

# Welcome Year 3 - expectations

Badbury Park Primary School



Be Adventurous



Be Ambitious




Be Curious



Be Kind

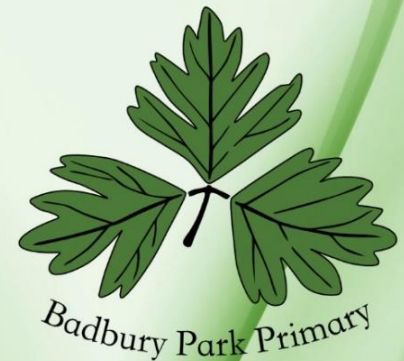


The Blue Kite  
Academy Trust

  
Badbury Park Primary

## Our Aims for this evening

- Quick overview of the summer term
- Assessment
- To know how you can support your children at home with their learning
- Key reminders
- Online safety
- Safeguarding





## English

### We will be...

- Writing a narrative
- Writing a recount
- Writing a letter
- Continuing to learn Year 1 and 2/3 and 4 common exception words and spelling patterns.

We are reading...



## Maths

Year 2:

Mass, capacity and temperature

Time

Year 3:

Mass and capacity

Time and fractions

## Science

- What is a habitat?
- How are habitats different around the world?
- What is a light source?
- What is a shadow?
- Using simple equipment to answer questions.
- Predicting what might happen in an investigation

## PE

### Games

- Take part in various team games. developing an understanding of tactics such as attacking and defending.
- Pass a ball to someone else with control and accuracy whilst moving.

### Athletics

- Master movements that include running, jumping, throwing and catching while using different equipment.
- Prepare students for Sports Day activities.

## Computing

Internet safety  
Creating media  
Programming

## ESR

What is happiness?

## Music

Year 2- African drumming

Bringing us together

- Learning the song
- Playing the song
- Clapping rhythms
- Call and response
- Improvisation

## Forest School

- Create jewellery
- Create forest music

## PSHE/RE

- Health and wellbeing
- **Growing up** (including the statutory relationships and sex education)
- What do different people believe about God? (Hindus)
- Why do people pray?

## Humanities

### History

Local brick making  
Learning about the history of bricks.  
Learning about a historical local brick maker.

### Geography

Looking at volcanoes around the world.  
Understanding what volcanoes are and how they are formed.

## Art/DT

### Art

- Volcano art

### DT

- Stitching sunflowers/plants to hessian

# What does a child need to do to be ARE (Age related expectations) in English?

## **Pupil(s) are beginning to independently apply their knowledge:**

To begin to use ideas from own reading and modelled examples to plan their writing.

To demonstrate an increasing understanding of purpose and audience.

To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.

To make deliberate ambitious word choices to add detail.

To begin to create settings, characters and plot in narratives.

To begin to organise their writing into paragraphs around a theme.

Composition (The structure of writing)



To maintain the correct tense (including present perfect tense) throughout a piece of writing.

To use the full range of punctuation from previous year groups.

To use inverted commas in direct speech.

To use subordinate clauses.

To begin to use conjunctions, adverbs and prepositions to show time, place and cause.

To use 'a' or 'an' correctly most of the time.

Grammar (a set of rules and systems that the language follows)

To spell many words with prefixes correctly, e.g. **irrelevant**, **autograph**, **incorrect**, **disobey**, **superstar**, **antisocial**.

To spell many words with suffixes correctly, e.g. **usually**, **poisonous**, **adoration**.

To begin to spell homophones correctly, e.g. **which** and **witch**.

To spell some of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style with increasing accuracy.

Transcription (the act of putting writing down on paper focusing on spelling and handwriting)

# What does a child need to do to be ARE (Age related expectations) in reading? White, Lime and Copper

Read fluently, decoding longer words with support

Apply their knowledge of root words and prefixes (in-, im-, mis-, super -) to read aloud and to understand the meaning of new words they read

Apply their knowledge of root words and suffixes (-ly, -ous, -ture, -tion) to read aloud and understand the meaning of new words they read

To read most year 3/4 common exception words

Develop a positive attitude to reading and understand what they read by:

- Reading with an awareness of audience by changing intonation and pace
- Reading books structured in different ways for a range of purposes and participating in discussions about them
- Using appropriate terminology when discussing texts (plot, character, setting)

Understand what they read, in books they can read independently, by:

- Predicting what might happen from details stated and implied
- Drawing simple inferences with evidence such as inferring characters' feelings

To retrieve and record information from non-fiction using conventions such as indexes, contents page and glossaries.

# What does a child need to do to be ARE (Age related expectations) in maths?

## Mathematics

### Number – number and place value

Pupils should be taught to:

- count from 0 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 three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

### Number – addition and subtraction

Pupils should be taught to:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

### Number – fractions

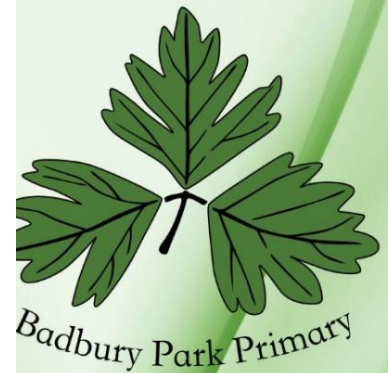
Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

### Measurement

Pupils should be taught to:

- 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 to give change, 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
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks]





# What does a child need to do to be ARE (Age related expectations) in maths?

## Number – multiplication and division

Pupils should be taught to:

- 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
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects

## Geometry – properties of shapes

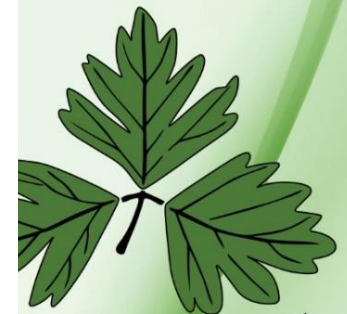
Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

## Statistics

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables



# Times tables

Your children should go into year 4 being able to recall their 2, 3, 4, 5, 8 and 10 times tables.

2 times tables

<https://www.youtube.com/watch?v=9C4EN7mFHck>

3 times tables

<https://www.youtube.com/watch?v=r7eGyNUwP6o>

4 times tables

[https://www.youtube.com/watch?v=8QU\\_E0u-tP4](https://www.youtube.com/watch?v=8QU_E0u-tP4)

5 times tables

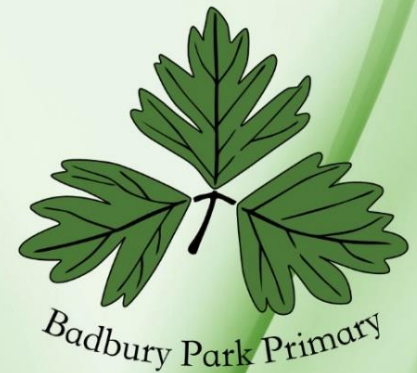
<https://www.youtube.com/watch?v=sSmhdRB3v0A&list=PLU00esrkogUnKq4UhdHQrpA4aDWQ0YItQ&index=19>

8 times tables

[https://www.youtube.com/watch?app=desktop&v=z\\_BJr9rdwA&scrybrkr=3b092255](https://www.youtube.com/watch?app=desktop&v=z_BJr9rdwA&scrybrkr=3b092255)

10 times tables

<https://www.youtube.com/watch?v=mWgo3dVTCl4>



# Key reminders...

## ➤ PE kits -

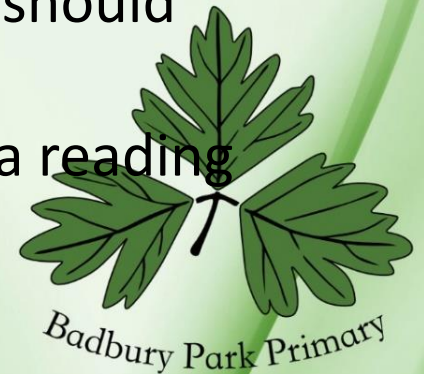
Our PE lessons are on a **Monday/Thursday** and **Friday**. Please ensure your child has jogging bottoms/leggings as we may do PE outside.

## ➤ **Appropriate clothing** –

The weather is very unpredictable so please ensure is dressed appropriately for the weather. For example: a warm coat, a hat, scarf and gloves or a sun hat and suncream, appropriate for the weather

## ➤ **Rucksacks** –

Children do not need to bring in large rucksacks. They should have their PE kit in school most of the time in a drawstring/small bag. They should only need to bring a reading book and record and a water bottle.



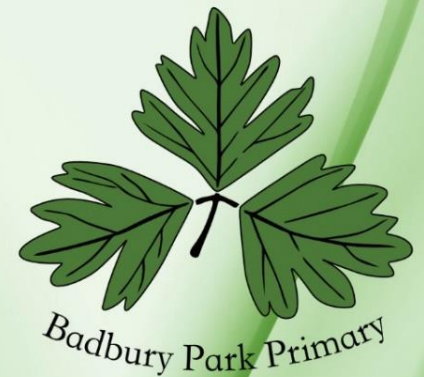
## Online safety –useful links

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.thinkuknow.co.uk/parents/>

<https://www.parentsprotect.co.uk/internet-safety.htm>



# Badbury Park



Be Adventurous



Be A

# Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child, please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas, Mr Hanks or Mrs Tkocz** if Mrs Dance is not available.



Mrs Louise Dance



Mrs Eleanor Christmas



Mr Ian Hanks



Mrs Michelle Tkocz

Badbury Park Primary

# Please email us questions...

We would like all of our parents to know that we are always here and ready to support you, so please ask if you aren't sure or something isn't quite working.

We are here to help!

If you have any questions, please email them into admin.



**Thank you**

