

North Cheshire  
Jewish Primary School



# Working in Year 3



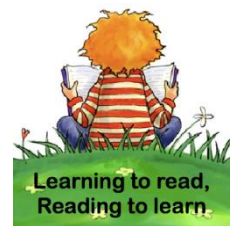
**Class Teacher: Mrs Smethurst**  
Teaching Assistants: Mrs Adiri-Neimogha and  
Miss Baker

# 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, for example:

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.



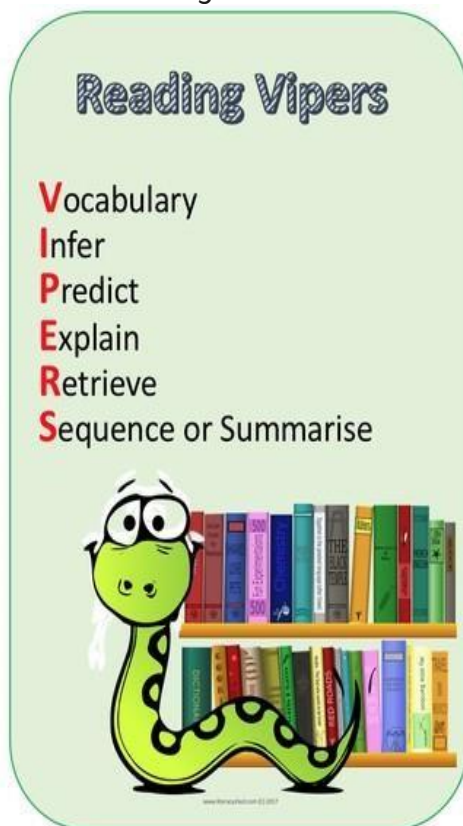
**Accelerated**<sup>™</sup>  
Reader

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](http://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.

Children are explicitly taught the skills of reading through the use of VIPERS which were created by Rob Smith (The Literacy Shed).



There is a wide range of books available in the classroom for the children to choose from and these are regularly added to.

## **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

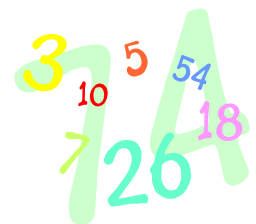
Size/proportion/orientation of letters

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

OAA

# 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.

# Jewish Studies 24/25

Year 3 Rabbi Chein

## Chagim - Festivals



Each festival will be learnt about in detail, for example - understanding why we try to hear 100 notes of the Shofar on Rosh Hashana. Festivals will be celebrated in school as well.

## Tefillah - Prayer



We will learn the 14 morning Brachot, start learning Baruch Sheamar and continue with Ashrei. We sing 3 paragraphs of Birchot Hamazon every day after lunch.

## Projects & Parsha of the week



Each week we learn the Parasha of the week and take a lesson from the Parasha that is meaningful and applicable to the children. We will learn about the Avot and their families, the Jewish Calendar, an in depth project on the Shul and Brachot Bee.

## Hebrew Reading



We will review all the Nekudot – sounds under the letters and start to read accurately from a Siddur. Each week your child will bring home a Hebrew reading folder. Please spend 5 min per week reading with your child it will make a huge difference

## Jewish Spiritual Development



To understand the wonders of the world that Hashem created and that everything we have comes from Hashem. Being mindful that daily Tefillah is a conversation with Hashem, to thank, praise and ask.

# Ivrit (Hebrew) Modern Foreign Language

## Year 3 - Introduction

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 to be handed in on Monday morning.

We offer a different programme for Israeli children/Hebrew speakers, newcomers to the school with no previous knowledge of Hebrew.

# Ivrit (Hebrew) Modern Foreign Language – Year 3

## Autumn Term

- Revision in class, using the Recap Booklet (at the front of your child's yellow book) of work learned in previous year/s, and at home, tests, spelling, one-to-one assessments
- Work on Units 3 and 4 from the textbook 'Hakol Chadash'
- New vocabulary and verbs in the present tense
- Short conversations using new vocabulary eg 'How are you?', 'Where do you live?' 'What day is it today?', 'What is the weather like today?'
- Short plays in Hebrew
- Continue practice in use of Hebrew script letters
- Instructions given in Hebrew
- Work on the different festivals, Rosh-Hashanah, Yom-Kippur, Sukkot, Simchat Torah and Chanukah and related rituals, writing and reading short sentences about the festivals
- Reading work (or vocabulary) to be sent home every week

## Spring Term

- Revision of all the work has done last term
- Work on Units 3 and 4 from the textbook 'Hakol Chadash'
- Revision on colours
- 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, Tu Bishvat, Purim and Pesach, reading a short paragraph about the festivals (haggadah- singing reading and understanding), short conversation about the rituals
- Reading, singing and understanding Hebrew songs
- Reading work (or vocabulary) to be sent home every week

## Summer Term

- Revision in class and at home of all the work done last term, tests, spelling, one-to-one assessments
- Practice general conversation
- Work on Units 4 and 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, Yom Ha'atzma'ut Lag-Ba.omer and Shavuot and learning the related songs
- Reading work (or vocabulary) to be sent home every week