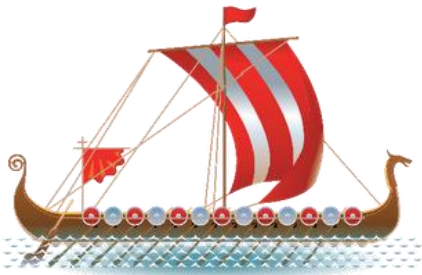
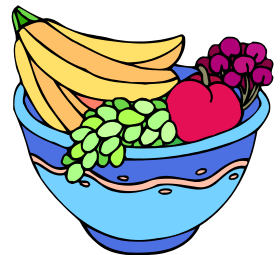


**NORTH CHESHIRE
JEWISH PRIMARY SCHOOL**



**Working in
Year 3**



**Class Teacher: Mrs Baynes
Class Teacher: Miss Sulman**



LITERACY

We follow the National Primary Framework for Literacy

The Literacy syllabus is focused on developing your child's skills in 3 main areas:

- a) speaking and listening***
- b) reading***
- c) writing***

SPEAKING AND LISTENING

Children will learn to:

- Listen and respond appropriately to the contributions of others, building on their ideas
- Participate in group discussions and decision-making to manage and perform a group task
- Show understanding of the rules of dialogue

READING:

Experience clearly shows that progress in English (reading and writing) is directly linked to good reading habits. In addition to reading opportunities at school, children are expected to be reading *daily* at home. Please encourage your child to write the title of every book they read in their home/school reading record. One of the difficulties that we find is children are able to read the text but do not always understand the content fully. It would be helpful if you could ask your child to summarise events/information in the text.

In school – there will also be opportunities for children in Year 3 to read silently, read to another adult and participate in shared and guided reading.

In Year 3, children will read a wide range of texts:

FICTION: e.g. Stories by significant authors, myths and legends, poems, adventure stories

NON-FICTION e.g. instructions, explanations, recounts, reports

Children in Year 3 will develop higher level skills of deduction and inference. They will retell stories, refer to significant points of stories, analyse different characters, analyse humour, compare different authors and settings etc.

WRITING

Handwriting

Revision of letter formation and joins

Size/proportion of letters

Handwriting pens are introduced during the year once the children are joining fluently and neatly.

Grammar and Punctuation

Children will develop their understanding of the following:

- Capital letters, full stops, question marks, explanation marks, speech marks and ellipsis.
- Awareness of commas in lists and sentences
- Nouns, verbs, adjectives, pronouns, connectives and adverbs
- Phrases and sentences
- Plurals

Children will learn to:

- Plan stories/write stories
- Write short descriptions, menus, poems, labelled diagrams, lists, recounts of events
- Use paragraphs to organise their ideas
- Use complex sentences, with a variety of openers and connectives
- Use ICT to present texts in a format appropriate to their purpose
- Spell high-frequency words with consistent accuracy
- Continue work on phonic blends and spelling patterns
- Children are encouraged to be more independent and to check their work for accuracy

MATHEMATICS

Please note: Educational research into the acquisition of number skills has changed the way that maths is taught to children. More emphasis is placed on a secure understanding of mental strategies before progressing to the formal written methods that we, as adults, are more familiar with. Your child will progress to using those written methods but, in the meantime, we would ask that you be patient and do not teach 'your' method before we have got to that stage in class.

We follow the National Primary Framework in Mathematics
The Maths syllabus is focused on developing the following skills:

- a) **Number: understanding**
knowing/using number facts
calculating
- b) **Shape, measures, data handling**
- c) **Using and applying knowledge of number, shape, measures and data handling in a range of contexts.**

Number

Understanding

Place value: what each digit represents in whole numbers

Times tables $\times 2$, $\times 3$, $\times 4$, $\times 5$, $\times 6$, $\times 9$, $\times 10$, $\times 11$

Rounding up and down

Doubling and halving

Estimation

Odd and even numbers

Number patterns

Using the four operations

Money

Recognition of coins

Change

Money problems

Fractions

$\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{10}$, -practical activities, basic equivalent fractions, fractions of numbers

Division of shapes

Division of number

Shape, measures and data handling

Shape

Right angles

Properties of 2D and 3D shapes

Symmetry

Direction –clockwise, anti -clockwise

Measures

Estimation

Length –cm, m, km

Weight –g, kg

Use of balance scales

Capacity –ml, l

Time

Minutes to and past

Digital time

Analogue time

Data handling

Frequency tables, pictograms, bar graphs

Use of ICT to organise data

c) Using and applying mathematics

Children will learn to:

- Solve one- and two-step problems involving all 4 operations,
- Explore patterns, properties and relationships involving numbers or shapes
- Investigative work

YEAR 3 TOPIC

Learning will be cross-curricular - involving literacy, drama, art, design technology, music, maths, ICT and PSHE.

SCIENCE

The topics covered include:

Magnets and Springs
Properties of Materials
Rocks and Soils
Light and Shadows
Teeth and Healthy Eating
Helping Plants to Grow

HISTORY/GEOGRAPHY

The topics covered include:

The Tudors
The Romans
The Vikings

Weather Around the World
How to Improve our Local Environment
Map work

YEAR 3 HOMEWORK

Children need support and encouragement with homework. Children are encouraged to take responsibility for remembering homework instructions and for handing their homework in on the appropriate day.

HOMEWORK SCHEDULE:

Every day: *At least* 10 minutes reading.

Additionally:

MONDAY: Maths –to be completed by Thursday

WEDNESDAY: Science/History/Geography –to be completed by Monday

FRIDAY: Literacy -to be completed by Wednesday.

Homework tasks are expected to take *no longer than 30 minutes.*

Y3 HEBREW

Autumn Term

Revision of all work done last term.

The text book Hakol Hadash.

New vocabulary. Verbs in the present tense.

Short conversation using new vocabulary.

(i.e. How are you? where do you live? What day is today? What is the weather today?)

Learning the script letters.

Instructions given in Hebrew.

Work on the different festivals.

A short conversation on the ritual habits.

Conversation for the different festivals. (i.e. I am in the Succah on yom kipur Dad fast)

Writing and reading short sentences about the festivals.

Rosh-Hashanah, Yom-Kippur,

Sukkot, Simchat-Torah

Hanukah.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Spring Term

Revision of all the work has done last term. Work on units 3,4, from the textbook "HAKOL CHADASH". Counting to 50, revision on colours, Israel map.

Short conversation using new vocabulary and every day conversation.

Completing learning the script letters, all instructions given in Hebrew.

Learning to sing and understand various songs. Work on the festivals, reading a short paragraph about the festivals (haggadah- singing reading and understanding), short conversation about the rituals. Reading, singing and understanding Hebrew songs.

Tu-Beshevat, Purim, Pesach.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Summer Term

Revision of all the work done last term. Practice general conversation.

Work on units 4,5 from the textbook "HAKOL CHADASH". Revision on colours, various songs reading, and understanding the vocabulary, action rhymes.

Short conversation using new vocabulary.

Work on the festivals and learn the relevant songs; Yom-Hatzmaout Lag-Ba.omer, Shavuuot.

Reading work (or vocabulary) to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

YEAR 3 EQUIPMENT

Children in Year 3 will be provided with the equipment they need. They may bring their own pencil case (of an appropriate size) if they prefer containing:

- HB pencils *of good quality*
- Rubber
- Pencil sharpener with integral holder for shavings
- Fountain pen plus extra cartridges or handwriting pen.
Blue ink only (when directed by teacher)
- Glue stick