

Catcott Primary School

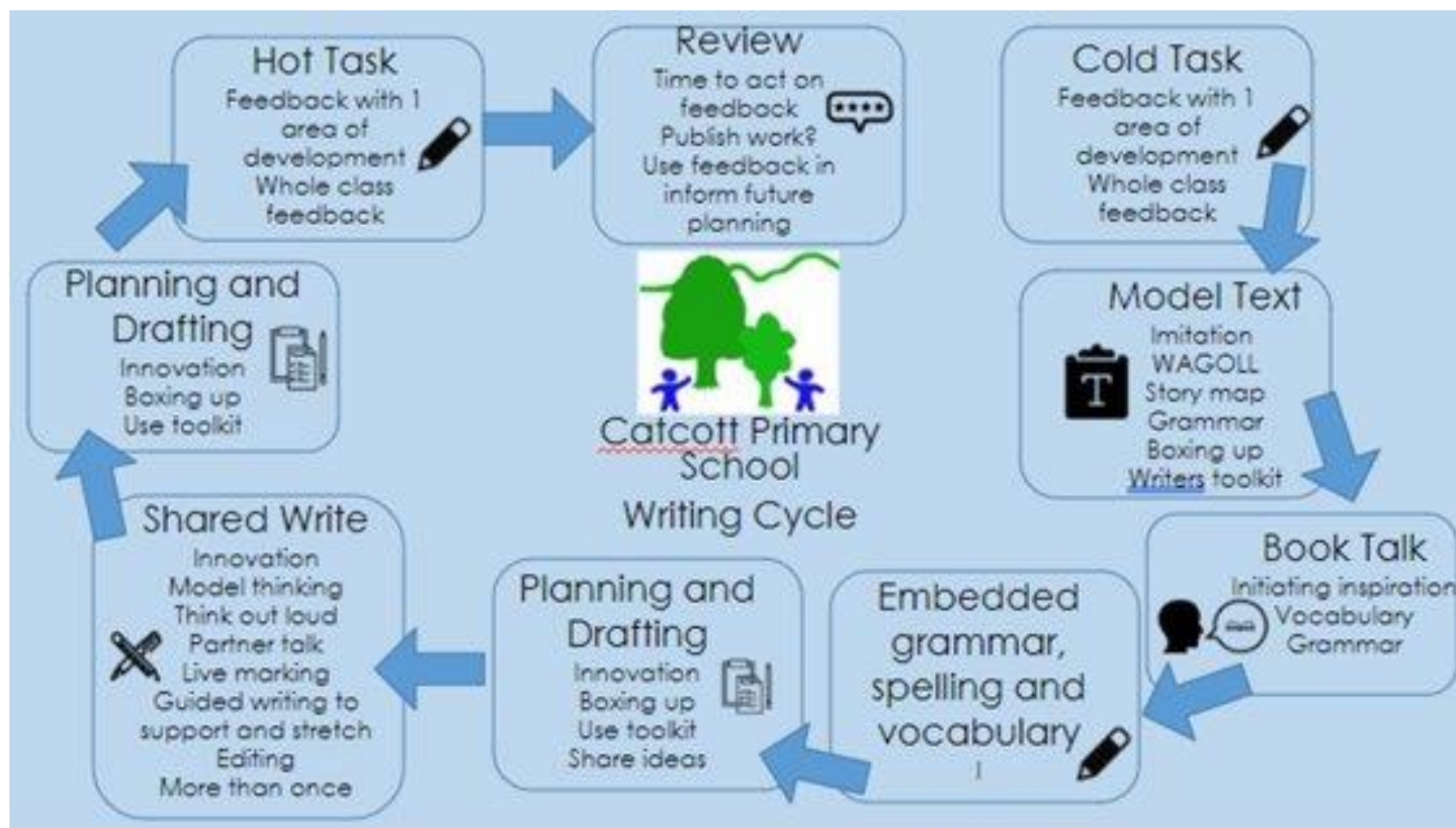
Welcome to Year Three
2023-2024



School Trips

- Lyme Regis –Science
- Rocks and Soils

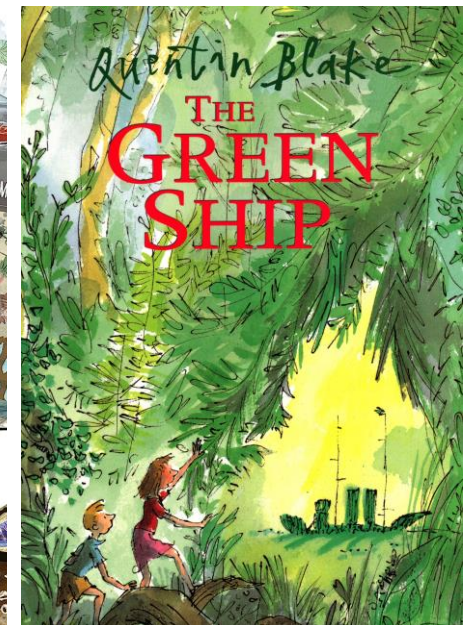
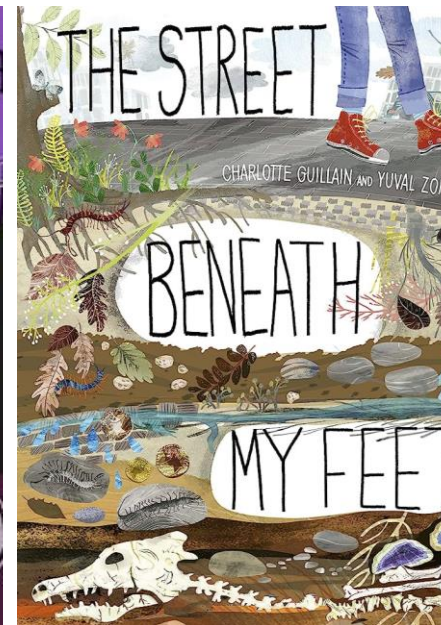
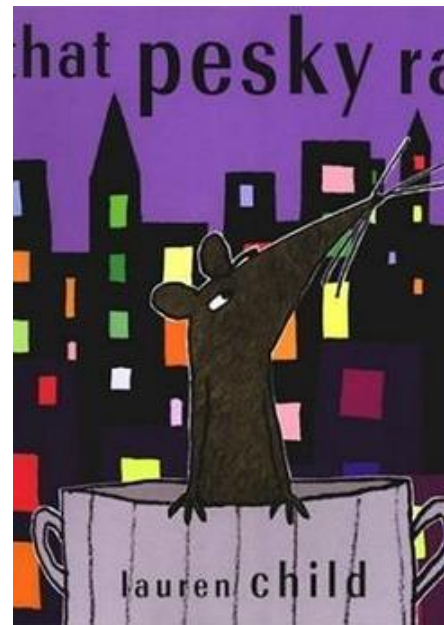
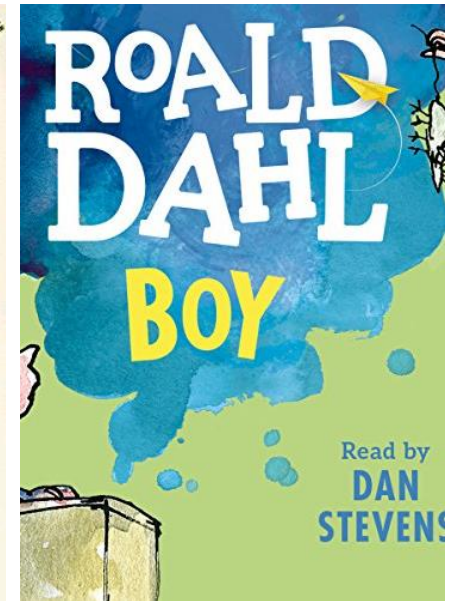
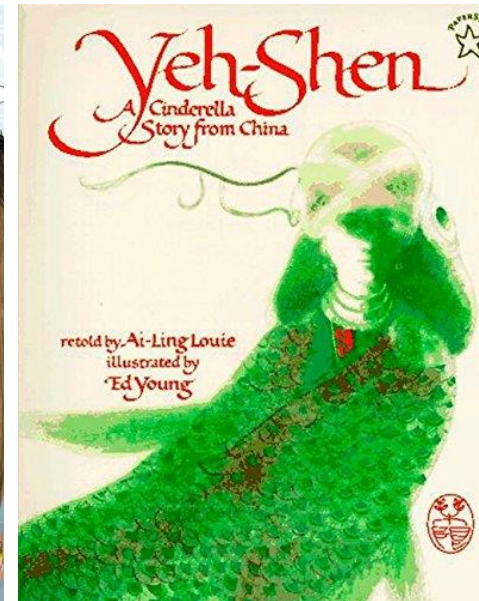
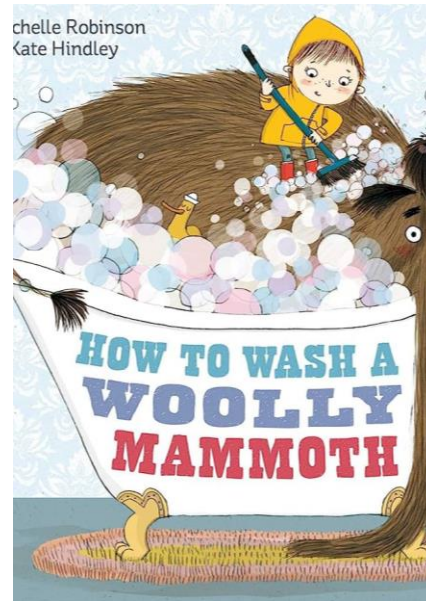




English

Writing
process

English Key Texts





The Importance of Reading

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Engaging with books allows us to be transported to other places and worlds. We can become immersed in the lives of fictional characters or learn more about the world around us.

Reading is a key life skill. It is placed at the heart of our curriculum; we have carefully selected texts which will ignite children's imagination, inspire their curiosity and provide a window to the world.

It is commonly said that a child's future academic success and job prospects are directly related to their reading proficiency.

Parents in Partnership

It is crucial for both school and parents to actively teach their child to read. We need you to create a home environment where reading is encouraged and seen as a pleasurable experience.

Spending just 10-15 minutes reading with your child every day will be invaluable in developing their ability and desire to read and learn.

High-quality books

We will ensure that your child has a reading book which is suitably pitched to build both confidence as a reader and fluency.


We will also provide your child with a free-choice library book for enjoyment. Allowing children free choice helps them to develop their identities as a reader as they learn which books/ authors they like and which they do not.

Supporting your child

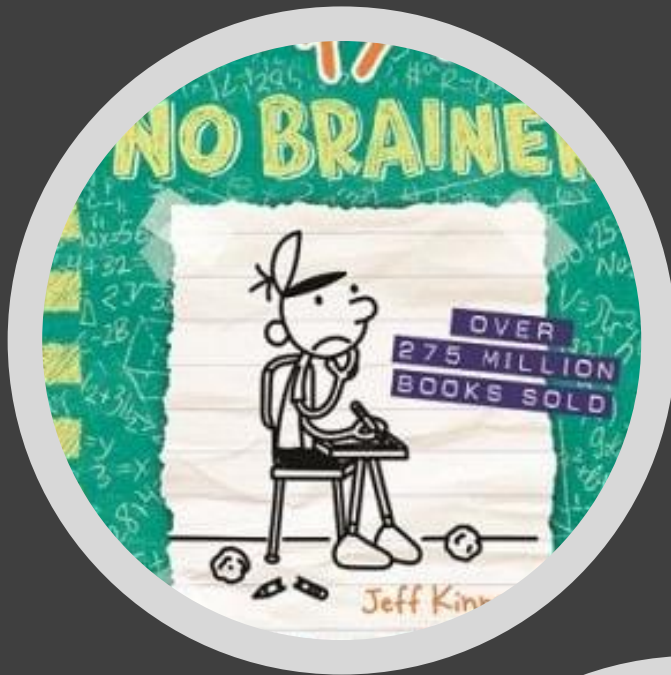
- Read at least 3 times per week with your child
- Log your child's reading in their Reading Record so that they can access school rewards
- Make reading time pleasurable by finding a quiet, comfortable space and giving your child your full attention.
- Ask your child simple questions as they read to check their understanding
- Use positive language and praise their reading efforts
- Read to your child as part of your evening routine. This builds vocabulary, feeds imagination and can even improve sleep patterns
- Ask them about books/ stories they are reading at school and the authors they are studying.

School Routines

- Your child's reading book will be changed regularly:
- Every 3-5 days in Key Stage one, with a book to share coming home every Friday.
- Reading records are checked daily.



Reading is the key to success...



Half termly author study

- 1. Cressida Cowell
- 3. Jeff Kinney
- 4. Lauren Child
- Lucy Brandt
- 5. Steven A Butler
- 6. Roald Dahl

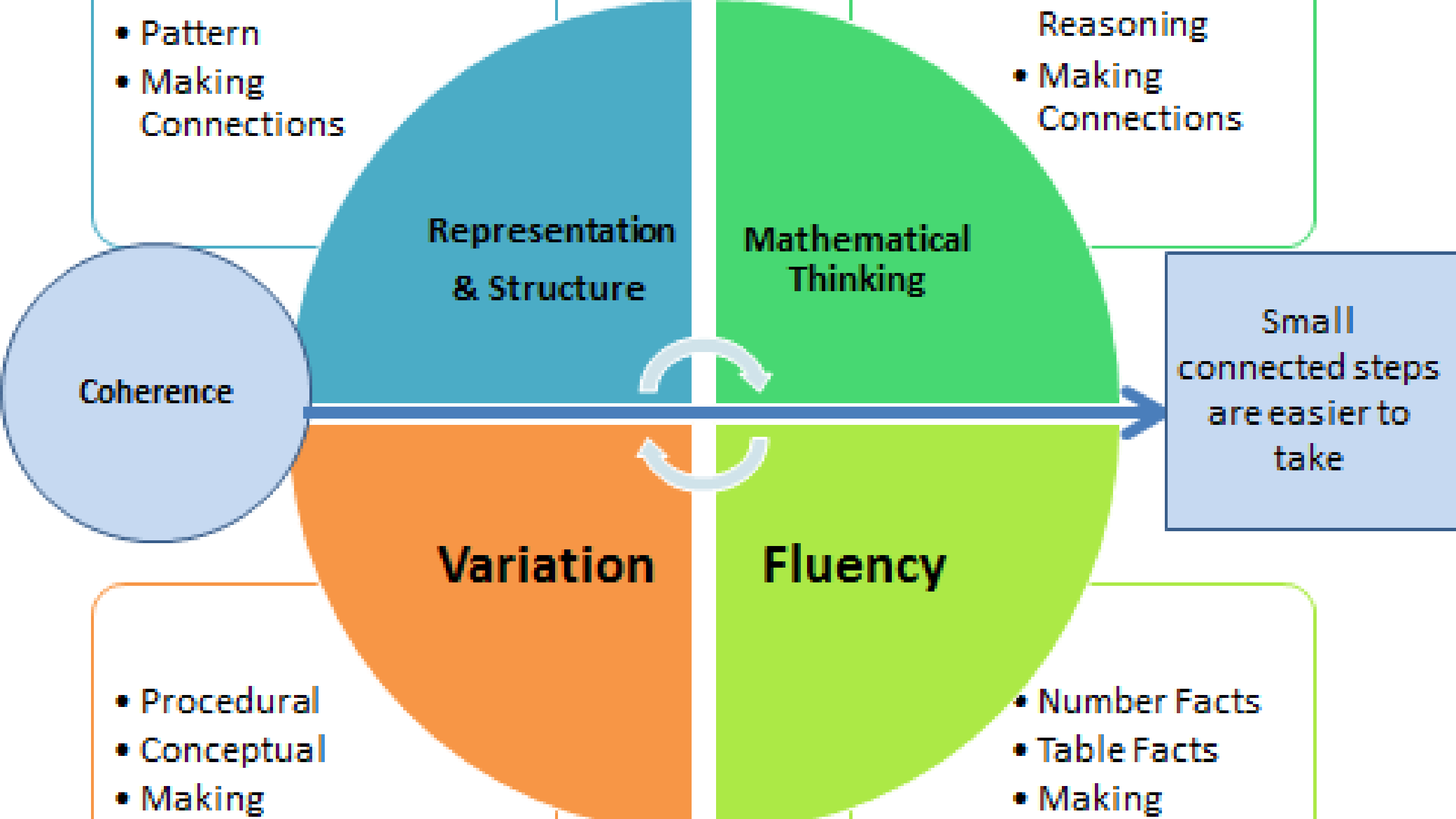


Maths

Teaching for Mastery

At Catcott Primary, we are currently working towards embedding the 'Teaching for Mastery' approach. Our Teaching for Mastery is underpinned by the NCETM's 5 Big Ideas as well as working collaboratively with the White Rose Scheme.

- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning and connections with the other areas of mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations. This includes actively looking for patterns and generalisations that underpin sets of numbers and 'laws'.
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic. The curriculum is broken into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils.
- Teachers use both procedural and conceptual **Variation** within their lessons and there remains an emphasis on **Fluency** with a relentless focus on number, the quick recall of facts and procedures, the flexibility and fluidity to move between different contexts and representations of mathematics



	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 term	<div>Number</div> <div>Place value</div> <div>VIEW</div>			<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>				<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>				
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>			<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions A</div> <div>VIEW</div>			<div>Measurement</div> <div>Mass and capacity</div> <div>VIEW</div>			
Summer term	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>			<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>		<div>Consolidation</div>

Maths – White Rose

Year 3

Addition and Subtraction

Addition

Vocabulary: Part, whole, hundreds, tens, ones, estimate, partition, recombine, difference, decrease, near multiple of 10 and 100, inverse, rounding, column subtraction, exchange See also Y1 and Y2

Add two three-digit numbers.

Children need to use equipment first to support their understanding of place value.

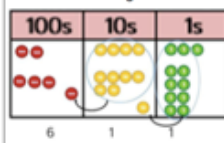
Children to progress gradually to three digit + three digit starting without carrying and gradually moving towards carrying.

Add the ones.
2 ones + 1 one = 3 ones

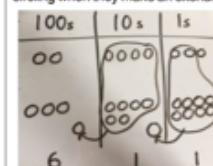


h	t	o
4	3	2
+	5	2
		3

Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column-we exchange for 1 ten, when there are 10 tens in the 10s column-we exchange for 1 hundred.



Children to represent the counters in a place value chart, circling when they make an exchange.



243

$$\begin{array}{r} +368 \\ 611 \\ \hline 11 \end{array}$$

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

Bar Model to support understanding of problem solving:



A man sold 230 balloons at a carnival in the morning.
He sold another 86 balloons in the evening. How many balloons did he sell in all?

?
230
86
Morning
Afternoon

Subtraction

Vocabulary: Part, whole, hundreds, tens, ones, estimate, partition, recombine, difference, decrease, near multiple of 10 and 100, inverse, rounding, column subtraction, exchange See also Y1 and Y2

Subtract up to 3 digits from 3 digits.

Very important for children to use dienes equipment along with a place value chart to support.



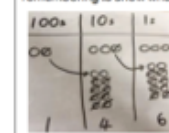
$$263 - 121 = 142$$

Only when secure with the method should exchanging be introduced.

Column method using place value counters.



Represent the place value counters pictorially, remembering to show what has been exchanged.



Formal column method. Children must understand what has happened when they have crossed out digits.

$$\begin{array}{r} 234 \\ - 88 \\ \hline 6 \end{array}$$

Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

315	315 - 185 = ?
185	185 + ? = 315

?	185 + 315 = ?
185	? - 185 = 315

Year 3

Multiplication and Division

Multiplication

Vocabulary: Part, whole, multiple, partition, short multiplication and inverse

Children should be able to recall the 2, 5, 10, 3, 4 and 8 times tables.

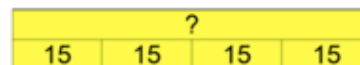
Multiply a two-digit number by a one digit.

<p>Partition to multiply using Numicon, base 10 or Cuisenaire rods 4×15</p>	<p>Children to represent the concrete manipulatives pictorially.</p>	<p>Children to be encouraged to show the steps they have taken.</p> <p>A number line can also be used</p>
<p>Formal column method with place value counters (base 10 can also be used.) 3×23</p>	<p>Children to represent the counters pictorially.</p>	<p>Children to record what it is they are doing to show understanding.</p> $\begin{array}{r} 3 \times 23 \\ 3 \times 20 = 60 \\ 3 \times 3 = 9 \\ 60 + 9 = 69 \end{array}$ <p>23 $\times 3$ 69</p>
<p>Formal column method with place value counters. 6×23</p>	<p>Children to represent the counters/base 10, pictorially e.g. the image below.</p>	<p>Formal written method</p> $\begin{array}{r} 6 \times 23 = \\ 23 \\ \times 6 \\ \hline 138 \\ 1 \end{array}$

Using the bar to solve multiplication problems.

4 children go to the cinema.
 They each pay £15. How much do they spend altogether?

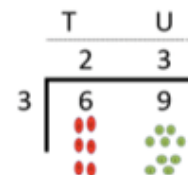
Whole unknown



Division

Vocabulary: Part, whole, See Y1 and Y2 and Inverse, remainder

Dividing using short division.



Remind children of correct place value, that 69 is equal to 60 and 9, but in short division, pose:

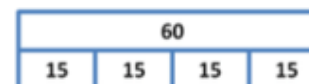
- How many 3's in 6? = 2, and record it above the 6 tens.
- How many 3's in 9? = 3, and record it above the 9 ones.

Once children demonstrate a full understanding of remainders, and also the short division method taught, they can be taught how to use the method when remainders occur within the calculation (e.g. $42 \div 3$), and be taught to 'carry' the remainder onto the next digit.

<p>Sharing using place value counters. $42 \div 3 = 14$</p>	<p>Children to represent the place value counters pictorially.</p>	<p>Children to be able to make sense of the place value counters and write calculations to show the process.</p> $\begin{array}{r} 42 \div 3 \\ 42 = 30 + 12 \\ 30 \div 3 = 10 \\ 12 \div 3 = 4 \\ 10 + 4 = 14 \end{array}$
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Using the bar to aid the solving of division problems – grouping and sharing

$$60 \div 4 = 15$$



'60 in four equal parts'

$$28 \div 7 = 4$$



'How many 7s in 28?'



Science

Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Rocks and soils		Forces		Plants, animals and light	

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
History	Stone Age to Iron Age		Shang Dynasty			
Geography	The UK		China		Weather	
Computing	Connecting computers	Stop-frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
Art	Gestural drawing with charcoal		Working with shape and colour		Telling stories through drawing and making	
Music	Creating compositions in response to an animation Mountains	Developing singing technique The Vikings	Ballads	Pentatonic melodies and composition Chinese New Year	Jazz	Traditional instruments and improvisation India

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
French	I'm learning French	Seasons	Musical instruments	Fruits or vegetables	Ice creams	Little Red Riding Hood
PSHE	Health and wellbeing		Relationships		Living in the wider world	
RE	What do Christians believe about God and incarnation?		What do Jews believe about God, the Covenant and the Torah?		What do Muslims believe about Islam and the Imam?	
PE – Tuesday (with teachers)	Gymnastics		Swimming Strode Swimming pool		Hockey	Dance
PE- Monday (with Strode)	Netball	Basketball	Football	Tag Rugby	Striking skills	Athletics

Swimming



Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations
- **Year 3 will be swimming every Friday in the Spring Term.**

Homework

Reading

Spellings

- Sent home every week

TT Rockstars and Numbots



Snacks

- Healthy snacks only- No chocolate, crisps or sweets.
- We encourage children to eat fruit at this breaktime. This is freely available to all.
- Please remember we are a nut free setting.



Class Dojo

- This is used to reward positive dojo points
- Inform parents of key dates and messages
- Show parents what has been happening in class.

Teachers will:

- Reward dojo points daily linked to our school values
- Update the class story weekly with photos and explanations of what we have been learning
- Inform you of key messages and dates
- Respond to messages during working hours 9-4



School Expectations

Children should be in school uniform everyday- this includes black school shoes or trainers. No boots.

No jewelery except small stud earrings

Hair should be tied up- our children are active and this can cause safety issues. If it is long enough to be tied up, please do.

PE kit should be worn on PE days- this is a coloured tshirt to match your house colour and a plain black or blue jumper.

After School Provision

TLE will be responsible for all wraparound care. This needs to be booked in advance through the TLE website. [Event Search | TLE Sports Coaching.\(coordinate.cloud\)](#)

School will run breakfast club, which needs to be booked 48 hours in advance through parentmail.

School run clubs can be booked termly through parentmail.

TLE Timetable

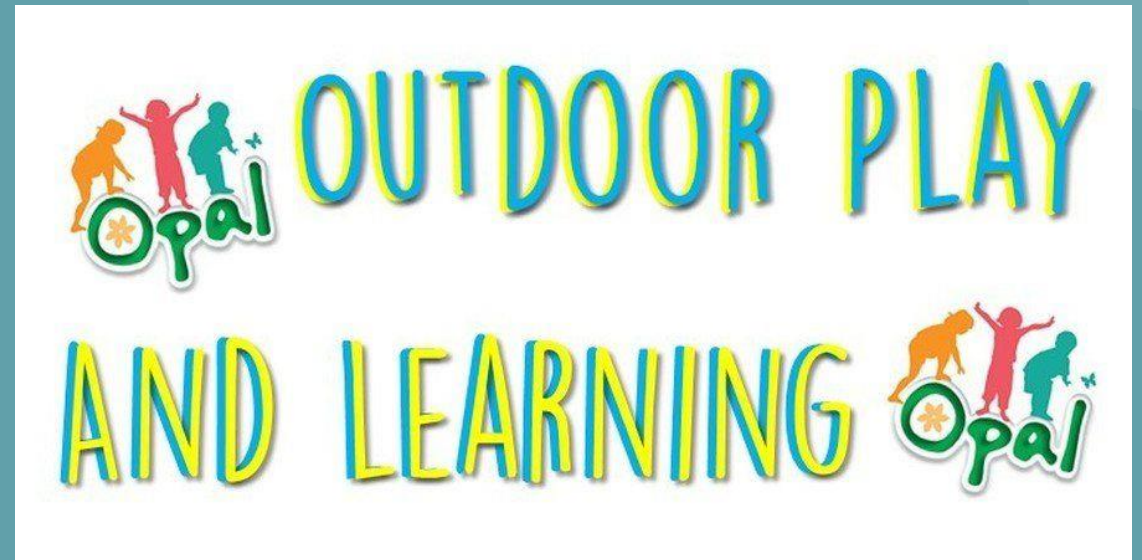
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Timetable 2023 – 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 (ASC1)	Nerf	Science	Dodgeball	Football	Arts
3:30 – 5:00 (Wrap Around)	Games / Craft	Games / Craft	Games / Craft	Games / Craft	Childrens Choice

To make sure children can play outdoors everyday they need to be warm, dry and comfortable, with the right clothing for all kinds of weather.

The children may get a bit messier and so we are asking for every child to have named wellies or waterproof shoes, a waterproof coat (not showerproof) and waterproof trousers (or puddle suits) if possible in school every day-even in KS2.



Each class will have 1 session per half term. Children need to wear outdoor clothes suitable for the weather.
They will get muddy!



Any Questions

- If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.
- The best ways to contact us:
- email the school office. We will respond as soon as possible.
- catch us at the end of the day when we bring the children out.

