



Year 3 Parents' meeting



Our vision for Godwin is:

Excellence in all we do

Our core aim/aspiration....



To improve the life chances of
the children in our school,
To give every child the best
possible present and future.





Godwin Values



Thou**G**htfulness

Resp**O**nsibility

Determination

Working Together

Resil**I**ence

Respect a**N**d Understanding

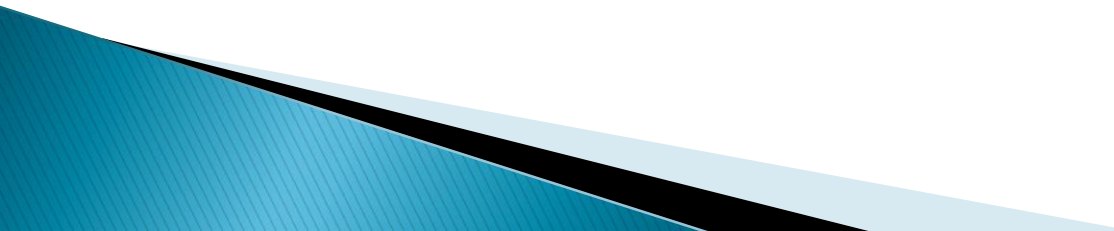
The Year 3 Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	Nothing to See Here Hotel Persuasion – menu, inform – Hotel review	The Hundred Mile an Hour Dog Inform – Newspaper article, Entertain – letter of explanation	Iron Man Entertain – Character description Entertain – middle of a science fiction	How to Train Your Dragon Inform – Non-chronological report, poetry – shape, kenning, alliterative	Persuade – advert, <u>inform</u> – biography based on David Attenborough (link science)	The Wild Way Home Entertain – narrative, persuade – letter
Whole Class Reading	Songs from musicals, Roald Gable Dahl, Towns, Cities and Villages, Forces, Weather, Anne Fine, Monsters	Internet Safety, Different cultures, Children's classics Vol 1, Light and shadows, Lighthouse, Poetry Vol 1, Disney songs	Notable People Vol 1, Plants, Colours, Novels Vol 1, Dick King Smith, Shang Dynasty	Children's Classics Vol 2, Picture Books Vol 1, Robots, Rocks and Fossils, Phillip Reeves and Sarah McIntyre, Songs	Spiders, Prehistoric Britain, Keeping Healthy, Hearing Impairment, Poetry Vol 2, Picture Books Vol 2	Novels Vol 2, Notable People Vol 2, Greece
Drama		Character description				
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length and Perimeter	Number: Fractions Measurement: Mass and Capacity	Number: Fractions Measurement: Money Measurement: Time	Geometry: Properties of Shape Statistics
Science	Light	Forces and magnets	Plants	Rocks	Animals including humans	
Art	Drawing Ballet dancers Edgar Degas			Painting Andy Warhol/Margaret Godfrey Watercolours		Sculpture Make and decorate pottery
Computing	Computing Systems and Networks (UNPLUGGED / WORKSHEETS)	Creating media – Desktop publishing (2PUBLISH+ / PURPLE MASH SUITE)	Programming A – Sequence in music (2CODE / PURPLE MASH SUITE)	Data and Information – Branching Databases (2QUESTION / PURPLE MASH SUITE)	Creating Media – Animation (2ANIMATE / PURPLE MASH SUITE)	Programming B – Events and actions (2CODE / PURPLE MASH SUITE)
Design and Technology		Mechanisms and Structures Ballet Dancers	Food Be a Baker		Textiles Design and make clothing	
Geography	UK Cities and counties		Distribution of natural resources	Volcanoes and earthquakes		
History		The history of Barking and Dagenham			Scavengers and Settlers From the Stone Age to the Bronze Age	Scavengers and Settlers From the Bronze Age to the Iron Age
French	"Moi" All about me	Jouet Chansons (Games and Songs)	On fait la fête (Celebrations)	Portraits (Portraits)	Les quatre amis (The four friends)	Ca croisse (Growing things)
Rising Stars Stage 2	Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night
Music						
English Model Music Scheme						
Indoor PE – tbc	Gymnastics – Symmetry and Asymmetry	Dance – Weather	Dance – Provided by outside providers	Dance – Wild Animals	Gymnastics – Canon and Unison	Swimming
Outdoor PE – tbc	Invasion Games – Football	Invasion Games – Tag Rugby	Net and Wall Games – Tennis	OAA – Problem Solving	Swimming	Striking and Fielding – Cricket
RE	How are symbols and sayings important in religion?					
New scheme	What is the significance of light?	How did Jesus and Buddha make people stop and think?	How do Jews celebrate their beliefs at home and in the synagogue?	How and why do Hindus celebrate Holi? (14 th March)	What can we learn about special symbols and signs used in religions?	What do Sikh sayings tell us about Sikh beliefs?
PSHE	Dealing with Bullies/ Firework Safety	Moral Dilemmas	Hygiene & Health	Smoking/ Sun Safety	Staying Safe <u>in</u> My Community	Valuing Difference & Keeping Safe/Safety Week
SEAL	New Beginnings	Getting On & Falling Out	Going <u>for</u> Goals	Good <u>to</u> Be Me	Relationships	Changes
Special Events	Diwali assembly for parents	Cinema trip Nativity Experience Valence House	Synagogue visit	Natural History Museum		

Swimming



**What will your
Year 3 child
be learning in
English and
mathematics?**



English – reading

- listen to, read and discussing a wide range of texts.
 - identify themes and conventions in a wide range of books
 - ▶ understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - drawing inferences, predicting what might happen and identifying main ideas
 - ▶ retrieve and record information from non-fiction
 - ▶ develop pleasure and motivation
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Year 3

Common exception words



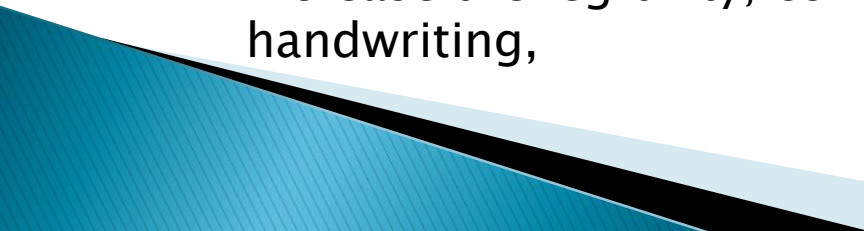
Godwin Primary School

Timetable for learning Y3/4 spelling words



<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
though although thought learn group often perhaps through Earth early heard heart breath breathe woman women caught naughty	notice quarter strength length describe answer fruit potatoes build actual actually extreme certain height imagine increase disappear appear	particular popular regular peculiar purpose different famous material recent exercise complete remember sentence separate special library February centre
<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
history continue decide island difficult consider enough busy business bicycle arrive address guard possess possession guide forward forwards century	accident accidentally believe strange various possible grammar position mention promise therefore opposite ordinary pressure interest straight favourite circle	calendar suppose medicine natural question weight eight eighth reign occasion occasionally important probably minute knowledge experience experiment surprise

English – Writing

- ▶ plan their writing by:
 - discussing writing similar to that which they are planning to write
 - discussing and recording ideas
 - ▶ draft and write by:
 - composing and rehearsing sentences orally
 - organising paragraphs around a theme
 - ▶ evaluate and edit by:
 - assessing the effectiveness of their writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve writing
 - ▶ proofread for spelling and punctuation errors
 - ▶ Develop handwriting by:
 - use the diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left unjoined
 - increase the legibility, consistency and quality of their handwriting,
- 

Mathematics – Number and place value

- ▶ count in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- ▶ recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- ▶ identify, represent and estimate numbers using different representations
- ▶ Read, write, compare and order numbers up to 1,000
- ▶ read and write numbers up to 1,000 in numerals and in words
- ▶ solve number problems and practical problems involving these ideas

Mathematics – Addition and subtraction

- ▶ add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- ▶ add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction

Mathematics – Multiplication and division

- ▶ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ▶ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Mathematics – Fractions

- ▶ count up and down in tenths
- ▶ recognise, find and write unit fractions and non-unit fractions with small denominators
- ▶ add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

Mathematics – Measurement

- ▶ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ▶ measure the perimeter of simple 2-D shapes
- ▶ add and subtract amounts of money, using both £ and p in practical contexts
- ▶ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- ▶ record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight

Mathematics – Properties of shape

- ▶ Draw and make 2-D and 3-D shapes
 - ▶ recognise angles as a property of shape or a description of a turn
 - ▶ identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- 

MTC

- ▶ A formal test of multiplication skills takes place in the summer term of Year 4.
- ▶ Primary-school children are expected to know all their times-tables up to 12×12 .
- ▶ Children will be tested using an on-screen check (on a computer or a tablet), where they will have to answer multiplication questions against the clock.
- ▶ The test will last no longer than 5 minutes and is similar to other tests already used by primary schools.
- ▶ Children will have 6 seconds to answer each question in a series of 25.

Guidance videos

- ▶ [Multiplication tables check: information video](https://youtu.be/nxjkqhaNAAI?si=FBp1npFqxj3eO3sG)
- ▶ <https://youtu.be/nxjkqhaNAAI?si=FBp1npFqxj3eO3sG>
- ▶ We are learning the 2, 5, 10, 3, 4 and 8 times tables in Year 3.

Maths homework



Given out 	Wednesday 	Maths homework taken home in blue folder; 1 single page of questions
Collected in 	Tuesday 	Handed to teacher in class
Marked 	Tuesday afternoon 	Where possible with teacher
Lunchtime Club 	Monday 	Children can come to club in Sparkle Room to get help from Mrs Phillips and Miss Spooner
Compulsory Lunchtime Club 	Tuesday 	If children do not hand homework in or forget it, they have to go to lunchtime club in Sparke Room on Tuesday, Mrs Phillips and Miss Spooner will help
Reward 	Children completing homework on time every week will have a reward at the end of the year	Games in the quad and ice lollies

Due in _____

Year ____ Spelling Homework

Please spell each word 3 times and then put each word into a sentence.

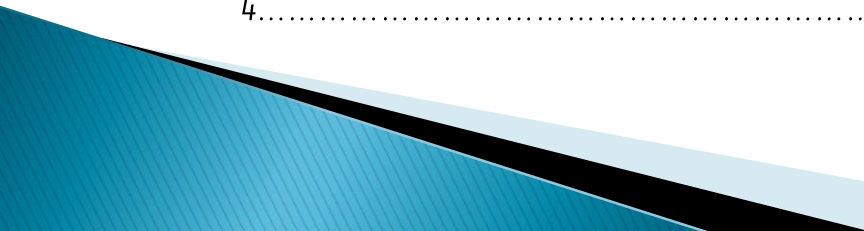
<i>competition</i>	_____	_____	_____
<i>dictionary</i>	_____	_____	_____
<i>excellent</i>	_____	_____	_____
<i>embarrass</i>	_____	_____	_____

1.....

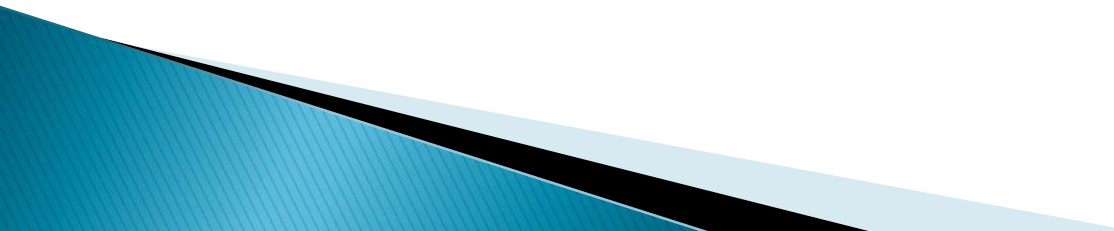
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3.....

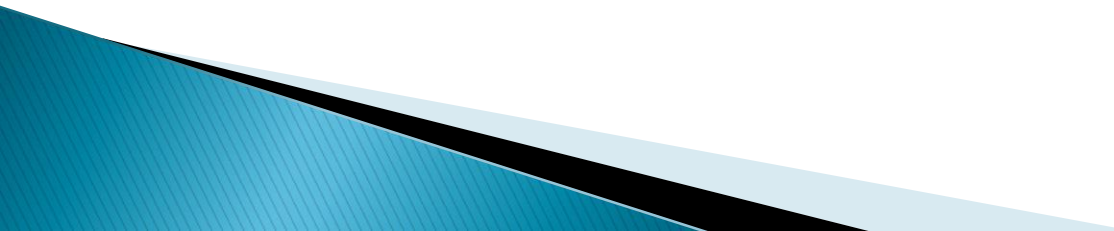
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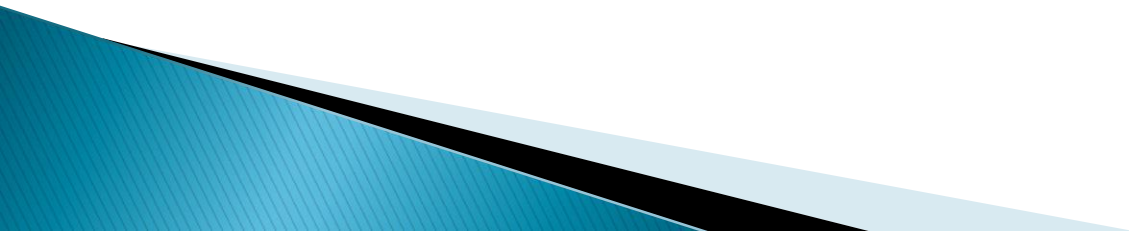
**How your
Year 3 child
will be assessed**



Teacher assessments

- ▶ Teachers will use the work that children do every day, to assess your child.
 - ▶ At the end of Year 3, you will be told whether we believe your child to be:
 - Working at greater depth within the expected standard
 - Working at the expected standard
 - Working towards the expected standard
 - Working at pre key stage standard
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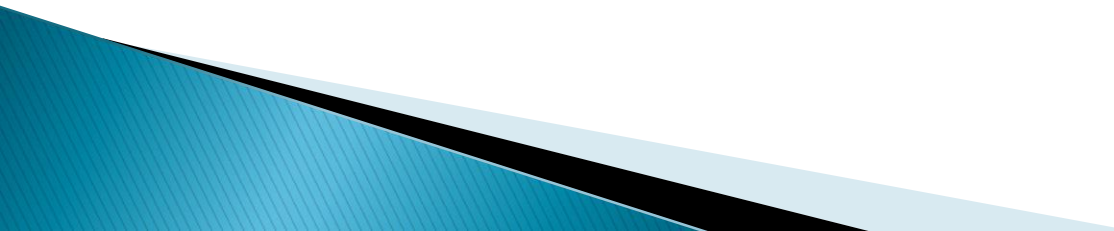
**How we can work
together to support
your child**



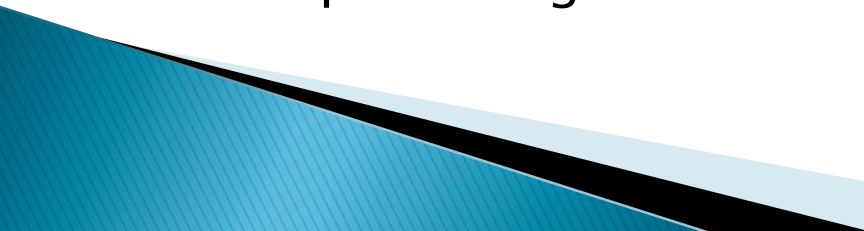
Attendance and punctuality

- ▶ Attendance and punctuality impacts on children's attainment!
 - ▶ 100% attendance is celebrated each week.
 - ▶ Our target for attendance is 96%
 - ▶ Below 90% is considered **persistent absence**
 - ▶ 90% attendance = 19 days missed in a year, which is almost 4 weeks of lessons (on average 1/2 day every week)
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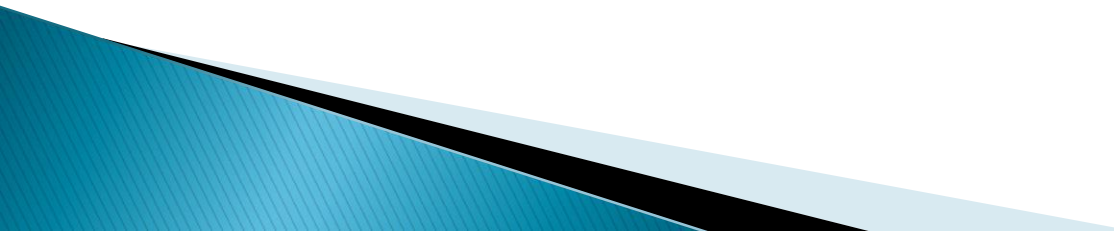
So what are we doing?

1. Teaching and planning **exciting** ways of motivating your children
 2. Making sure we keep an eye on **expected standards** so that we know if children are where they should be or are struggling
 3. **Extra support** for children when needed
 4. **Share whether we expect** your child to meet the end of year standards, and what children need to do to get there
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So what can you do?

1. Make sure your children come to school for their **Early Bird learning**....on time, having had **enough sleep and breakfast**
 2. Keep us informed of any problems
 3. **Support teachers with behaviour issues**, asking children if they 'ended the day on Green'
 4. **Support children with homework** – remind them about homework club etc.
 5. **Read, read, read!**
 6. Get children to school **on time** everyday
 7. **Practical learning** from home
 8. **Practise spellings** and spelling rules
 9. Help learning the **times-tables**
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**What you should do
if you have a
concern or question**



School website

- ▶ School website

<https://www.godwinprimary.co.uk/>

- ▶ Class pages

<https://www.godwinprimary.co.uk/class-pages/>



Keeping Children Safe Online



A range of resources can be found in the link below:

<https://www.godwinprimary.co.uk/online-safety-2/>

And finally a plea....

Please, please name your children's clothing!