

**LEECHPOOL
PRIMARY
SCHOOL**



Welcome to Year 3

**Information
for Parents**

Contents

Welcome letter from the Year Team

1. Learning at Leechpool

2. 6Rs

3. Successful Learners

English

- Reading
- Writing
- Spelling, Grammar and Punctuation
- Handwriting

Mathematics

4. Our Curriculum

5. Our Timetable

6. Being Healthy at School

Welcome letter

Some information in this booklet may be subject to change due to COVID-19. Please refer to our [website during coronavirus](#) for our latest information.

Dear Parents,

Welcome to Year 3! We are incredibly excited to be welcoming your child into the juniors. Ahead of us are some brilliant learning themes, a few exciting extras and a lot of enjoyment. In Year 3 we have lots of interesting and creative learning planned. The majority of our lessons are theme based which provide cross curricular opportunities and involve lots of fun.

Throughout the year we aim to keep you fully informed with all the information you require, whether about the day to day events in the year group, your own child or whole school events.

We hope this booklet will give you a wealth of information about the organisation, curriculum and requirements of Year 3 and will answer many of the start of year questions. We hope this gives you a clear overview of the great learning that the child will be involved in, as well as obtaining key information about our general routines and expectations.

Thank you for taking the time to read this and we look forward to welcoming you and your child to Year 3 at Leechpool Primary School.

The Year 3 Team

As a school we aim to:

- We aim to promote an exciting, creative and supportive learning environment, which encourages each child to value themselves and maximize their potential.
- We aim to give our learners the highest standard of education, through excellence and innovation in teaching, linked with a relevant and engaging curriculum which recognises children's needs and individual learning styles.
- We aim to equip each child with life skills so that they may become confident, responsible, caring adults of tomorrow, within an ever-changing, multi-cultural society.

Meet the Year 3 Team.....

| Name | Role |
|--|-----------------------------------|
| Mr Paul Munro | Jaguar class teacher |
| Miss Coco Thaddeus | Llama Class Teacher |
| Mr Dan Barden | Classroom Assistant/PE Enrichment |
| Miss Leila Newman | Classroom Assistant |
| Mrs Janine Murphy | Classroom Assistant |
| Miss Sarah Cullern | French Enrichment |
| Mrs Emily Vowels / Miss Alison Currington / Mr Robert Cooper | DT Enrichment |
| Mrs Charlotte Bazeley | Art Enrichment |
| Mr Daniel Gilmore | Music |

The School Day

Our school day runs: -

Juniors - from 8.45 a.m. until 3 p.m., with a lunch break from 12.30 - 1.15 p.m.

It is important that all children arrive on time every day.

The school gates will be open from 8.30 a.m. and the inner gates will be open from 8.35 a.m. Pupils in all year groups can go straight to their classrooms and take part in early morning activities until registration at 8.45 a.m. for Juniors. Any child entering the school after their registration time must enter school through the main entrance and sign in at the office to ensure that records are kept up to date in case of a fire (even if your child has been at the doctor or dentist for example).

Absence

Please contact the school before 9.00 a.m. to advise of any absence, a message can be left on the absence line.

Holidays or days off must be authorised beforehand by the Headteacher following completion and submission of an Absence Request form which can be downloaded from the website.

Homework Expectations

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|---------|------------------------|----------|---|
| | | Spellings are set | | Homework is set Alternate Maths and Literacy (including handwriting) |
| Spellings are due in | | Homework is due in. | | |

Reading Please ensure your child reads at home at least 4 times a week

Times tables Please practise times tables ready for regular times tables tests as there will be a statutory test for year 4 at the end of the year.

Project homework Each half term children will have a take home task (project) to complete, starting from the second half of the Autumn term. These will be given out the first week of each half term and need to be returned by the due date. (Normally the week before half term.)

Talk Homework When appropriate children will be asked to discuss a topic as preparation for a piece of extended writing. They may also take notes to support their writing.

1. Learning at Leechpool

a) Valuing All Learners Equally

Aspirations

As a learning community, we will strive to:

- Learn from one another, and with one another
- Have high expectations of each other
- Help each other to develop self-confidence and a positive self-image
- Be constructive, critical and analytical thinkers
- Continue to value and develop our "learning to learn" culture
- Celebrate progress, effort and achievement
- Help our children to develop lively, enquiring minds and encourage them to express themselves clearly in a variety of ways
- Foster strong links with our parents and the wider community
- Work hard to maintain the traditions of our school.

b) Life Skills

In Year 3 we focus on developing the following life skills:

Staying Safe

Internet Safety

Road Safety

Train Danger

Swimming, Water Safety

Stranger Danger

Emotional Health and Well Being

Health and Fitness Scheme

Healthy Teeth

Drug Education

When is a medicine not a medicine?

Feeling good, feeling bad

Sex and Relationships

Where did we come from?

We are different, we are the same

Economic Well Being and Financial Capability

What is a budget?

Citizenship

Law makers

Fair Trade

Democracy

2. 6Rs

LEECHPOOL VALUES RESPECT



Our one School Rule is **RESPECT** – represented by the lion who remind pupils to be respectful to other people and to take an interest in them.

We encourage the following skills in all pupils at all times:

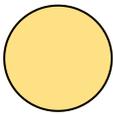
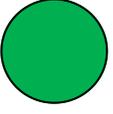
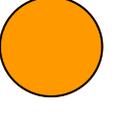
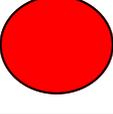
a) "Catch them being good"

Our overriding school rule is **RESPECT** and this incorporates the Golden Rules which are as follows:

| | |
|-------------------------|---|
| Owl - Reflective | I remind you to be reflective in your learning and think about how well you are doing. |
| Meerkat - Relationships | I remind you to have good relationships when you work with other people. |
| Cat - Risk Taking | I remind you to be a risk taker in your learning and to learn from making mistakes. |
| Bee - Resourceful | I remind you to be resourceful in your learning and try different ways to solve thing yourself. |
| Dog - Responsible | I remind you to be loyal and responsible and care for those around them. |
| Tortoise - Resilient | I remind you to be resilient in your learning and never give up. |

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our behaviour system follows a traffic light system as follows:

| | |
|---|--|
|  | <p>Golden—this is used for 'wow' moments and for any exceptional work or behaviour that a pupil produces. When a child moves onto the golden traffic light, they receive a smelly sticker. If they continue to impress the adults, they will go on the double gold which gives them an extra playtime on a Friday.</p> |
|  | <p>Green—all pupils start every day on the green traffic light. While on this they can earn awards, certificates, dragon tokens.</p> |
|  | <p>Orange—a pupil moves to orange when they have made a bad choice with their behaviour as a warning.</p> |
|  | <p>There are 4 steps on the red traffic light—first time is loss of some of their golden time on a Friday afternoon, second time is loss of some of their playtime, third time results to being sent to their Phase Leader and the fourth time results in being sent to Mrs Davenport, Mr Chapman or Miss Payne.</p> |

Each pupil has a named label in their dragon team colour that can move onto different traffic lights when needed.

Alongside the traffic lights, we still have the following:

Dragon tokens—every pupil and member of staff belong to a Dragon Team. Pupils can receive dragon tokens from any member of staff for work or behaviour and these tokens are added up at the end of each week by the School Dragon Team Captains. In whole school assembly on Monday the scores are read out. The team that wins the most times in a term are rewarded with being allowed to wear their own clothes into school for the day at the end of term (letters will be sent out to inform parents of this).

Headteacher Awards—any member of staff can send a pupil to Mrs Davenport with a gold token—this is for exceptional pieces of work. They then get a golden sticker from Mrs Davenport and their name written in the Golden Book which is read out in whole school assemblies.

Class rewards—in every class, pupils can work as a team and earn a token in the shape of their class animal. When the class have earned 20 class tokens, they can have a class reward, decided by themselves. These can include discos, films and popcorn, picnics, onesie party, time on the playground.

Class Headteacher Awards—any member of staff can nominate a whole class for a particular reason such as good behaviour on a school trip, working well as a team, trying hard with a class assembly, etc. The class and reason are written in the Golden Book and read out in assembly. At the end of the year, the class with the most Headteacher Awards has afternoon tea with Mrs Davenport.

Golden Time—every pupil starts the week with 15 minutes of Golden Time for Friday afternoon. As mentioned with the traffic lights, they can lose some of this golden time if they make bad choices with their behaviour. Sometimes they can earn this time back.

Lunchtimes— the Lunchtime Supervisors nominate certain pupils each week who receive a certificate for their lovely manners, and then they sit on a special manners table for a week. At this table they can invite a friend.

Also at lunchtimes, pupils are given green slips for good behaviour and polite manners. There are red slips for when pupils make a bad choice.

Always Club – once every half term we select 2 children from each class who always showing the 6Rs and trying their best. They get a special treat one afternoon.

b) Our Year Group Continent

Each year group's classes are named after animals from different continents according to size. The foundation stage class is named after the smallest continent, Australasia e.g. Kangaroos and Koalas.

| Year group | Continent | Class names |
|-------------------|------------------|---------------------|
| Foundation stage | Australasia | Kangaroo /Koala |
| Year 1 | Europe | Hedgehog / Squirrel |
| Year 2 | Antarctica | Penguin /Seal |
| Year 3 | South America | Jaguar / Llama |
| Year 4 | North America | Bear/ Eagle |
| Year 5 | Africa | Lion / Giraffe |
| Year 6 | Asia | Panda / Tiger |

c) Pride in our uniform

Wearing the correct uniform to school is important. Please support us in ensuring your child comes to school wearing their uniform in a smart way. We also ask that they have the correct PE kit in school for their PE and Sport lessons. Please check the website if you are unsure what our uniform policy includes.

3. Successful Learners

| Successful Learners |
|--|
| Who..... |
| Have the essential learning skills of English, Maths & Computing |
| Have enquiring minds and are creative, resourceful and able to identify and solve problems |
| Communicate and collaborate well |
| Enjoy learning and are motivated to achieve the best they can now and in the future |

R.A.P. time

'Reflect and progress' time will be given once a week in both Literacy and Maths. Feedback will be provided by the teacher following a piece of completed work by the child and R.A.P time allows the children to 'reflect' on the feedback and then respond to the task given. When looking in the books, it will be evident which tasks were R.A.P as the child will respond using a blue pen.

R.A.P tasks can vary depending on the child's understanding and the learning objective. They may include making corrections, editing spelling errors, re-reading and improving work or a 'challenge' task to 'progress' the child into the next steps of learning.

Learning Slips

Children are given learning slips in Literacy, Maths and in some Topic work. These show what the children are learning and the steps they need to do to achieve this (success criteria). At the end of the lesson, the children are expected to self-assess (using traffic light colours) against the success criteria. The teacher then monitors their self-assessment and adjusts where necessary.

At the bottom of the learning slip, the children will indicate whether they have learnt independently, in pairs, in a group or with adult support. Additionally, in Literacy, they will indicate what part of the writing sequence they are completing.

a) English

i. Reading

Reading is probably the most important skill children learn during their time in primary school. We would ask that you find time to regularly read with your child, at least 4 times a week, but every day is best. These special times can involve a number of different activities:

- They can read aloud to you
- You read to them (this is really important as you model good reading and can expose them to some books they might find more difficult to read on their own)
- Talk about what you have read, make predictions about what you might think is going to happen next and discuss the character's thoughts and feelings within the story

For more information on reading, please take a look at the resources on our website.

Year 3 Reading Key Objectives

| | |
|-----------|--|
| 1 | Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |
| 2 | Read books that are structured in different ways and reading for a range of purposes |
| 3 | Read for a range of purposes |
| 4 | Increase your familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally |
| 5 | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| 6 | Identify the main ideas drawn from more than one paragraph and summarising these |
| 7 | Draw inferences and justify your choice with evidence |
| 8 | Discussing words and phrases that capture the reader's interest and imagination |
| 9 | Retrieve and record information from non-fiction |
| 10 | Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| 11 | Use dictionaries to check the meanings of words they have read |
| 12 | Predict what might happen next from the details stated and implied |

ii. Writing

Year 3 Writing Key Objectives

| | |
|----|---|
| 1 | Spell words that are often misspelt from the Year 3-4 list |
| 2 | Use the possessive apostrophe accurately with plurals |
| 3 | Use a dictionary to check a spelling |
| 4 | Use appropriate handwriting joins, including choosing un-joined letters |
| 5 | Adopt the features of existing texts to shape own writing |
| 6 | Build sentences with varied vocabulary and structures |
| 7 | Organise paragraphs around a theme |
| 8 | Develop detail of characters, settings and plot in narratives |
| 9 | Use simple organisational devices in non-fiction |
| 10 | Suggest improvements to grammar and vocabulary |
| 11 | Proofread own work for spelling and punctuation errors |
| 12 | Read aloud using appropriate intonation, tone and volume |
| 13 | Use a range of conjunctions to extend sentences with more than one clause |
| 14 | Choose nouns and pronouns for clarity and cohesion |
| 15 | Use conjunctions, adverbs and prepositions to express time, cause and place |
| 16 | Use fronted adverbials |
| 17 | Understand the difference between plural and possessive '-s' |
| 18 | Recognise and use standard English verb inflections |
| 19 | Use extended noun phrases, including with prepositions |
| 20 | Use and punctuate direct speech correctly |

Editing

Purple polishing pens are used by the children to edit their written work. They are expected to use these independently after completing a writing task to correct spellings and punctuation and improve vocabulary and sentence structure. This can also be used in peer marking where another child may suggest improvements and record their initials on their partner work to show this.

No Nonsense Grammar

No Nonsense Grammar is a fun scheme used to teach grammar across the school. It is taught as a 'toolkit' which the children apply to their writing. Different parts of grammar have different symbols and actions to help them remember and use them. For example, verbs are a hammer and the action is clapping your fist into your open palm. Also, to help them remember all the different word types, words will be consistently highlighted or displayed in one colour – e.g. nouns are blue.

iii. Spelling, Grammar and Punctuation

On Mondays, children will be tested on spellings they will have been given for homework the previous Wednesday. These spellings will be a combination of words that match a given spelling pattern, topic related words and star spells personalised to each child.

Spelling in Year 3 & 4

| Statutory requirements | Example words |
|---|---|
| Adding suffixes beginning with vowel letters to words of more than one syllable | forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation |
| The /ɪ/ sound spelt y elsewhere than at the end of words | myth, gym, Egypt, pyramid, mystery |
| The /ʌ/ sound spelt ou | young, touch, double, trouble, country |
| More prefixes | <p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar anti-: antiseptic,</p> |
| The suffix -ation | information, adoration, sensation, preparation, admiration |
| The suffix -ly | sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically dramatically |

| | |
|--|--|
| Words with endings sounding like /ʒə/ or /tʃə/ | measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure |
| Endings which sound like /ʒən/ | division, invasion, confusion, decision, collision, television |
| The suffix -ous | poisonous, dangerous, mountainous, famous, various |
| Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian | invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension |
| Words with the /k/ sound spelt ch (Greek in origin) | scheme, chorus, chemist, echo, character |
| Words with the /ʃ/ sound spelt ch (mostly French in origin) | chef, chalet, machine, brochure |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | league, tongue, antique, unique |
| Words with the /s/ sound spelt sc (Latin in origin) | science, scene, discipline, fascinate, crescent |
| Words with the /eɪ/ sound spelt ei, eigh, or ey | vein, weigh, eight, neighbour, they, obey |
| Possessive apostrophe with plural words | girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) |
| Homophones and near-homophone | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |

Word list – years 3 and 4

| | | | | |
|----------------|--------------|-----------|----------------|-----------------|
| accident(ally) | decide | grammar | natural | quarter |
| actual(ly) | describe | group | naughty | question |
| address | different | guard | notice | recent |
| answer | difficult | guide | occasion(ally) | regular |
| appear | disappear | heard | often | reign |
| arrive | early | heart | opposite | remember |
| believe | earth | height | ordinary | sentence |
| bicycle | eight/eighth | history | particular | separate |
| breath | enough | imagine | peculiar | special |
| breathe | exercise | increase | perhaps | straight |
| build | experience | important | popular | strange |
| busy/business | experiment | interest | position | strength |
| calendar | extreme | island | possess(ion) | suppose |
| caught | famous | knowledge | possible | surprise |
| centre | favourite | learn | potatoes | therefore |
| century | February | length | pressure | though/although |
| certain | forward(s) | library | probably | thought |
| circle | fruit | material | promise | through |
| complete | | medicine | purpose | various |
| consider | | mention | | weight |
| continue | | minute | | woman/women |

Grammar & Punctuation in Year 3

| | |
|-------------------------------|--|
| Word | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] |
| Text | Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials |
| Terminology for pupils | determiner pronoun, possessive pronoun adverbial |

iv. Handwriting

During Year 3, pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch].

We use the 'Penpals' Handwriting publication to develop fluent, legible handwriting. Teaching progresses from developing gross and fine motor skills to confident letter formation and accomplished joins. Children are expected to have gained their pen licence by the end of Year 3 where they will be consistently joining their handwriting to a high standard. Children who do not have their pen licences will continue to work in small groups to develop their handwriting.

a b c d e f g h i j k l m n

o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

b) Mathematics

Year 3 Maths Key Objectives

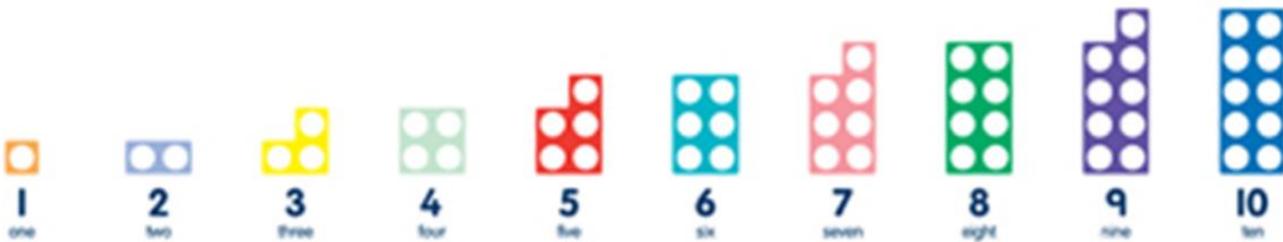
| | |
|-----------|--|
| 1 | Count in multiples of 4, 8, 50 and 100 |
| 2 | Compare and order numbers up to 1000 |
| 3 | Add and subtract numbers mentally, including round numbers to HTU |
| 4 | Add and subtract using standard column method |
| 5 | Estimate answers to calculations and use the inverse to check answers |
| 6 | Know $3\times$, $4\times$ and $8\times$ tables |
| 7 | Count up and down in tenths |
| 8 | Understand that tenths are objectives or quantities divided into ten equal parts |
| 9 | Compare and order simple fractions |
| 10 | Recognise and show equivalent fractions |
| 11 | Find and write fractions of a set of objects |
| 12 | Add and subtract fractions with common denominators (less than one) |
| 13 | Measure, compare and calculate measures using standard units |
| 14 | Measure the perimeter of simple 2-D shapes |
| 15 | Add and subtract money, including giving change |
| 16 | Tell and write the time from an analogue clock, including using Roman numerals |
| 17 | Estimate and read time to the nearest minute |
| 18 | Identify horizontal, vertical, parallel and perpendicular lines |
| 19 | Identify whether angles are greater or less than a right angle |
| 20 | Interpret and present data using bar charts, pictograms and tables |

Leechpool Primary School Calculation Policy Equipment

Children have access to a variety of mathematical apparatus designed to aid their calculation with numbers. These may include some of the following:



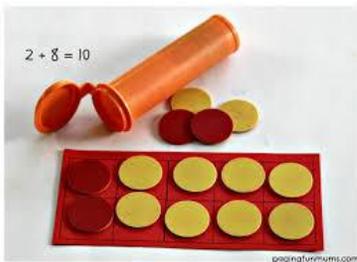
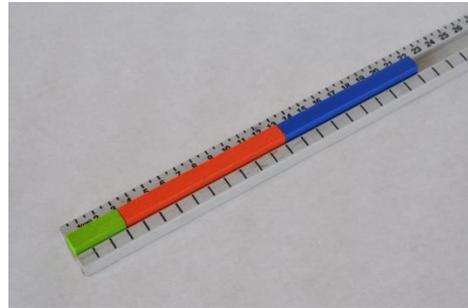
Numicon



Base 10



Cuisenaire Rods and number tracks



Counters and counting equipment



Bead strings

| | Hundreds | Tens | Ones |
|----------|----------|------|------|
| Player 1 | | | |
| Player 2 | | | |

Calculation mats



Coins

Written Calculation Methods

As children progress in their ability to solve mathematical calculations we teach the children specific ways to record their working out. It is important that children progress through each stage of the progression chart as this ensures they fully grasp the mathematical concepts that underpin the calculations they are doing.

Key Vocabulary

| | |
|--|---|
| <p style="text-align: center;">Addition</p> <p style="text-align: center;">More Add Plus Sum Increase Total Altogether Inverse</p> <p style="text-align: center;"></p> | <p style="text-align: center;">Subtraction</p> <p style="text-align: center;">Take away Minus Subtract Less Difference Decrease Inverse</p> <p style="text-align: center;"></p> |
| <p style="text-align: center;">Multiplication</p> <p style="text-align: center;">Lots of Groups of Times Repeated Addition Multiply Product Inverse</p> <p style="text-align: center;"></p> | <p style="text-align: center;">Division</p> <p style="text-align: center;">Divide Group equally Share equally Factor Inverse Remainder Quotient Divisor</p> <p style="text-align: center;"></p> |

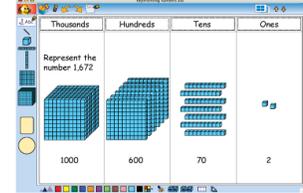
Written Calculation Methods – Addition

Prior to using the formal written methods of addition and subtraction pupils will use a variety of equipment to explore smaller number bonds. Quick and accurate recall of these facts, and establishing the connections between them, helps greatly with larger addition and subtraction calculations.



$$\begin{aligned} 6 + 3 &= 9 \\ 3 + 6 &= 9 \\ 9 - 3 &= 6 \\ 9 - 6 &= 3 \end{aligned}$$

To aid with addition and subtraction pupils will use equipment including base 10. Base 10 can be used to visual the partitioning of larger numbers.



Pupils understand how tens, hundreds and thousands can be regrouped using base 10 as a visual aid.



1 ten = 10 ones

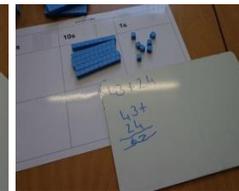
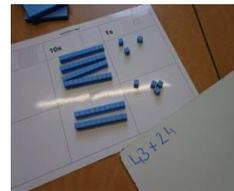


1 hundred = 10 tens



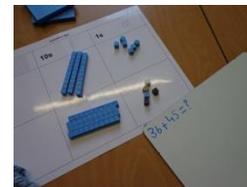
1 thousand = 10 hundreds

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that do not involve regrouping.



$$\begin{array}{r} \text{T O} \\ 43 \\ + 24 \\ \hline 67 \end{array}$$

Add 2 and 3 digit numbers together, using base-10 apparatus to solve addition problems that involve regrouping.



$$36 + 45$$

The ones are added and we have 11. This needs to be regrouped into 1 ten and 1 one. Adding the tens gives 8 tens in total.

Develop understanding of the column method of addition involving regrouping ones and tens.



T O

$$\begin{array}{r} 77 \\ + 45 \\ \hline 122 \end{array}$$

7 + 5 = 12
The 12 is regrouped in 1 ten and 2 ones. The 1 ten is shown underneath and then included in the addition of the tens.

The 7 tens, 4 tens and 1 ten are added to equal 12 tens. These are regrouped as

1 hundred and 2 tens.

T O

$$\begin{array}{r} 77 \\ + 45 \\ \hline 122 \\ \hline 1 \quad 2 \quad 2 \\ 1 \quad 1 \end{array}$$

Develop further understanding of addition in the context of money.



$$£1.46 + £2.45$$

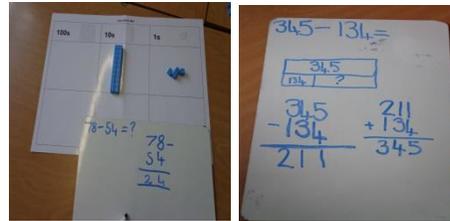
$$\begin{array}{r} 1.46 \\ + 2.45 \\ \hline 3.91 \end{array}$$

Pupils extend their written method to work with increasingly larger numbers and decimal numbers as appropriate.

Written Calculation Methods – Subtraction

Prior to using a written method, pupils may use objects or counters to explore the notation of subtraction. Number lines may be used to count backwards. Connections should be made to addition and smaller number bonds that pupils can recall.

Subtract from 2 and 3 digit numbers without regrouping. Check subtraction calculations using the inverse operation of addition. Bar model diagrams may be used to establish the connection to addition.



| | |
|---|---|
| | 8 |
| 3 | ? |

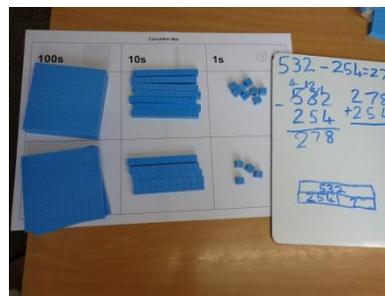
$8 - 3 = ?$
 $3 + 5 = 8$

Subtract from 3 digit numbers, regrouping tens into 10 ones using a column method. Check subtraction calculations using the inverse operation of addition.

| H | T | O |
|---|---|----|
| 2 | 6 | 13 |
| - | 1 | 25 |
| 1 | 4 | 8 |

We cannot subtract 5 from 3 we regroup one of the tens into 10 ones. We know have 13 ones and so can subtract 5 ones. We are left with 6 tens and can subtract 2 tens. Finally we look at the hundreds.

Subtract a 3 digit number from a 3 digit number, regrouping the tens into ones and the hundreds into tens. Pupils may use base 10 to support with this or, if knowledge of place value is secure, counters may also help.



| H | T | O |
|---|---|----|
| 4 | 5 | 12 |
| - | 2 | 54 |
| 2 | 7 | 8 |

Regrouping is necessary across two place values columns. 1 ten is regrouped as 10 ones. Then 1 hundred is regrouped as 10 tens giving enough hundreds, tens and ones to subtract from.

Develop further understanding of subtraction in the context of money.



Question:

John had £2.53 in change in his pocket. He bought a notebook for £1.39 when he was in town. How much money does he have left?

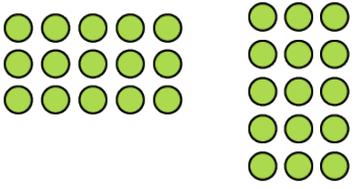
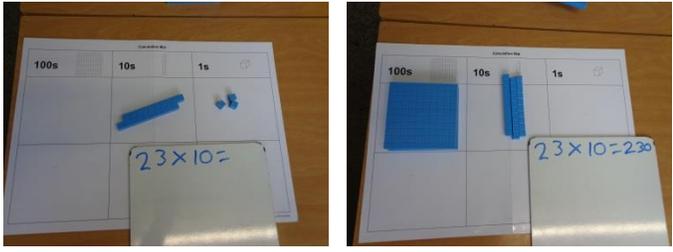
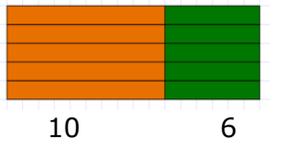
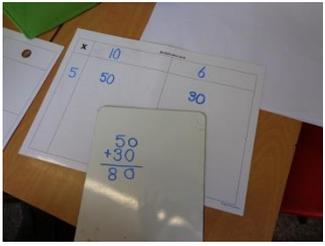
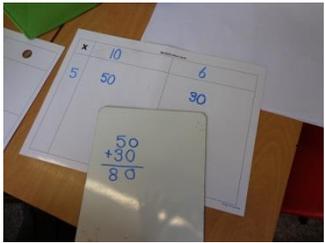
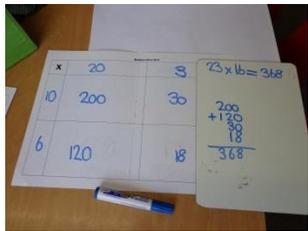
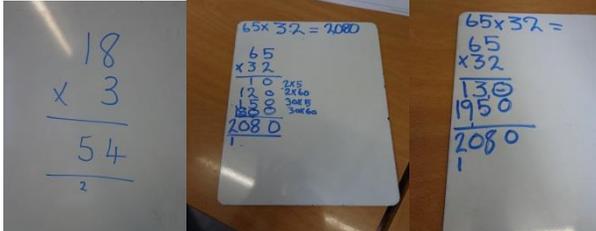
Use the inverse operation to solve missing number problems.

Write in what the missing numbers could be.

$$170 + \boxed{} = 220 - \boxed{}$$

Pupils will extend their use of the written method to include larger numbers and decimals as appropriate. They will solve a range of addition and subtraction calculations and understand the mathematical vocabulary for addition and subtraction.

Written Calculation Methods – Multiplication

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|----|---|--|--|---|---|---|---|----|--|--|--|----|--|--|--|---|---|---|---|
| <p>Prior to using a formal written method, pupils will use counters and objects to help solve multiplication problems. They will begin to relate counting in 2's, 5's, 10's etc. to their times tables. An array can represent a multiplication.</p> |  <p>3×5 5×3</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Develop an understanding of multiplication as repeated addition and appreciate that multiplication can be completed in any order.</p> | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td colspan="4" style="text-align: center;">24</td></tr> <tr><td style="background-color: #00FF00;">6</td><td style="background-color: #00FF00;">6</td><td style="background-color: #00FF00;">6</td><td style="background-color: #00FF00;">6</td></tr> <tr><td colspan="4" style="text-align: center;">or</td></tr> <tr><td colspan="4" style="text-align: center;">24</td></tr> <tr><td style="background-color: #483D8B;">4</td><td style="background-color: #483D8B;">4</td><td style="background-color: #483D8B;">4</td><td style="background-color: #483D8B;">4</td></tr> </table> <p style="text-align: center;">$6 \times 4 = 6+6+6+6$ $4 \times 6 = 4+4+4+4$</p> <p style="text-align: center;">$6 \times 4 = 4 \times 6$</p> | 24 | | | | 6 | 6 | 6 | 6 | or | | | | 24 | | | | 4 | 4 | 4 | 4 |
| 24 | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | | | | | | | | | | | | | | | | | | |
| or | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4 | 4 | 4 | | | | | | | | | | | | | | | | | | |
| <p>Develop an understanding of how to multiply 1 and 2 digit numbers by ten. Pupils can use equipment and place value knowledge to help with this.</p> |  <p style="text-align: center;">$23 \times 10 =$ $23 \times 10 = 230$</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Multiply a teen number by a 1-digit number, using apparatus and the grid method.</p> |  <p style="text-align: center;">10 6</p> <p style="text-align: center;">$5 \text{ lots of } 16 = 5 \text{ lots of } 10 + 5 \text{ lots of } 6$</p>  <p style="text-align: center;">16×5</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Multiply 2-digit numbers by a 1-digit number, using the grid method alongside The column method and establish the link between the two methods.</p> |  <p style="text-align: center;">16 $\times \quad 5$ $\hline 30$ - (5 x 6) $\hline 50$ - (5 x 10) $\hline 80$</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Multiply a 2-digit number by another 2-digit number, using the grid method alongside the column method and establish the link between the two methods.</p> |  <p style="text-align: center;">$23 \times 16 = 368$</p> <p style="text-align: center;">23 $\times \quad 16$ $\hline 18$ - (6 x 3) $\hline 120$ - (6 x 20) $\hline 30$ - (10 x 3) $\hline 200$ - (10 x 20) $\hline 368$</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Multiply 2-digit numbers by 1 and 2-digit numbers, using the column method. Pupils may move to use a more compact column method.</p> |  <p style="text-align: center;">18 $\times \quad 3$ $\hline 54$</p> <p style="text-align: center;">65 $\times 32$ $\hline 120$ 1950 $\hline 2080$</p> <p style="text-align: center;">$65 \times 32 = 2080$</p> <p style="text-align: center;">65 $\times 32$ $\hline 130$ $\hline 1950$ $\hline 2080$</p> | | | | | | | | | | | | | | | | | | | | |

Written Calculation Methods – Division

Before using a formal written method for division pupils understand division as sharing equally. They may use objects, counters or diagrams to help them 'group' a number.

DIVISION BY SHARING
 Examples
 (a) Divide these 15 oranges equally between 4 families.
 Each family gets 4 oranges.

Equal Sharing
 15 ÷ 3 = 5 is the amount each person gets if 15 items are shared equally among 3 people.

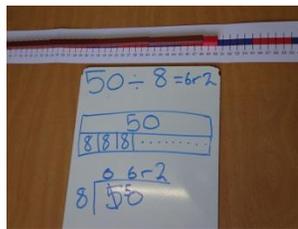
15 ÷ 3 = 5

Make connections between multiplication and division. Divide a 2-digit number by a single-digit number using number rods and number lines (without remainders)



$$\begin{aligned} 6 \times 7 &= 42 \\ 7 \times 6 &= 42 \\ 42 \div 6 &= 7 \\ 42 \div 7 &= 6 \end{aligned}$$

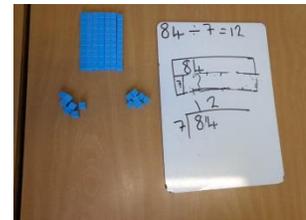
Divide a 2-digit number by a single-digit number, using number rods and number lines (including remainders).



33 ÷ 9 = ? How many lots of 9 are there in 33?

Introduce the column method for solving division of a 2-digit number by a single-digit number. Pupils may use base 10 or counters to help with regrouping if necessary.

21 r1
4 | 85



Pupils work in the place value columns to divide by 4

1 ten is regrouped into 10 ones. The tens and ones are divided by 7

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping). Base 10 or counters may be used to help with the understanding of regrouping.



There is one group of 800 in 968. We regroup the remaining hundred into 10 tens. The 16 tens can be grouped into two groups of 8 tens. The final 8 ones make one group of 8.

Develop the use of the column method for dividing a 3-digit number by a single-digit number (including regrouping and remainders)

138 ÷ 6 = 23
6 | 138

214 r1
3 | 644

Pupils extend their division to include 4 digits numbers divided by a 1 digit number and eventually 4 digits numbers divided by 2 digit numbers. It should be noted that knowledge and recall of times tables and related division facts is vital for long multiplication and division. It is expected that pupils should have this knowledge by the end of year 4.

iii. Key Essentials

To aid children with their mathematical learning, there are certain 'key essentials' that your child should know as they progress through school. The table below details these:

| | |
|---|---|
| Year 1 | I can use objects to work out one more and one less. |
| | I can read and write numbers from 0 to 10. |
| | I can show an understanding of + - and =. |
| | I can recall number bonds within 5. |
| | I can understand that the total number will change when objects are added or taken away. |
| | I can count to 20. |
| | I can name some common 2-D shapes. |
| Year 2 | I can work out one more and one less of a given number. |
| | I can count, read and write numbers from 0 to 100. |
| | I can read and write number statements using +. - and =. |
| | I can recall number bonds within 10. |
| | I can add 1 digit and 2 digit numbers to 20 using objects and pictures. |
| | I can subtract 1 digit and 2 digit numbers to 20 using objects and pictures. |
| | I can find and name $\frac{1}{2}$ (half) of an object, shape or amount. |
| | I can recognise and name some common 2D and 3D shapes. |
| Year 3 | I can read and write numbers to 100 in numerals. |
| | I can count in steps of 2, 5, 10s. |
| | I can find the place value of each digit of a number with tens and ones. |
| | I can answer simple addition and subtraction questions in my head as well as by writing them down. |
| | I can remember and use multiplication and division facts for the 2, 5, 10 times tables. |
| | I can find, name and write fractions of a length, shape, set of objects or amount. |
| | I can notice and explain the properties of 2D and 3D shapes. |
| I can read measurement scales in 1s, 2s, 5s and 10s. | |
| Year 4 | I can use number bonds for all numbers up to 20. |
| | I can use the 3 times table fluently, including multiplication and division facts. |
| | I can use the 4 times table fluently, including multiplication and division facts. |
| | I can use the 8 times table fluently, including multiplication and division facts. |
| | I can recall facts about durations of time (e.g. days in the week, minutes in an hour, hours in three days, months of the year). |
| | I can tell the time to the nearest minute. |
| | I can recognise a right angle and name its value. |
| Year 5 | I can use number bonds to 100. |
| | I can use the 12 x 12 fluently, including multiplication and division facts. |
| | I can recognise decimal equivalents of fractions for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and any number of tenths and hundredths. |
| | I can multiply and divide single digit numbers by 10 and 100. |
| | I can round any number to the nearest 10 or 100. |
| | I can add and subtract numbers up to 4 digits using the formal column method. |
| | I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals. |
| I can recall fact relating to the conversion of measurements (e.g. cms in a m, mls in a l). | |
| Year 6 | I can use times tables up to 12 x 12 fluently. |
| | I can understand the value and order of each place value columns from 3dp to 10,000,000. |

| | |
|--|--|
| | I can mentally calculate addition and subtraction calculations where regrouping is not required. |
| | I can multiply and divide whole number by 10, 100 and 1000. |
| | I can use written column addition and subtraction, regrouping where necessary. |
| | I can read the time on both a 12 and 24 hour clock to 1 minute intervals. |
| | I can name all 2D shapes up to 10-sided, including all 6 quadrilaterals. |
| | I can recall decimal number bonds to 1 and 10. |
| | I can recall facts relating to the conversion of measurements (e.g. cms in a m, mls in a l). |

Within our teaching, the key essentials for each year group contain learning the children have already experienced as they have moved through the school. Whilst we will revisit these topics and show the children how these can be used to answer questions across all areas of the maths curriculum, a strong knowledge of the 'key essentials' will help them maximise their learning in their new year group.

In order to assist further practice of this, we will be using a scheme across all year groups: Dragon, Rainbow and Solar maths. More details of this can be found on our website and will be available on the 'Meet the teacher' evening in September.

It is key that you support your child in learning these 'key essentials' using games, websites and oral practice at home. If you need any advice, please do not hesitate to ask your class teacher.

iv. Vocabulary

New Maths Vocabulary for Year 3

| Number & Place Value | |
|------------------------|------------------------|
| more | most |
| less | least/lowest |
| digit | zero |
| order | less than |
| compare | value |
| more than/greater than | approximately |
| equal to | integer |
| estimate | tenths |
| partition | hundredths |
| sort | decimal |
| group | Roman numerals |
| Four Operations | |
| + add | - minus |
| + more | - fewer |
| + plus | - decrease |
| + increase | - difference |
| + sum | - subtract |
| + total | - take away |
| + altogether | = equals (the same as) |
| x times | ÷ divide |
| x lots of | ÷ divided by |
| x groups of | ÷ share equally |
| x multiply | remainder |
| x repeated addition | divisor |
| x product | factor |
| multiples | |
| Fractions | |
| whole | half |
| equal parts | quarter |
| third | bar model |
| left over | equivalent |
| numerator | denominator |
| simplify | equivalent |
| tenths | |
| Measurement | |
| unit | scales |
| pounds | kilometres |
| metres | centimetres |
| millimetres | kilograms |
| grams | milligrams |
| perimeter | change |
| length | pence |
| width | degrees Celsius |
| analogue | digital |
| hour | furthest |
| minutes | closest |
| afternoon/noon | O'clock |
| morning/ am | midnight |
| month | year |
| leap year | |

| Properties of Shapes | |
|---------------------------|----------------|
| equilateral | right angle |
| isosceles | symmetrical |
| scalene | mirror line |
| polygon | Perpendicular |
| vertices/vertex | regular |
| cube/cuboid | irregular |
| parallel | face |
| construct | side |
| draw | acute |
| quadrilateral | obtuse |
| symmetry | |
| Statistics | |
| graph | chart |
| pictogram | table |
| Carroll diagram | represent |
| Position & Operation | |
| forwards/backwards/across | turn |
| position | clockwise |
| centre | anti-clockwise |

4. Our Curriculum

Our topics this year are:

| Term | Theme(s) | Details |
|----------|---|--|
| Autumn 1 | Stone Age The Surface of Planet Earth and Beyond | We are venturing far back in time to the Stone Age to find out what life was like for a child in these times. |
| Autumn 2 | | We will also learn about the make-up of the earth, and how rocks, fossils, volcanoes and mountains are formed. What do you think is inside our planet? |
| Spring 1 | | |
| Spring 2 | Rainforests Victorians | We will become explorers and dive deep into the rainforests of South America to find out about life in the rainforest. Who lives in the rainforest? How is life there different to ours? What plants and animals will we find? |
| Summer 1 | | We will journey back to Victoria England to find out how different life was then. What did the Victorians do to change our lives today? |
| Summer 2 | | |

Websites we use at school

At school we use a number of websites to support the children's learning. Year 3 children will be given the log in details for all these websites and they will spend some time in school getting used to accessing them. All are accessible from home devices. Here are the main ones:

- MyMaths, a fully interactive online maths learning solution
<http://www.mymaths.co.uk>
- BBC KS2 Bitesize, a revision tool for primary subjects
<http://www.bbc.co.uk/education/levels/zbr9wmn>
- Sumdog, an interactive online maths resource
https://www.sumdog.com/user/sign_in?to=%2Fcity
- Bug Club, an interactive reading resource
<https://www.activelearnprimary.co.uk/login?c=0>

- eschools, an interactive class page <https://leechpool.eschools.co.uk/login>
- Times tables activities <https://www.trockstars.com/>

5. Our Timetable

As a school we keep the timetable quite flexible to enable us to better meet the needs of the children. However, there are a few lessons which are fixed each week. Please ensure your child has the correct equipment in each day; this includes their PE kit as we do change the days we do PE throughout the year. This includes:

- Reading Record - this should be in school every day along with the book your child is reading. They will have time every day to change their reading book once it is finished.
- The school will provide the necessary equipment for your child's learning needs so **please do not send in pencil cases.**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|----------------------------|---|---|-----------------------------------|
| Whole School Assembly Maths | KS2 Assembly Maths | Spellings/Handwriting Guided Reading Singing Assembly | Sharing Assembly Maths (Aut/Spr) Swimming/PE (If available) | Whole School Assembly Maths |
| Break | Break | Break | Break | Break |
| Literacy Guided Reading | Literacy Guided Reading | Maths Enrichment (PE) | Literacy Guided Reading | Literacy Guided Reading |
| Lunch | Lunch | Lunch | Lunch | Lunch |
| Science PE Library | Topic | Enrichment | Maths (Summer) PE (Autumn) | Computing Topic Golden Time |

6. Being Healthy at School

We are proud to be a Healthy School. At break times the children can bring into school a healthy snack. We ask that **no** sweets, chocolate or biscuits are eaten at this time.

We ask that all pupils bring in a water bottle - to be brought in daily and kept in specific boxes in the classroom for easy access during the day.

We have a healthy snack shop in school for morning break times where children can bring in up to £1.00 to buy a snack of their choice. **Please be aware that free snacks, which are provided by the government, are for infant classes only.**

At lunchtime the children can either bring a packed lunch to school or have a hot meal provided by Chartwells. These meals need to be pre-ordered via their website:

<https://westsussex.mealselector.co.uk/>

KS 2 lunchtime is 12:30-1:15



(01403) 210233



**reception@leechpool.
w-sussex.sch.uk**