

Hurworth
Primary School

Consider. Create. Contribute

Year 3

Information Meeting

Staff

Miss Pears
Y3 Teacher



Mrs Simpson
Y3 Teacher



Mr King
Y3 Teaching Assistant



Mrs Maddison
Head Teacher



Mrs Lennon
Deputy Head Teacher



Miss Fogg
Assistant Head Teacher



The School Day

The gates open at 8:45 and the children can come straight to the Year 3 classroom. Towards the field and turn right. The Year 3 classroom is the last classroom next to the school hall.

The children will put their bag in their allocated locker (shared) outside of the classroom and then hang their coat up on their peg inside the classroom. Packed lunches will be stored on a trolley in the street outside the school hall. Water bottles will be stored in boxes next to the sink in the Year 3 classroom.

The school day ends at 3:20. Children should be collected from the school gate.

Daily Routines

Mornings

- English
- Maths
- Whole Class Reading
- Mental Arithmetic (3 days a week)

Afternoons

- Times Tables
- Spellings
- We Love to Read
- Class Novel
- Wider Curriculum:
 - Science
 - History/Geography
 - Art/Design and Technology
 - PE
 - RE/PSHE
 - Music/MFL (French)
 - Computing

Daily Routines

Playtimes

- 10.30 – 10.45 with Year 4, 5 and 6
- They will have one play time per week on the MUGA
- They are welcome to bring in a healthy snack (e.g. fruit or vegetables)
- Children should have water in school everyday and they will be encouraged to use playtimes and lunchtimes for drinks and toilet trips.

Lunchtimes

- Our lunchtimes run from 12:00 – 1:00.
- We run a family system, where each family of children from across the school eats and plays together.
- At lunchtimes, the children can play across all of our areas.



Uniform

- Our school colours are royal blue, white and grey.
- Branded items can be purchased from Brigade. However, **no branded items are compulsory.**
- Uniform expectations:
 - Royal blue sweatshirt or cardigan
 - Grey skirt, pinafore, trousers or shorts
 - White polo-shirt
 - White or grey socks/black or grey tights (with skirts or pinafores)
 - Sensible black shoes (no high heels or trainers)
 - Blue and white gingham dress
- **Please make sure that all jumpers, cardigans, coats, hats and gloves are named.**

Uniform

- Jewellery: For reasons of health and safety, jewellery is not to be worn at school. In those cases where children have pierced ears and need to wear earrings to school then these should be one set of single studs only. Smart watches should not be worn in school. Simple analogue or digital watches are permitted, but should not be used as a distraction.
- Hair: Children should have smart hair cuts. Radical designs and hair dye are strongly discouraged.
- Make Up: It is not appropriate for children to wear make-up or nail varnish.
- We aim to avoid designer products (bags, coats, water bottles).

PE

- PE day will be **Wednesday**.
- Children should come to school in their PE kit.
- They will need appropriate clothing for the weather (sunhats for warm weather, waterproof coats and hats for cold weather.)
- All jewellery must be removed before PE. If your child is wearing earrings, please ensure that they can remove their own or you provide plasters to cover them.
- Please avoid fashion, branded or patterned sportswear.
- **Please make sure that all hoodies are labelled with your child's name.**



White T-shirt
(available with school logo)



Royal blue shorts



Royal blue hooded sweatshirt (available with school logo)



Long, plain jogging bottoms or leggings



Trainers

National Curriculum

- English (writing, reading, spelling/phonics, handwriting)
- Maths
- Science
- Computing
- Music
- PE

- PSHE
- RE
- Science
- Geography
- History
- Art
- Design Technology
- French

Reading Expectations

Word Reading

- Decode unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Decode unfamiliar words using knowledge of prefixes, roots and suffixes.
- Read Year 2 and some Year $3\frac{3}{4}$ statutory words with automaticity.

Reading Expectations

Fluency

- Read at 90% accuracy.
- Read an increasing number of words 'at a glance'.
- Read at a rate that supports understanding (**100 – 124 WCPM**). *Year 2: 85 – 109 WCPM*
- Read in three word phrases rather than word by word.
- Use punctuation as a guide of when to pause.
- Self-correct to improve accuracy of reading.
- Read with expression such as varying volume and intonation.

Reading Expectations

Comprehension

- Summarise some of the main events/information from a text.
- Respond to and pose a range of questions, in order to understand or clarify the content of what they are reading.
- Infer meaning from texts through making connections to their own lives, other texts and their knowledge and understanding of the world.
- Draw on their knowledge of language and vocabulary used in different contexts to demonstrate further understanding.
- Have knowledge of the structure of both fiction and non-fiction texts, using this to support overall understanding.
- Develop mental representations based on prior knowledge of vocabulary and the world around the, with information from the text.

Writing Expectations

Transcription

- Spell most words correctly and make phonetically plausible attempts at others using the GPCs taught.
- Apply taught spelling patterns in order to add prefixes and suffixes to words correctly.
- Spell the Year 1/2 common exception words correctly.
- Spell the taught Year 3/4 statutory words mostly correctly.
- Choose the correct spelling of common homophones to match the context.
- Spell most common contraction words correctly.
- Write with legible and consistent handwriting, with clear ascenders and descenders.
- Use some lower case letter joins within words.
- Use editing to increase the accuracy of spelling and punctuation in writing.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Writing Expectations

sentence structure

- Punctuate sentences with a capital letter and correct end of sentence punctuation.
- Use commas in lists.
- Put the apostrophe in the correct place within contractions and for singular possession.
- Use inverted commas to punctuate speech sentences mostly correctly.
- Use co-ordinating and subordinating conjunctions to join and extend many sentences.
- Use present and past tenses with increasing consistency.
- Use subject-verb agreement mostly correctly *e.g. 'I was happy' not 'I were happy'*.
- Use adverbs and prepositions to extend sentences.

Writing Expectations

Composition

- Write coherent narrative pieces (including short stories, character and setting descriptions).
- Structure simple narrative stories to include a beginning, middle and end.
- Write coherent non-narrative pieces using appropriate language and some organisational features.
- Add detail and description through the use of adverbs, adjectives and prepositions to make writing more interesting or for clarity.
- Organise writing into paragraphs to aid cohesion.
- Use pronouns to replace nouns in order to avoid repetition.

Writing Expectations

Witness Statement

For office use only
 Witness Name: _____
 Date: _____
 Case number: _____

Witness Statement
 I, Munko of China was witness to an incident on 3rd July 2024
 What follows are the facts from my point of view and as far as I know them.

I, Minister of China was witness to an incident on 3rd July 2024 that follows are the facts from my point of view and as far as I know them.

I am an engineer from China and we were set to go to the beach in Northern Australia. We had to go get the Iron man he made a grid for him. He advised that he needed help. The Iron man seemed "SIT UP" to the dragon. The Iron man challenged him to a test of strength. He laughed sarcastically. We poured oil into the hole. He was white hot he got so hot that he turned invisible! We felt sorry for him. His face turned black, blue, orange, then red. He was sticking himself that even he got nose and better and better.

So he came down to the beach to cool down. The monster was led on the sun. We hid behind the thick bushes or streams over a mile away. The Iron man eat was melting. The monster melted on the beach the Iron man was crushed. From a distance he could not see angel bat.

It was crazy!

Witness Declaration
 I believe that what I have stated in this witness statement is the whole truth.
 Signed Munko Date 3.6.24

How to make a pop up card with your child

What you need:

- Glue
- A4 paper
- Scissors
- Coloured pencils
- Card
- An adult

Method

1. Firstly get a piece of paper and choose seven colours. Colour a rectangle of each colour you chose and thoroughly colour the like is well.
2. When you're done sliding the A4 paper if that is still white paper get some scissors and cut it to be careful with the scissors.
3. Thirdly bend the rainbow back and forth.
4. Get the glue stick and put glue on one end then the other.

Put it in the folded card.

Top Tip:
 Take a break if you need to

sp. colour break

Dear diary,
 My big brother Julius was being mean again like usual! Sometimes father would say you are not a Mesopotamian blue pure blood kitten.

Firstly, I woke up then I went down stairs and found that my breakfast was missing! It was Julius again he ate my breakfast! Then I felt like that I could go outside so I sneaky went to the door that led outside then Julius scold me and said were are you going, little insect? Then I said nowhere.

I saw Jerome, Jay, Jethro and Julius playing some games then I said can I join in and Julius said NO! You can not little stupid creature. Julius was being mean again I had to say something but then Jerome interrupted and said go away. Then it was lunch time and Elder Paw was telling a Tald tale. I have always loved Elder Paw's tales they were amazing. I only had bit of good because Julius ate nearly all of it.

I wanted to go outside again so I quietly and sneaky try to go outside while everyone was busy so I did. But then father saw me he looked hardly at me. Then I ran away to go and eat supper but I saw that Julius hurriedly ate my supper it wasn't fair. Then I left the room then I saw a man and two black cats, so I told mother and father but they didn't believe me especially Julius so then we called the family council.

I hope Julius won't be mean again I will write again soon.

Vorank Vorank

Maths Expectations

Maths Long-Term Plan: Year 3

Autumn	Place Value (4 weeks)	Addition & Subtraction (4 weeks)	Statistics (2 weeks)	Multiplication & Division (4 weeks)	Assessment (1 week)
Spring	Measurement & Perimeter (3 weeks)	Fractions (6 weeks)	Mass & Capacity (3 weeks)	Assessment (1 week)	
Summer	Money (3 weeks)	Time (4 weeks)	Shape (4 weeks)	Assessment (1 week)	

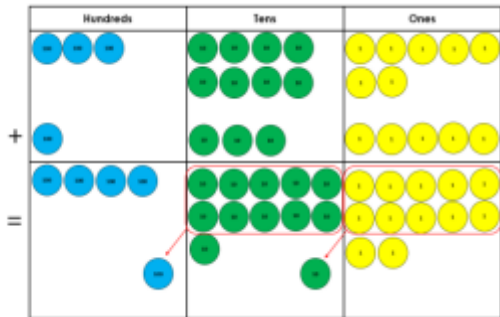
Maths Expectations

- Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) and compare and order up to 1000.
- Find 10 or 100 more or less than a given number.
- Add and subtract numbers mentally (crossing the 10s barrier).
- Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- Add and subtract numbers with up to three digits, using formal methods of column addition and subtraction
- Calculate multiplication and division statements, using mental and progressing to formal written methods.
- Solve number and word problems, including missing number problems, using number facts and more complex addition, subtraction, multiplication and division.
- Count in multiples of 50 and 100.
- Recognise, find and write fractions of a discrete set of objects, add and subtract fractions with the same denominator ($\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$), compare and order unit fractions and recognise and show equivalent fractions with small denominators.

Maths Expectations

Example methods:

$$387 + 135 = 522$$

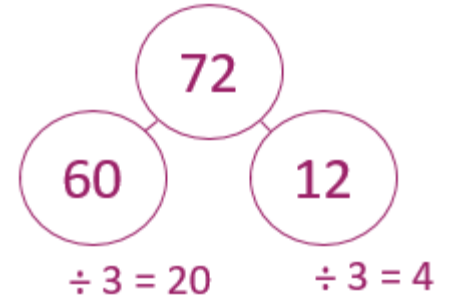


$$\begin{array}{r} 200 \cancel{300} + \cancel{140} + 7 \\ - 100 + 50 + 5 \\ \hline 100 + 90 + 2 = 192 \end{array}$$

$$\begin{array}{r} 2 \ 3 \ 1 \\ + 3 \ 2 \ 2 \\ \hline 5 \ 5 \ 3 \end{array}$$



$$72 \div 3 = 24$$

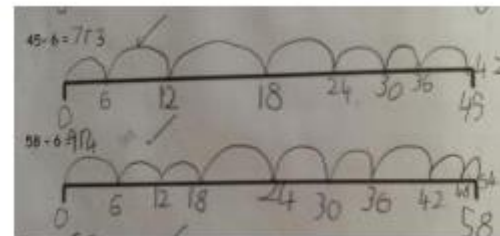


x	40	6
3		
	120	18

$$46 \times 3 = 138$$

x	20	9
6	120	54

$$120 + 54 = 174$$



Maths Expectations

Areas you can help with at home:

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Tell and write the time to the nearest minute on an analogue and digital (12 and 24 hours) clock.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Comparing time and calculating durations of events in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m., p.m., morning, afternoon, noon and midnight.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

The Wider Curriculum

Where do we live?
(Our town – Darlington)

Has Christmas lost its true
meaning?

Painting: Landscapes

Animals Including Humans
(Bodies and Nutrition)

Light and Shadows

Coding

Forces and Magnets

Football

Singing, Playing,
Composing

Swimming

Gymnastics

What is the geography of
the United Kingdom?

How can we look
after our physical
and mental
health?

Drawing: Self-Portraits

Touch Typing

Rocks, Fossils and Soils

Spreadsheets

Hockey

French: Fruits and
Vegetables

Does praying at regular
intervals help Muslims in
their everyday lives?

What were the
achievements of Ancient
Egypt and what did they
lead to?

Online Safety

How did Britain change
during prehistory?

Collage: Illustrations

French: Animals

Plants

Structure: Shell Structures

A more detailed overview will be added to the school website each term and will be sent out via email.

Homework

Homework is handed out on a **Monday** and is collected back in on a **Friday**.

- Maths homework – linked to times tables learning. Will include an optional stretch task linked with learning from the previous week. Practise 3 times per week on Times Table Rockstars.
- Spelling homework – will be given 10 spellings to practise following the rule taught that week. Spelling Bee (on a **Friday**) will contain 4 words from the list, 2 using the same spelling pattern, 2 of the year group words and 2 words from previous weeks. Spelling Shed is a good tool for practising but children can practise in whichever way they find helpful.

Children should be capable of completing their homework independently but they may ask for help which they need to know is ok. If you cannot help, please remind your child that they can bring their homework in and ask us for help with it first thing on a morning.

We expect the children to take full responsibility of their homework including packing it in their bag ready to hand in.

Reading at Home

- All children are expected to read at least **three** times per week at home including both quiet reading (if ready) and reading aloud.
- Still being heard reading aloud is extremely important to ensure children continue to develop their fluency and accuracy.
- Children choose books from our school library or our classroom library. Most children will start on 6+ books in Year 3 and will move onto the next level when we feel they are ready. This will be checked in the first weeks of the autumn term.
- For children continuing on Little Wandle, they will read a book in school as they have been doing in Year 2. They will move on when they are ready.
- Children can record their own reading. Please can an adult check this and sign it off before reading records are checked on **Friday**.
- Children will also read in school throughout the week so please ensure their reading book and record are in their bags each day.
- Children who have read **three** times will receive a bookworm treat and their names will be entered into our half-termly raffle to receive a book token.

Independence

	Pride	Have a go	Basics	Responsibility	Educational
Year Two	<ul style="list-style-type: none"> Use resource banks for improvement in work before asking for help 	<ul style="list-style-type: none"> Gather all items needed for a task and begin straight away, then return these items when finished Move objects to wipe a cluttered area (e.g. cleaning up after using paint in art) 	<ul style="list-style-type: none"> Pour own drink from a jug Tie shoelaces (do not buy school shoes with laces until they can do this) Know their own birthday and address 	<ul style="list-style-type: none"> Complete homework independently and (with the aid of parents) bring in on time Write in their own reading record and parents sign it at end of week Take ownership of stationery and pencil case in school Pack own bags at home ready for school Be responsible for remembering own glasses Collect all belongings at the end of the day 	<ul style="list-style-type: none"> Independently respond to T Mail Fold a sheet of paper in half Use a ruler to cross out errors (one neat horizontal line)
Year Three	<ul style="list-style-type: none"> To take responsibility for what they need to bring to school, PE kit etc. 	<ul style="list-style-type: none"> If they encounter a problem, try and self-solve this 	<ul style="list-style-type: none"> Be able to clean own glasses (parents to provide wipes/cloth for children to do so) Know their own date of birth Know a contact phone number 	<ul style="list-style-type: none"> Take complete ownership of their homework Ask teacher for homework if they have been absent If homework is a problem, ensure that they request support from the teacher prior to deadlines Change independently for swimming Get new equipment independently e.g. a new glue stick if it runs out 	<ul style="list-style-type: none"> Know the timings of the school day and use an analogue clock to work out how long until the next transition point Sharpen own pencil

Trips and Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs, trips and enrichment experiences.
- In Year 3, some of our trips will include:
 - Preston Park
 - Stone Age – Land of Iron
 - Life Centre
- One of our enrichment experiences will link to enterprise. The children will run their own activities to fundraise for one of their trips in each year group.

Our 'Independence Away From Home' Progression

Reception and Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
An extended day experience	An after-school club	An evening in school	An overnight stay off-site	A multi-day residential (activity centre)	An overnight stay (in a city close to Darlington)	A multi-day residential (in a city further afield)

Keep Up to Date

- You can find out more information about what the children are up to in school through our social media accounts.
- We also add termly information about the children's learning and other useful information to the class pages on our school website:
www.hurworthprimary.com



Hurworth Primary School

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Any questions?