

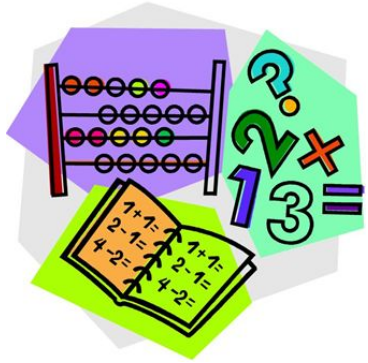


Class 3

Curriculum Evening

2023-24

Overview



- PSHE
- Computing
- School Blog.
- Maths.
- Calculation strategies.
- Home Learning (Maths).
- English.
- Handwriting.
- Reading.
- Spelling.
- Homework.





PSHE at Cathedral School

- PSHE is central to the educational entitlement of all children at Cathedral School.
- Every class has one PSHE lesson every week.
- At Cathedral School, Years 1-6 are taught PSHE across three core themes:
 - Health and Wellbeing
 - Relationships
 - Living in the Wider World





PSHE in Year 3

Class 3 will learn about:

- Physical health and well-being, including making informed decisions about what we eat, and the importance of keeping active.
- Keeping safe and managing risk, including identifying bullying and how it can make us feel.
- Mental health and emotional well-being, including celebrating our achievements; setting personal goals and positive ways to deal with setbacks.
- Identity, society and equality, including valuing the similarities and differences between ourselves and others, and identifying some of the communities we belong to.
- Keeping safe and managing risk, including learning where medicines come from and how they can sometimes be harmful.
- Spending and budgeting money, including how people choose to spend their money, and the world of work.



Computing in Year 3

In computing, Class 3 will:

- Learn how to use the internet in a safe and responsible way through Google
- Develop their understanding of digital devices with a focus on inputs, processes and outputs
- Learn a range of techniques to make a stop-motion animation
- Learn digital literacy skills e.g. image and text editing
- Develop their understanding of what a branching database is and how to create one
- Be introduced to the basics of Scratch where they will create simple sequences

As we move into a more digital world, it is imperative that children are safe online.

Information about how you can support your children at home can be found through the following link: <https://www.internetmatters.org/resources/online-safety-guide-6-10-year-olds/>

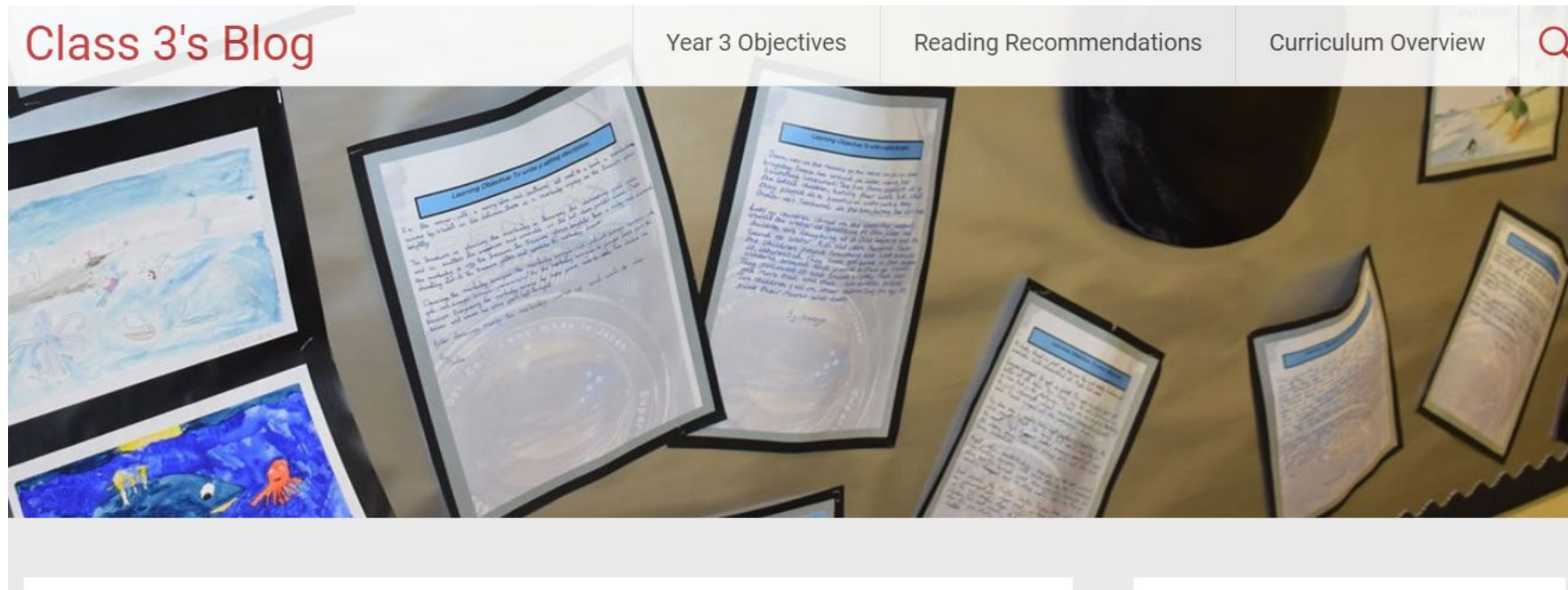


School Blog

- **P.E and Uniform-** Check the Cathedral School blog for all information regarding uniforms. Label **EVERYTHING** please!

<http://www.cathedralprimaryschool.com/wp-content/uploads/2018/06/Uniform-Policy.pdf>

- Objectives for Year 3, reading recommendations and termly curriculum overviews.
- Our Class Blog!





Maths

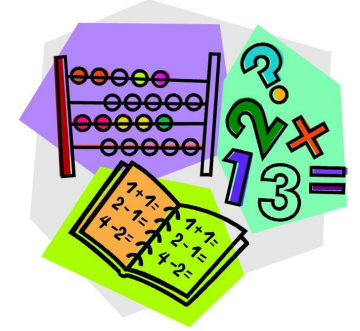


- In Class 3 we begin with a focus on 'Number & Place Value', then build on this knowledge to learn about the four operations and other areas of mathematics in the course of the year.
- We use a range of strategies so children build up a deeper understanding of what is actually going on when 'borrowing', 'carrying', etc. as they begin to learn the formal methods.
- Full details can be found on the website: <http://www.cathedralprimaryschool.com/maths/calculations/>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation	
Spring	Number: Multiplication and Division		Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation	
Summer	Number: Fractions		Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation	



Calculation Strategies



Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	<p>Model using Dienes or Numicon Add together the ones first, then the tens. Move to using place value counters</p>	<p>Children move to drawing the counters using a tens and one frame.</p>	$\begin{array}{r} 223 \\ + 114 \\ \hline 337 \end{array}$ <p>Add the ones first, then the tens, then the hundreds.</p>
Column Addition with regrouping	<p>Exchange ten ones for a ten. Model using Numicon and pv counters. 52Z</p>	<p>Children can draw a representation of the grid to further support their understanding, carrying the ten underneath the line</p>	$\begin{array}{r} 20 + 5 \\ 40 + 8 \\ 60 + 13 = 73 \end{array}$ <p>Start by partitioning the numbers before formal column to show the exchange.</p> $\begin{array}{r} 536 \\ + 85 \\ \hline 621 \\ 11 \end{array}$

Y3 ADDITION +

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	<p>Show the links with arrays to first introduce the grid method. Move onto base ten to move towards a more compact method. Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows</p>	<p>Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. Bar model are used to explore missing numbers</p>	$\begin{array}{r} 210 \times 3 \\ 7 \quad 210 \quad 35 \\ \hline 210 + 35 = 245 \end{array}$ <p>Moving forward, multiply by a 2 digit number showing the different rows within the grid method.</p>
	<p>Fill each row with 12s Add up each column, starting with the ones making any exchanges needed</p>	<p>4 x <input type="text"/> = 20</p>	

Y3 MULTIPLICATION X

Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	<p>Use base 10 or Numicon to model</p>	<p>Draw representations to support understanding</p>	$\begin{array}{r} 47 - 26 = 21 \\ 48 - 27 = 21 \\ 49 - 28 = 21 \end{array}$ <p>Intermediate step may be needed to lead to clear subtraction understanding.</p>
Column subtraction with regrouping	<p>Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into ten ones. Use the phrase 'take and make' for exchange.</p>	<p>Children may draw base ten or PV counters and cross off.</p>	$\begin{array}{r} 836 - 254 = 582 \\ 836 - 254 = 582 \\ 836 - 254 = 582 \end{array}$ <p>Begin by partitioning into pv columns</p> $\begin{array}{r} 928 - 542 = 386 \\ 928 - 542 = 386 \\ 928 - 542 = 386 \end{array}$ <p>Then move to formal method.</p>

Y3 SUBTRACTION -

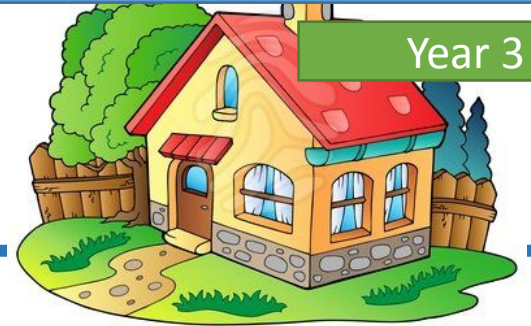
Objective & Strategy	Concrete	Pictorial	Abstract
Division without regrouping	<p>24 divided into groups of 3 is 8 96 ÷ 3 = 32</p>	<p>20 ÷ 5 = 4 5 × 4 = 20</p>	<p>How many groups of 8 in 24? 24 ÷ 8 = 3</p>
Division with regrouping	<p>Use division to model division by long division or by partitioning into the number columns that can be divided. 36 ÷ 3 = 12 36 ÷ 3 = 12 36 ÷ 3 = 12</p>	<p>Draw pv counters and use them to illustrate how long division is made. Model division and show answers.</p>	<p>How many groups of 100 in 1000? 1000 ÷ 100 = 10 1000 ÷ 100 = 10 1000 ÷ 100 = 10</p>

Y3 DIVISION ÷



Home Learning in Maths

Year 3



What can you do at home to help them in Maths?

Number fluency

Times Tables:

Year 2- x2, x5, x10

Year 3- as above, and x4, x8

Your child will be given a login for **Times Tables Rock Stars**.

Addition facts within 20:

Adding any two 1-digit numbers together should be automatic as it allows for fluent work on more complex problems. Frequent practise at home and school is essential.

Other resources/ ideas

Topmarks- Free resource on the internet, including rapid recall games such as:
<http://www.topmarks.co.uk/maths-games/hit-the-button>

Real life problems- opportunities to ask questions! For example:

Travelling: We have to get the train at 4pm and the journey is half an hour. When will we arrive?



English



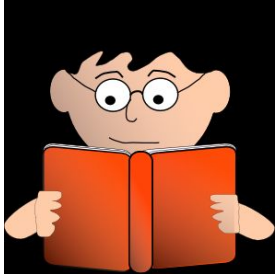
- Where possible, we focus on a high-quality work of fiction to engage children in their writing.
- Extended writing is part of the weekly timetable and your child will be asked to write at length on a subject related to their current learning, or a stand-alone writing task.
- Writing, reading, spelling and handwriting are all equally important components. Although taught as discrete subjects in the timetable, children in Class 3 will be encouraged to use these skills in ALL lessons.



Handwriting



- Cripps style of writing. Includes no loops on the 'y', 'j' or 'g'.
- 15 minute handwriting lessons are taught at least 3 times a week.
- Handwriting is considered when looking at the attainment of your child in English.
- Extra handwriting homework will be given to children who need more practise.
- It is essential to form separate letters the right way around before joining, as this allows for fluent, legible cursive and greater ease when writing at length.
- At the beginning of Class 3, pupils will need to demonstrate they can form individual letters correctly before showing that they know the correct joins. This will be the focus of taught handwriting sessions. Pupils will also be given the opportunity once a week to write at length in cursive if they feel ready.



Reading



- Reading with an adult in school encourages children to engage with a text and analyse different aspects of what they have read.
- Your child will be given both fiction and non-fiction texts to read.
- Your child will be responsible for handing in their reading folder once they have finished reading both of their books.
- Comprehension skills complement and aid pupils' writing.

What can you do at home?

- Reading records must be signed by an adult at least three times a week. This must include the reading scheme books, as well as other books that your child wishes to read.
- It is important to let children read for pleasure as well, so do allow them this time.
- 'VIPERS' questions in reading records you can ask when reading with your child.
- Ask them WHY?



Spelling

- Weekly spellings will be set on Thursdays. Pupils have one week to memorise their spellings.
- **Spelling homework task:** Spellings to be practiced each week in preparation for the spelling test on *Thursdays*, it may be helpful to practice spelling words at home in sentences.

For example:

Address.

Neatly, I wrote the address on the postcard so that it was ready to be put in the post-box.

This is also an opportunity for the pupils to practise their handwriting and punctuation at home.



Homework



- Homework will be set Monday to Thursday.
- Your child will have approximately 20-30 minutes homework to do every evening. Please allow time for this.
- The purpose of homework is to consolidate learning from class. Children should be able to work independently on each task set.

Weekly homework will usually consist of:

Times tables rockstars

SPAG – spelling, punctuation and grammar

Weekly spellings to learn and use in sentences for spelling test

One further piece of homework related to learning in school

Handwriting sheets may be given to pupils who may need practice -

This has been given to every child for the past few weeks to start off with.