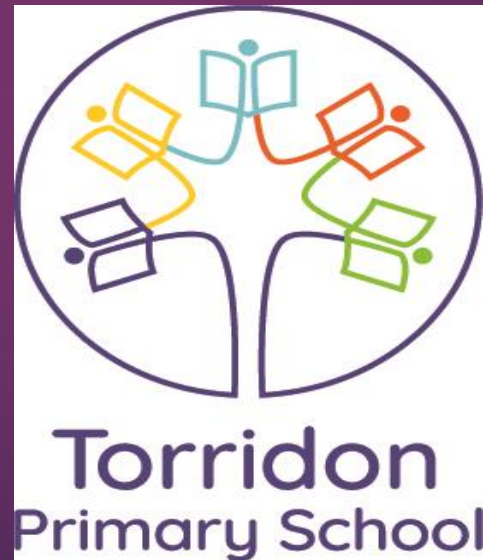


# Year Three Curriculum Meeting



# Aims

- *To share expectations*
- *To provide an overview of the Year 3 curriculum*
- *To give you some guidance on how to support your child's learning at home*
- *To answer any questions*



# Staff in our team

Teaching Staff: Ada Chinda,  
Oma-Louse Odigboh, Claudia Radu

Support Staff: Sharon King, Vicky Clarke, Chris Godfrey,  
Talyia McKenzie, Dorcas

Team Leader: Nick Younger

# Registration in Year 3

Children go to class at 8:55

They begin their learning as soon as they enter the classroom. This learning addresses core skills and embeds their understanding of areas such as grammar and maths.

It's important that pupils do not miss these sessions, so getting to school on time is key to their learning.

# Subjects

Core subjects: English, Maths, Science

Through careful planning, we promote creative, cross-curricular learning. We aim to develop children's skills whilst advancing their knowledge. We encourage children to gain a deep understanding of the core subjects by linking them to the Foundation Subjects wherever possible. These are:

History, Music, Art and Design, Geography, RE, Computing, MFL (French), PE and PSHE.

# English: Spoken Language and Writing

Within these core areas, children take part in a variety of activities to inspire them as young writers and authors of the future. These include:

Drama, storytelling, debating, speech-making, illustrating and story-mapping.

The key skills we teach children are the foundation stones of all their future learning. These include:

Grammar, Handwriting, Spelling, and Composition (planning, writing and re-drafting texts).

# English: Reading



Reading is key to every child's education and future. Reading develops an understanding of the world, broadens children's horizons, develops emotional intelligence and enables them to engage in a huge range of subjects.

We believe reading is the key to unlocking every child's potential, and there are a number of ways we teach it at Torridon.

Our topics have a core text, which inspires pupils to write, and from which we can learn key skills inspired by some of the world's greatest authors and stories.



# English: Reading

Children continue on their journey to becoming confident, enthusiastic, passionate readers by being able to decode appropriate books and by developing key comprehension skills. These are:

- Vocabulary
- Inference
- Prediction
- Explaining the author's intention
- Retrieval
- Summarising





Inference is one of the tricky skills, but worth thinking about when discussing books with children. It asks readers to read between the lines, to find out something that isn't said directly...



How is this man feeling? How do you know?

What happened to him? How do you know?

We always encourage children to use evidence for their opinions and answers.

# Reading at home



Supporting your child at home by reading to them, listening to them read and discussing books is massively important.




Every day, children should be reading books that they can enjoy and understand. Children should be reading for pleasure to establish great reading habits.

# Reading at home



To help support you, we have Reading Records for you and your child to complete. These allow us to keep up-to-date with positive reading habits and allow you to leave comments for us. You can let us know if you're child is not enjoying a book or if you would like us to support you. You can also tell us lots of positive things about how, when and where your child is reading.

# WHY READ 20 MINUTES AT HOME?

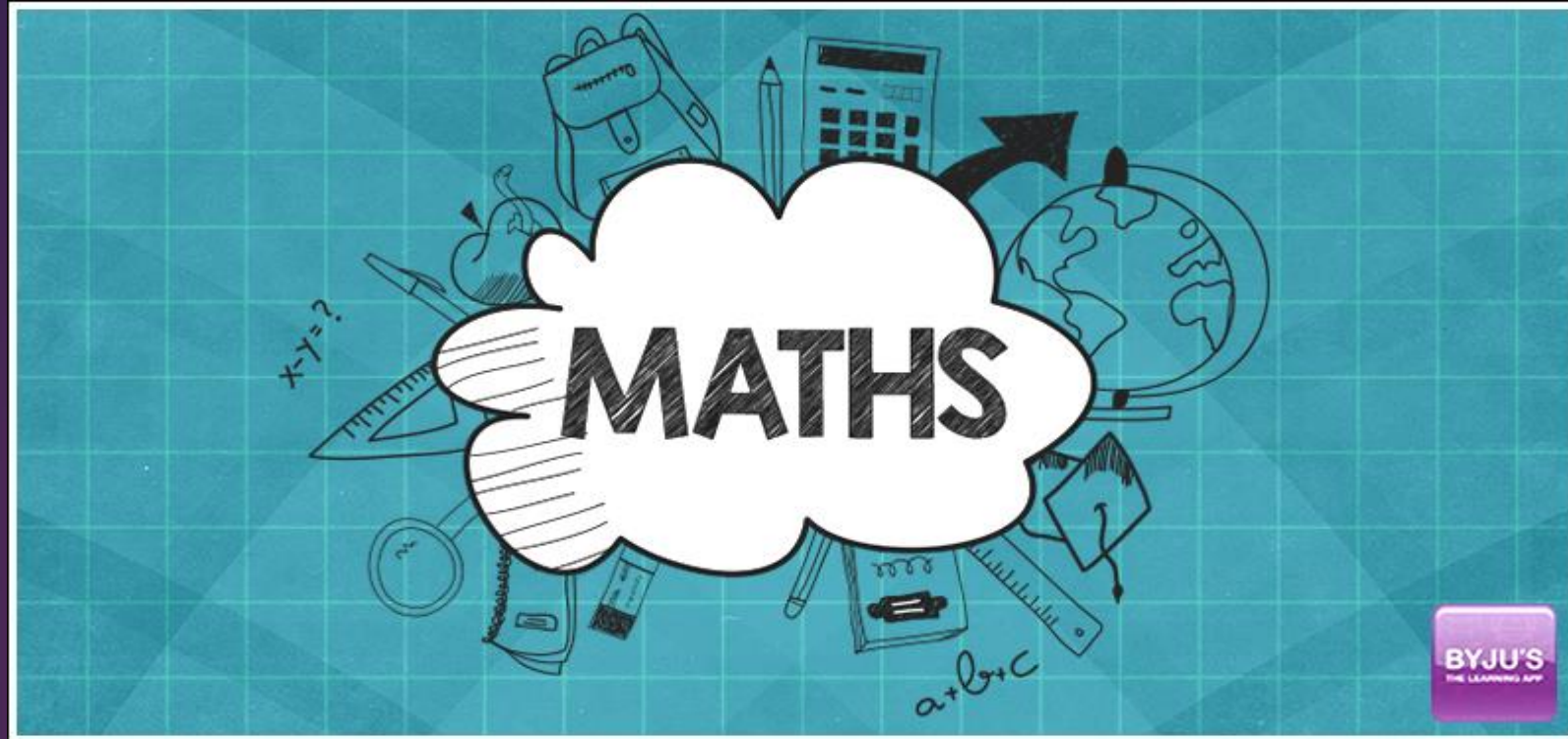
Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

Remember: find books your child enjoys. We can help.



Remember: find books your child enjoys. We can help.





In Maths, we will focus this year on a broad range of skills. Fully numerate children will have a deep understanding of number, shape, space and measure. Some of our main focuses will be...

# Maths

- Using numbers up to 1,000 (comparing, adding and subtracting hundreds)
- Multiplication and division, with a focus on 3, 4 and 8 times tables
- Fractions, including counting in tenths, working with quarters and equivalent fractions
- Telling the time
- Working with money
- Perimeter of 2D shapes
- Angles – recognising right angles
- Using data: bar charts, pictograms and tables



# Maths

## Addition and Subtraction

Mariana has 4 coins in her purse. Mariana only has one of each coin.

- How much money might she have?
- What is the most she might have?
- What is the least?

Explain how you know.

## How Much?



The Turtle says that  $\frac{8}{10} - \frac{4}{10} = \frac{3}{10}$   
Is he correct? Tell him how you know.

He also says that  $\frac{5}{8} + \frac{4}{8} = 1\frac{2}{8}$   
Is he correct? Explain your reasons.





Mathletics

# This half term

Primary School

## Reading

Our main focus for this half term will be developing the skills of prediction and sequencing. Our core texts will be *The Orchard Book of Greek Myths*. There are lots of different books containing Greek myths available in the library to inspire children.

## Writing

In writing, we will be writing narratives based on Greek myths. Children will be learning how to write instruction texts. We will also be writing diary entries and poetry based on the myth that excited children the most.

## Mathematics

This half term children will be learning how to add and subtract using the column method. We will be developing our multiplication and division skills. All of these calculation skills will be deepened and broadened through the use of reasoning and problem solving.

## Meet the Team!

Team Leader: Nick Younger

Teaching Staff: Ada Chinda,

Oma-Louse Odigboh, Claudia Radu

Support Staff: Sharon King, Vicky Clarke,  
Chris Godfrey, Talyia McKenzie



## Supporting Your Child's Learning at Home

BBC Bitesize has lots of information about forces. Search for: "BBC bitesize KS2 forces"

Visit the Science Museum to find out more about forces.

Support your child's maths at home by practicing the times tables for 5 minutes a day.

# Year Three Autumn 2 2018

## Science

This term we will be studying forces. Pupils will be using all their sciences skills (investigating, observing, testing and predicting) to find out about different forces—including magnetic forces.

## Topic: History

Pupils will be studying the ancient Greek civilisation this half term. We will be finding out all about the original Olympics, the Greek alphabet, the Trojan war and will study Greek art.

## Enrichment

We are excited to be inviting Freshwater Theatre into the school. They will be using drama to explore the topic of ancient Greece to deepen children's understanding and inspire them to find out more. The children will be actors for the day!

# Home Learning

Column 1

Create your own mythical creature. Combine two animals to get the most gruesome monster you can. Draw, name and label your mythological beast.



Column 2

Create a model of Greek vase. Decorate it with mythical creatures or patterns inspired by Greek designs.



Write about a famous ancient Greek. You can find out all about amazing Greek scientists, philosophers, mathematicians and inventors on the internet. How about: Alexander the Great, Plato, Socrates, Pythagorus or Archimedes.

Include: Information about their life, what they thought, created or invented and why you chose the person. Illustrate your writing with some amazing drawings.

Design and label a costume fit for a Greek God, Goddess, hero or soldier.



Invent your own Olympic game. Write instructions on how to play the game and include a diagram that shows the steps involved.

Include: imperative verbs, time connectives, bullet points to list equipment and an introduction to persuade people to play the game.

Magnet challenge: using a simple magnet (such as a fridge magnet), do a forces hunt around the house. Make a list of all the magnetic objects and non-magnetic objects around the house. Record what material each object is made out of.





