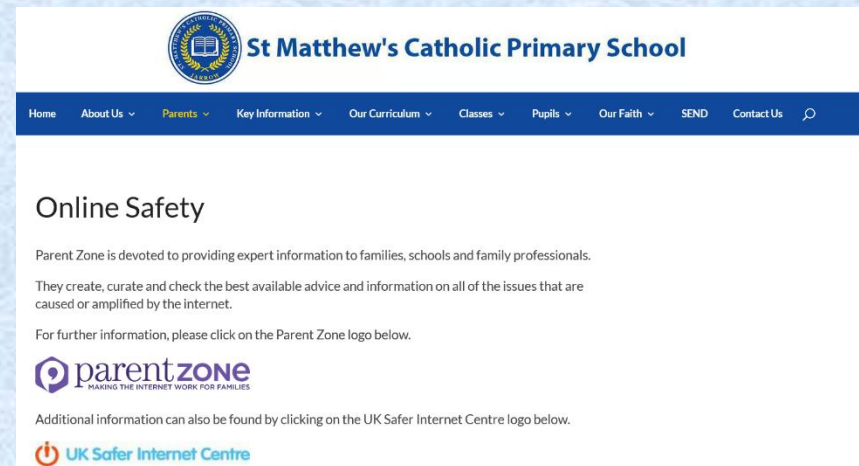
P.E. takes place on Tuesday and Wednesday afternoons.

P.E kit is needed for all PE lessons. Children come to school in their P.E. kit – P.E T-shirt and blue shorts, plain blue or black bottoms and their blue school jumper.

Computing

One lesson a week is 'Computing specific' and the children will usually be in the ICT suite for this, or using iPads.

It would be extremely helpful, if you could help to teach the children about 'e-safety'- there are links on the school website to help with this.



Religious Education

RE is based on a new curriculum from the Diocese of Hexham and Newcastle

Autumn Term

Creation and covenant

Prophecy and promise

Spring Term

Galilee to Jerusalem

Desert to garden

Summer Term

To the ends of the earth

Dialogue and encounter

PSHE and RSE (Relationships and sex education)

The **Life to the Full** programme on TenTen is based on the structure of 'A Model Catholic RSE Curriculum' by the Catholic Education Service.

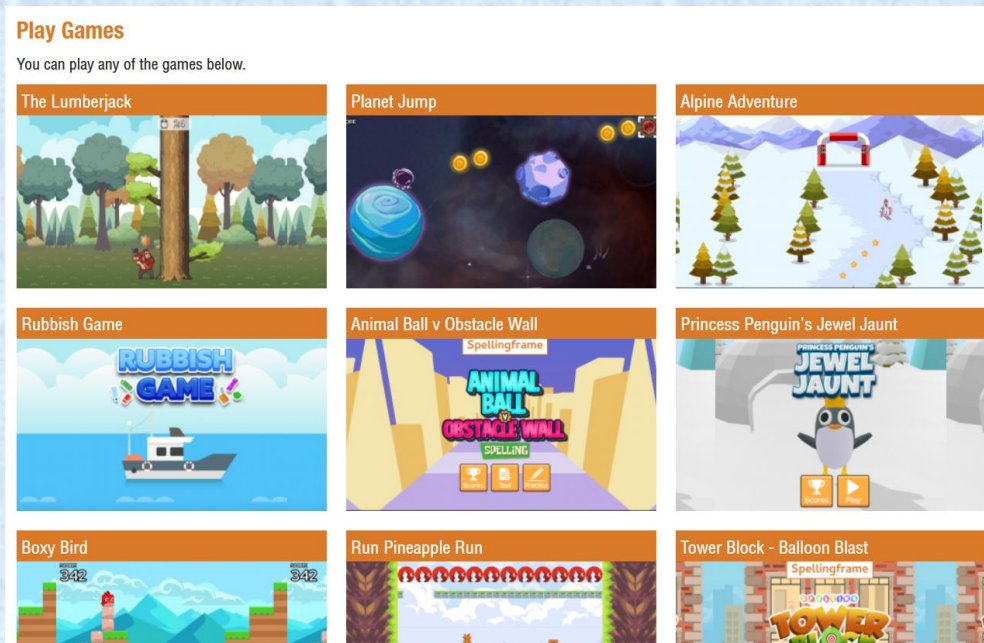
This model curriculum was highlighted as a work of good practice by the Department of Education so we therefore have confidence that the programme will be fit for purpose in supporting the growth and development of your child.

PSHE	Living in the wider world	Created by god	Created to love others	Living in the wider world	Created to live in the community	Transition
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English

Spellings

Some children will be continuing phonics if required and we'll also be doing year 3 spelling rules using Spelling Frame and other resources.



Common Exception Words

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

Reading

- In Year 3 the focus of reading sessions will be on Comprehension. We will spend time looking at;

VIPERS

- Visualising
 - Inference
 - Predicting/ asking questions
 - Explaining
 - Retrieval
 - Summarise
-
- For those children who are not fluent in reading, there will be extra sessions with myself or Mrs Bond.
 - Any extra reading at home will be extremely beneficial for ALL children.

Handwriting

In Year 3, we are beginning to use 'Letter Join' in which the children will begin to write using cursive handwriting.

Please encourage the children to use the correct size and orientation of letters when completing homework, and we will focus on the joins in school.

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Talk for Writing

How does it work?

There are 3 main phases : Imitation, Innovation and Independent Application.

Stage 1 - Imitation

The children spend some time as a class reading the text and pulling it apart, developing their comprehension skills and looking at key words and phrases within the text.

We will then look at grammar skills the children can use in their writing.

Stage 2 - Innovation

As a class children 'innovate' the text. This can be done in a number of ways: Children may just switch the names of characters or change or add adjectives. In this phase teachers draw on other high quality texts or passages to model good use of language or sentence structure. This is coupled with specific grammar work.

Stage 3 - Independent Application

Children apply what they have learnt in a piece of independent writing.

Medium term plan

Reading	Portal Story Stone Age Boy Non-Chronological Report Woolly Mammoths	Fantasy Story Charlotte's Web Explanation Text/poetry The Street Beneath My Feet	Recount Story The True Story of the Three Little Pigs Newspaper Article Big Bad Wolf Boiled Alive	Adventure Story Leon and the place between	Fairy Tale The Iron Giant	Fantasy Story The BFG Persuasive writing - Walking to school
Writing	Portal Story Stone Age Boy Non-Chronological Report Woolly Mammoths	Fantasy Story Charlotte's Web Explanation Text/poetry The Street Beneath My Feet	Recount Story The True Story of the Three Little Pigs Newspaper Article Big Bad Wolf Boiled Alive	Adventure Story Leon and the place between	Fairy Tale The Iron Giant	Fantasy Story The BFG Persuasive writing - Walking to school

Writing Focus

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths

Mastery Maths

- When teaching maths for mastery, the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have secure understanding.
- Mastery Maths rejects the idea that some children ‘just can’t do Maths’. It is an inclusive approach.
- Pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent, are provided with additional support to consolidate learning.

1 Complete the part-whole models. Use equipment to help you.

a

b

c

1 Complete the part-whole models using the ten-frames to help you.

a

The ten-frames represent pink and green balloons. Complete the part-whole model to show how many balloons there are in total.

FLUENCY

VARIATION

PROBLEM SOLVING

REASONING

1 Complete the part-whole models.

a

b

c

1 Complete the part-whole models.

a

b

c

Complete the part-whole models.	Complete the extended part-whole model.
Complete the part-whole model and complete the our matching number sentences. $\text{---} + \text{---} = \text{---}$ $\text{---} + \text{---} = \text{---}$ $\text{---} = \text{---} + \text{---}$ $\text{---} = \text{---} + \text{---}$	Kat creates the following calculation: $30 + 8 = 308$ Explain the mistake Kat has made. Write the correct calculation:

Calculating Strategies

Strategies for adding:

Putting the larger number first and counting on

$$6 + 27 =$$

$$27 + 6 =$$

Using knowledge of number bonds to make calculations easier

$$\begin{aligned} 6 + 8 + 4 &= 6 + 4 + 8 \\ &= 10 + 8 \\ &= 18 \end{aligned}$$

Addition

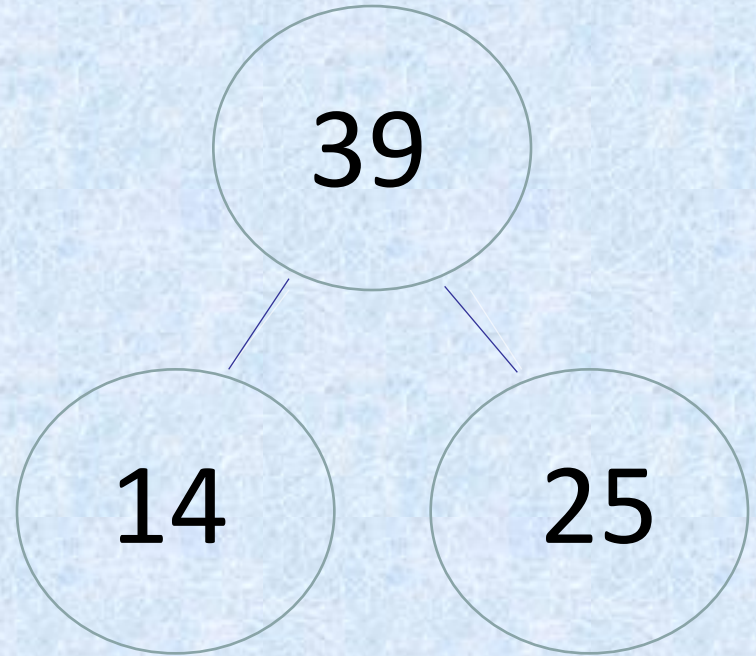
$$14 + 25 =$$

Partitioning:

$$20 + 10 = 30$$

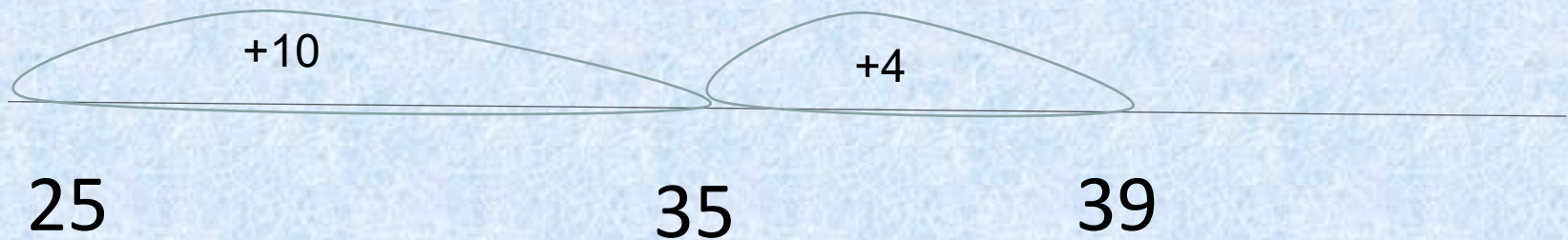
$$5 + 4 = 9$$

$$30 + 9 = 39$$



Number line up to 100:

$$14 + 25 =$$



Base 10:

A visual equation using base 10 blocks. On the left, there is one vertical rod (representing 10) and four small cubes (representing 4), totaling 14. This is followed by a plus sign. In the middle, there are two vertical rods (representing 20) and five small cubes (representing 5), totaling 25. This is followed by an equals sign. The equation represents 14 + 25 = 39.

Addition Column method - Carrying

$$\begin{array}{r} 74 \\ + 25 \\ \hline 99 \\ \hline \end{array}$$

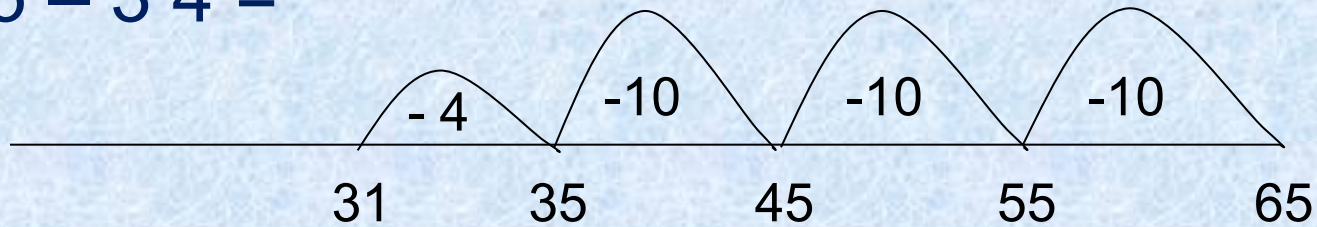
$$\begin{array}{r} 186 \\ + 25 \\ \hline 211 \\ \hline \end{array}$$

~~11~~

Subtraction

Counting back on an empty number line

$$65 - 34 =$$



Subtraction Column method - Exchanging

$$165 - 134 =$$

$$\begin{array}{r} 165 \\ - 134 \\ \hline 31 \end{array}$$

$$274 - 46 =$$

$$\begin{array}{r} ^6 ^1 \\ 2 \cancel{7} 4 \\ - 46 \\ \hline 228 \end{array}$$

Multiplication

More work on 3s, 4s and 8s times tables.

Number line:

$$12 \times 3 =$$

0 3 6 9 12 15 18 21 24 27 30 33 36



Short Multiplication

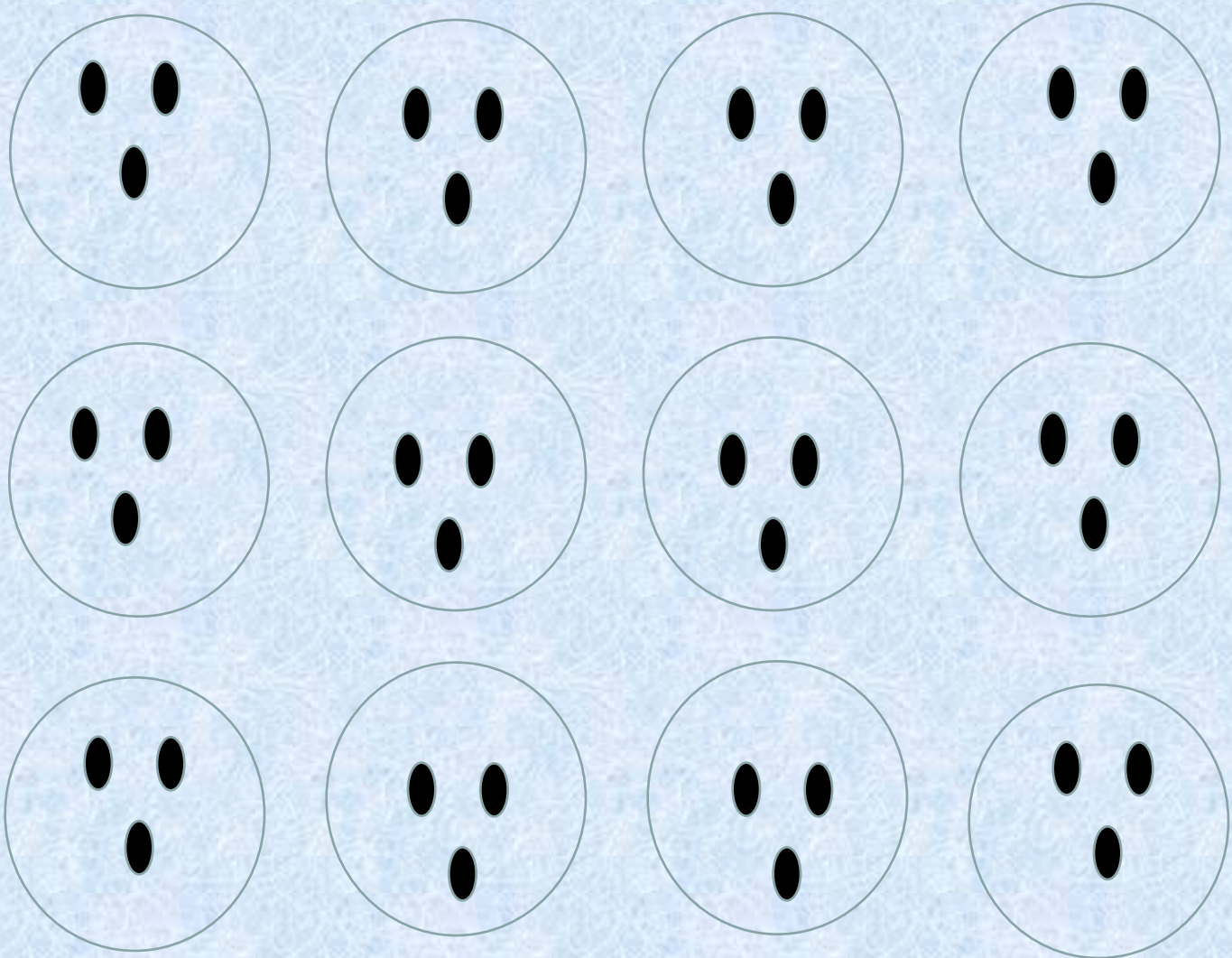
$$\begin{array}{r} 34 \\ \times 3 \\ \hline 102 \\ \hline 1 \end{array}$$

Short Division

$$155 \div 5 =$$

$$\begin{array}{r} 31 \\ 5 \overline{) 155} \end{array}$$

12 groups of 3:

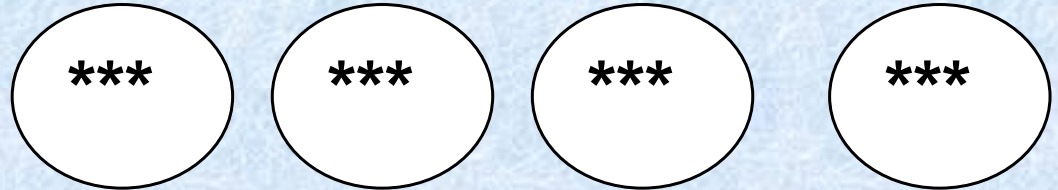
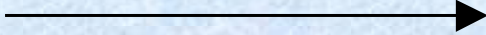


Division

Sharing

If I share 12 sweets between
4 children, how many will they
have each?

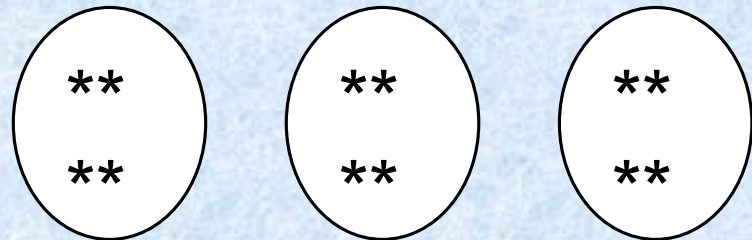
$$12 \div 4 = 3$$



Grouping

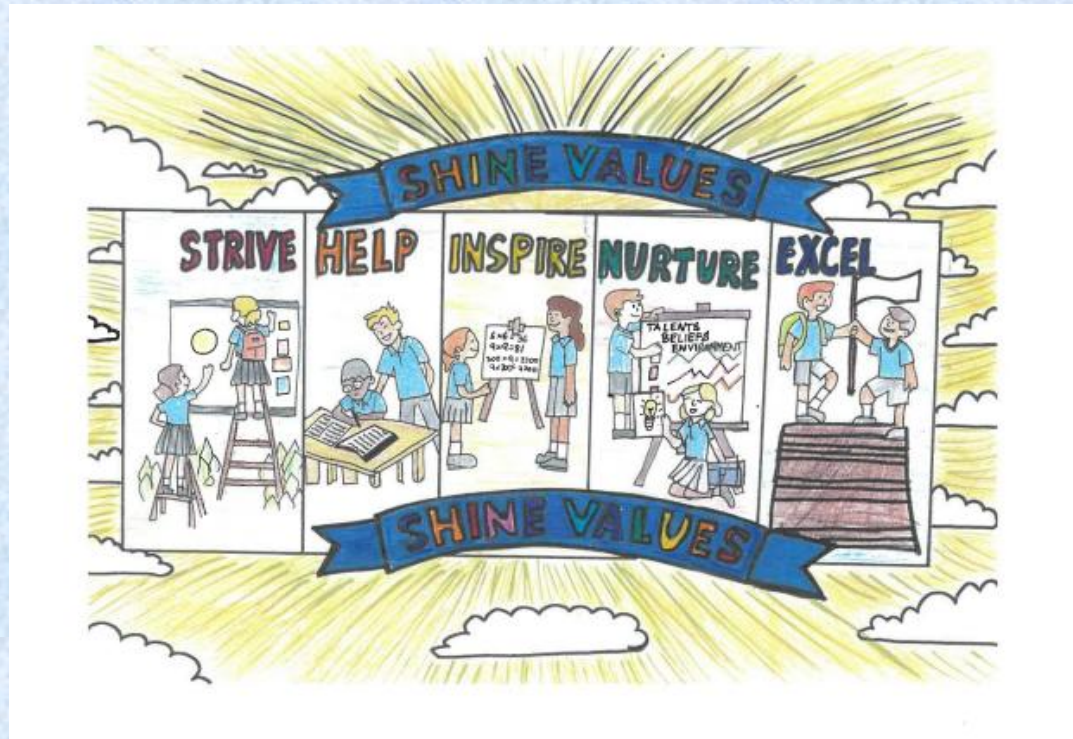
How many 4s in 12?

$$12 \div 4 = 3$$

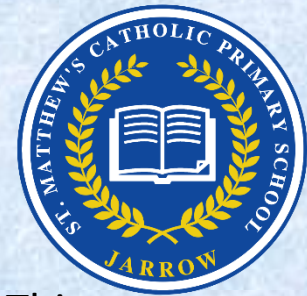




Our SHINE Values



Strive, Help, Inspire, Nurture, Excel –
together, we SHINE!



Communication

We understand the importance of respectful and timely communication. This year, we have a new Communication Policy for Parents.

If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on TMAOffice@stmatthewsjarrow.co.uk and this will be triaged to the relevant member of staff.

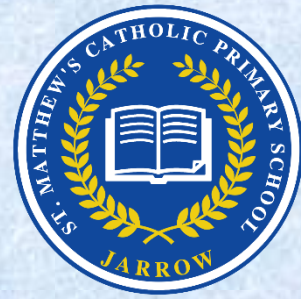


For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.



Social Media



Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.

Thank you!



- We are looking forward to working with you this year!