

North Cheshire
Jewish Primary School



Working in Year 3



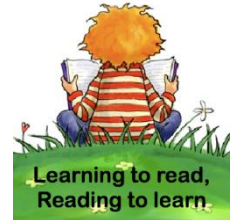
Class Teachers:
Mrs Smethurst, Mrs Stone and Mrs Ashcroft

ENGLISH

We follow the National Curriculum

The English curriculum is focused on developing your child's skills in 3 main areas:

- a) Reading – word reading and comprehension***
- b) Writing***
- c) Speaking and Listening***



READING:

Children who develop good reading habits make good progress with both reading comprehension and writing skills.

In school – there are regular opportunities for children in Year 3 to read silently, read to an adult and participate in 'shared' and 'Guided Reading'.

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

FICTION: Stories by significant authors, poems, adventure stories

NON-FICTION : instructions, explanatory texts, 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, discuss characterization and settings, recognise humour and compare different authors.

At home - Children are expected to read *daily* at home. It is helpful for an adult to listen to them read aloud on a regular basis, paying particular attention to their 'reading' of punctuation and checking children have a clear understanding of the text. Children are expected to write the title and author of every book they read in their Reading Journal. Children should aim to write a short comment on each book they read, including books from home.



Children will be allocated their book level range during the start of the autumn term. In order to make progress whilst sustaining enthusiasm they should initially choose books from the lower end of this range, moving on as they successfully complete quizzes. At home they can then use www.arbookfind.co.uk to check the level of any books they'd like to read.

Additionally, children should read books which they perceive to be 'easy' as well as those that are more advanced. This is because their imagination can be engaged and developed more readily when they are reading within their comfort zone and not having to struggle with the meaning of the text.

Top tip for helping reluctant readers: Children often find it really hard to 'get into' a new book. It can be extremely helpful for children if an adult reads the beginning to them. This is a very good way of stimulating the child's interest in the story and it has the additional benefit of developing an invaluable reading partnership between child and adult.

WRITING

In Year 3, we will be writing for a number of different purposes. These include:

- Writing to entertain
- Writing to inform
- Writing to persuade

Children will learn to:

- plan and write stories through discussion and recording ideas
- write short descriptions, poems, lists, recounts of events
- use paragraphs and simple organisational devices e.g. sub headings
- use compound and complex sentences, with a variety of openers and conjunctions
- use Computing to present texts in a format appropriate to their purpose
- spell high-frequency words and common exception words for Year 3 with consistent accuracy
- continue work on phonic blends and spelling patterns
- become more independent, proof reading work for accuracy, editing and re-drafting

Grammar, Punctuation and Terminology

Children will develop their understanding of the following:

- capital letters, full stops, commas, question marks, explanation marks, apostrophe, speech marks and ellipsis.
- nouns, verbs, adjectives, pronouns, conjunctions, prepositions, verb tenses and adverbs
- phrases and clauses, simple, compound and complex sentences
- plurals
- prefixes and suffixes

Handwriting

Revision of letter formation and joins

Size/proportion/orientation of letters

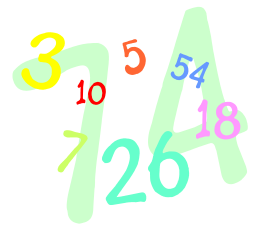
Handwriting pens are introduced during the year once the children are joining fluently and neatly.

SPOKEN LANGUAGE

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
- participate in drama activities
- learn and recite poems

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.

We follow the National Curriculum

The aims of the curriculum are to become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry, and solve problems by applying mathematical skills learned.

Maths learning will include:

Numbers and the Number System

- Count in multiples
- Find 10 or 100 more/less than a number
- Compare and order number to 1000 and beyond
- Place value
- Solve number problems

Addition and subtraction

- Add and subtract numbers mentally
- Add and subtract 3 digit numbers using formal written methods

Multiplication and division

- Recall and use multiplication and division facts for 3, 4 and 8 times tables (minimum requirements, many children will progress to other tables)
- Apply understanding of tables to multiply one and two digit numbers
- Solve problems including missing numbers

Fractions

- Count up and down in tenths
- Find fractions of a discrete set of objects
- Recognise and use fractions as numbers
- Equivalent fractions
- Compare and order fractions
- Add and subtract fractions
- Solve problems

Measurement

- Measure, compare, add and subtract: length, mass, volume
- Perimeter of simple 2D shapes
- Add and subtract money £ and p
- Tell and write the time from an analogue clock to the nearest minute
- Tell the time using 12 and 24 hour clock
- Roman numerals from I to XII

Properties of shape

- 2D and 3D shapes
- Angles, turns, perpendicular and parallel lines

Statistics

- Interpret and present data using; bar charts, pictograms and tables
- Solve 1 and 2 step questions using information from bar charts, pictograms and tables

OTHER CORE and FOUNDATION SUBJECTS

Learning will sometimes be cross-curricular - involving English, Drama, History, Geography, Art, Design Technology, Music, Maths, Computing and PSHE.

SCIENCE

Light and Shadows

Forces and Magnets

Rocks, Fossils and Soils

Humans and Animals with Skeletons and Muscles

Life Cycle and Different Parts of a Flowering Plant

COMPUTING

Internet safety

Text and Graphics

Coding

Research

HISTORY/GEOGRAPHY

Stone Age to Iron Age

Ancient civilisations

Ancient Egypt (including the River Nile)

The UK

ART/DT

Drawing

Sculpture

Cooking

Clay

Painting

MUSIC

Listening and appreciating

Composing

Performing

Learning an instrument

PSHE

Family and relationships

Health and wellbeing

Safety

Citizenship

Economic wellbeing

PE

Gymnastics

Yoga

Dance

Dodgeball

Tennis

YEAR 3 HOMEWORK

Children are encouraged to take responsibility for following homework instructions and for handing their homework in on time. Children may need support with homework - please indicate if an adult has given support.

Reading: Children should aim to read for at least 10 minutes every day and should record the title and author of their book in their Reading Journal. They should also record the pages that they have read and write a brief comment/summary.

Weekly Homework: This will be given out on a Friday and should be handed in by the following Wednesday. There will be some Maths work and some English work which may relate to the current class topic.

A polite reminder that late homework may not be marked before the next homework is sent home.

IVRIT

Learning a foreign language shows a willingness to be responsive to that culture. Besides promoting the acquisition of linguistic skills, language also fosters tolerance and respect for others, and an appreciation of their skills and achievements.

At NCJPS we acknowledge the importance of cross-cultural understanding and this is reflected in the inclusion of Ivrit, a modern language, as an integral part of the school curriculum.

The Ivrit curriculum is based on the National Languages Strategy (Framework for Languages). We aim to give every child the entitlement to learn a language.

Ivrit is taught in Foundation, Key Stage 1 and 2 on a weekly basis. Lessons are taught by a native speaker.

Based on the North Cheshire Jewish Primary School Ivrit Curriculum, we aim to develop the four modes of language, to develop an awareness of Israel, its people and culture by creating an interest and atmosphere within the school.

The Objectives comprise these progressive core strands of teaching and learning,

- Oracy
- Literacy
- Intercultural understanding.
- Knowledge about Language.
- Language Learning Strategies.

These Learning Objectives show progression throughout the Key Stages.

All children will have one piece of Ivrit homework per week which will be sent home in a yellow book.