



Year 3

# Information Evening

# Staff

**Miss Pears**



**Mrs Williams-Keers**



**Mrs Maddison  
Head Teacher**



**Mrs Lennon  
Deputy Head Teacher**



# The School Day

The gates open at 8:45 and the children can come straight to the Year 3 classroom.

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

# Daily Routines

## Mornings

- Whole Class Reading
- Maths
- English
- Phonics sessions and reading groups

## Afternoons

- Times Tables
- Handwriting
- Reading of class novel
- Wider curriculum subjects

## Playtimes

- 11.45 – 12.00
- Rest of KS2 children
- Monday – MUGA
- Tuesday – Friday – playground or field



## Lunchtimes

- Playtime 12.00 – 12.30
- Lunch 12.30 – 1.00
- Year 2 and Year 4 (just Year 2 on a Wednesday)
- Playground or field

# PE

- PE sessions are on Tuesday.
- 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 ensure hair below shoulder length is tied up.
- 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
- Geography
- History
- Art
- Design and Technology
- French

# Writing Expectations



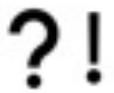
Have **neat, joined handwriting** that is **consistently sized**.



Have **capital letters** and **full stops**.



Have **capital letters** for names and the pronoun **I**.



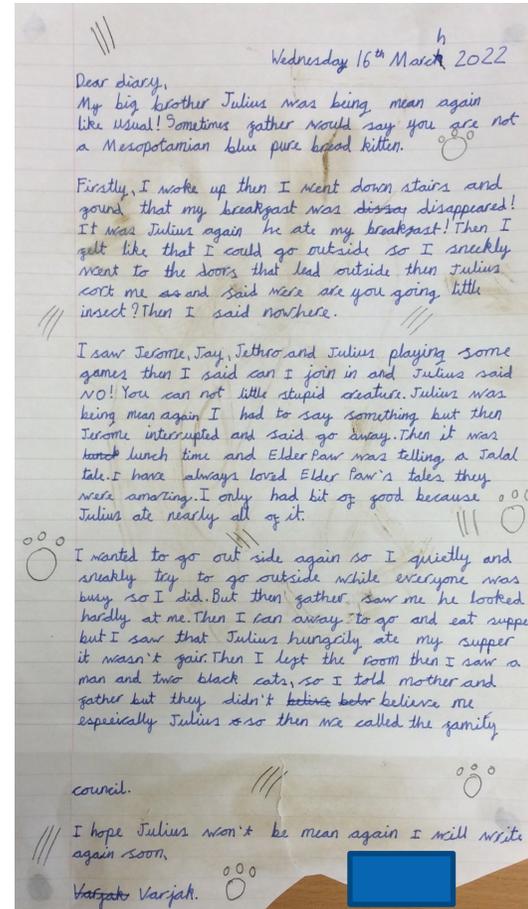
Use **question marks** and **exclamation marks** correctly.



Use **apostrophes** for **contraction** and **possession**.



Be written in the correct **tense**.



# Writing Expectations

- Uses further prefixes and suffixes.
- Spells homophones correctly.
- Can spell most of the Year ½ words and some of the Year ¾ words correctly in writing.
- Uses a range of conjunctions including coordinate and subordinate.
- Use adverbs to convey time, manner and place. Begin to use inverted commas to punctuate direct speech.
- Creates basic settings, characters and simple plot in narratives with appropriate detail.
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary.
- Read aloud their own writing, to a group or to the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

# Reading Expectations

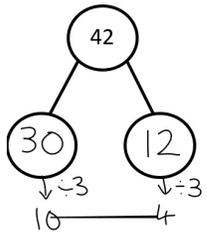
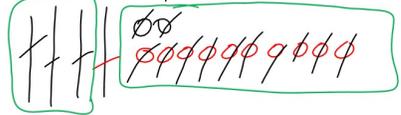
- Reads books fluently and for a range of different purposes.
- Gather information from more than one point across the text to draw together inferences.
- Skim and scan to find key words or get a general feel.
- Listens to and can express a view about a wide range of books.
- Use knowledge of the alphabet to locate information in non-fiction texts.
- Check texts make sense to them and can discuss understanding.
- Can summarise main points in a text.
- Make predictions based on what is stated.
  
- Whole Class Reading or Reading Groups

# Maths Expectations

	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	Number <b>Place value</b> Numbers to 1000 <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> Formal methods <a href="#">VIEW</a>				Number <b>Multiplication and division A</b> 3, 4 and 8 times tables <a href="#">VIEW</a>					
Spring term	Number <b>Multiplication and division B</b> Formal methods <a href="#">VIEW</a>		Measurement <b>Length and perimeter</b> Measure Equivalent lengths Add and subtract Perimeter <a href="#">VIEW</a>			Number <b>Fractions A</b> Count in tenths Equivalent fractions Add and subtract <a href="#">VIEW</a>		Measurement <b>Mass and capacity</b> Measure and compare Add and subtract <a href="#">VIEW</a>				
Summer term	Number <b>Fractions B</b> <a href="#">VIEW</a>		Measurement <b>Money</b> Add and subtract Give change <a href="#">VIEW</a>		Measurement <b>Time</b> To the minute Dialogue and digital <a href="#">VIEW</a>			Geometry <b>Shape</b> Angles and lines <a href="#">VIEW</a>		<b>Statistics</b> Pictograms Bar charts Tables <a href="#">VIEW</a>		Consolidation

# Maths Expectations

$$42 \div 3 = 14$$



Tens	Ones
1	000
1	000
1	000

$$10 \div 4 = 14$$

$$96 \div 4 =$$

2	4
4	896

$$90 \div 4 = 20 \text{ r } 10$$

$$9 \div 4 = 2 \text{ r } 1$$

$$16 \div 4 =$$

$$\text{Calculate } 5 \times 32 = 160$$



H	T	O
	000	00
	000	00
	000	00
	000	00
0	000	00

H	T	O
	3	2
		5
	1	6
		0

$$2 \times 5 = 10$$

$$30 \times 5 = 150$$

$$150 + 10 = 160$$

H	T	O
3	5	1
2	6	3
6	1	4

+

Hundreds	Tens	Ones
100 100 100	<del>10</del> <del>10</del> <del>10</del>	1
100 100	<del>10</del> <del>10</del> <del>10</del>	1 1 1
6	1	4

Hundreds	Tens	Ones
1 1	2 2	1
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>
	<del>10</del> <del>10</del> <del>10</del>	<del>1</del> <del>1</del> <del>1</del>

$$211 - 65 =$$

H	T	O
2	1	1
	6	5
	1	4
	6	5

# Maths Expectations

Complete the sentences.

a) 100 more than 763 is

b)  is 100 more than 765

Draw the hands on the clocks to show the correct times.

a)



28 minutes to 6

b)



6 minutes to 12

Mia's teacher asks her to find, explain and correct her mistake.

Tens		Ones	

		4	7
x		2	4
		1	6

Draw an arrow to show the fractions on the number lines.

a)  $\frac{1}{2}$



b)  $\frac{1}{3}$



c)  $\frac{1}{4}$



Are your answers accurate or are they estimates?

The bar model represents  $\frac{1}{2}$



Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

# The Wider Curriculum



How do festivals and worship show what matters to a Muslim?  
What do Christians learn from the Creation story?  
What kind of world did Jesus want?

How can we be a good friend?  
What keeps us safe?  
What makes a community?  
What are families like?  
Why should we keep active and sleep well?

A more detailed overview will be added to the school website each term.

# Homework

Homework is handed out on a **Friday** and is expected to be returned the following **Thursday**.

Maths homework – linked to times tables learning. Times table tests are on a Friday morning.

Spelling homework – 12 spellings (ten spelling words and two Year 3 common exception words). Spelling tests are on a Thursday morning.

**Spelling Shed** 



Children should be capable of completing their homework independently but may need a check in or know that they can ask for help if they need it.

Children should be fully responsible for their own homework including packing it away in their own bag ready to hand it in.

# Trips and Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs and experiences.
- In Year 3, some of our trips will include:
  - Stone Age Day
  - Captain Chemistry visit linking with Forces and Magnets science topic
  - Whole School Pantomime Trip

## 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)

# Independence

	Pride	Have a Go	Basics	Responsibility	Educational
Year 2	<ul style="list-style-type: none"> <li>Use resource banks for improvement in work before asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Gather all items needed for a task and begin straight away, then return these items when finished</li> <li>Move objects to wipe a cluttered area (e.g. cleaning up after using paint in art)</li> </ul>	<ul style="list-style-type: none"> <li>Pour own drink from a jug</li> <li>Tie shoelaces (do not buy school shoes with laces until they can do this)</li> <li>Know their own birthday and address</li> </ul>	<ul style="list-style-type: none"> <li>Complete homework independently and (with the aid of parents) bring in on time</li> <li>Write in their own reading record and parents sign it at end of week</li> <li>Take ownership of stationery and pencil case in school</li> <li>Pack own bags at home ready for school</li> <li>Be responsible for remembering own glasses</li> <li>Collect all belongings at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>Independently respond to T Mail</li> <li>Fold a sheet of paper in half</li> <li>Use a ruler to cross out errors (one neat horizontal line)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>To take responsibility for what they need to bring to school, PE kit etc.</li> </ul>	<ul style="list-style-type: none"> <li>If they encounter a problem, try and self-solve this</li> </ul>	<ul style="list-style-type: none"> <li>Be able to clean own glasses (parents to provide wipes/cloth for children to do so)</li> <li>Know their own date of birth</li> <li>Know a contact phone number</li> </ul>	<ul style="list-style-type: none"> <li>Take complete ownership of their homework</li> <li>Ask teacher for homework if they have been absent</li> <li>If homework is a problem, ensure that they request support from the teacher prior to deadlines</li> <li>Change independently for swimming</li> <li>Get new equipment independently e.g. a new glue stick if it runs out</li> </ul>	<ul style="list-style-type: none"> <li>Know the timings of the school day and use an analogue clock to work out how long until the next transition point</li> <li>Sharpen own pencil</li> </ul>

# Reading at Home

- All children are expected to read at least **three** times per week at home.
- Children choose books from our school library if they are currently reading 6+ or 7+ books.
- Children can record their own reading. Please can an adult check this and sign it off before reading records are checked on Thursday.
- 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.

# Rewards

- Children receive stamps for positive behaviour, behaviour for learning, good manners and good work.
- When they receive 10 stamps, they get a Steps to Success.
- Steps to Success are also given for big achievements, such as a fantastic piece of work or putting a lot of effort into learning.
- 20 Steps to Success = a certificate
- Certificates are awarded in order of the colours of the rainbow, metallics, gemstones and planets.



# Rewards

- For children who go 'Above and Beyond' the school expectations and do more than simply follow the rules of the school. Children who stand out at a particular time for doing something special will receive recognition for this in the form of a 'Wow'.
- A Wow text will be sent home with information about what the Wow was for.
- Individual children should not receive several of these each week; they are special and highly regarded.
- These can also be sent to groups of children or whole classes if they have gone 'Above and Beyond'!



# Rewards

- Each class has a recognition board to promote our school motto: 'Consider, Create, Contribute'.
- Each class will have a current focus linked to the needs of the class. It may be an improvement in lining up, transitioning to independent work more quickly, taking responsibility for tidying up their resources etc. We decide on these together.
- When we catch a child doing the right thing, their name is added to the recognition board. Once it is on, it cannot be removed. When all the names are on the board, the class have proven that they can all do it and if they are not, they are choosing not to. There should be a celebratory 'Hip Hip Hooray'. It is a big deal and should be made to feel as such.



# Rewards

- Each week, teachers nominate a Pupil of the Week for demonstrating excellence in relation to any of the school's six core values. This award is earned and given on merit and a child may be awarded it more than once during the year.
- In our weekly celebration assembly, each class teacher gives a small speech explaining why the child has achieved the nomination in relation to one of our six core values or sub-traits. They then receive a certificate and small prize.

Kindness



Respect



Resilience



Fairness



Teamwork



Ambition



# Rewards

- Team stickers are handed to the children in all areas around school EXCEPT the classrooms. Children are awarded team stickers for:

- Demonstrating our school values
- Good behaviour in the hall during assemblies
- Smart and quiet lining up
- Eating with good table manners
- Demonstrating fantastic walking
- Being polite and showing courtesy to others
- Being helpful
- Playing cooperatively
- Good behaviour when out in the community

- At the start of each half term, the class teacher and children set an aspirational target (100) and decide what their treat will be.
- **This half term our treat will be: PJ day with teddies, treats and a movie**
- Team stickers are handed out to the children by any member of staff in school.
- These are collected by the class teachers and recorded in the classrooms.
- If the children meet their target at the end of each half term, the class are rewarded with their chosen treat.
- On the rare occasion the children do not meet their target, they will not receive their end of half term treat. We believe this is an important life lesson.

# Consequences

- We aim to promote positive behaviour through praise, recognition and rewards.
- Unacceptable behaviour choices are dealt with through our behaviour pathway. Incidents will be recorded on CPOMs if deemed appropriate by the adult dealing with the behaviour.
- More serious behaviour issues, or persistent poor behaviour, will result in SLT being notified, the incident being recorded on CPOMs and parents being informed by an issue slip as well as in person or via a phone call.
- More information about rewards and consequences can be found in our behaviour policy.

## **Behaviour Pathway**

1. Reminder
2. Final warning
3. Time out and Repair



# 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 on the class pages on our school website:  
[www.hurworthprimary.com](http://www.hurworthprimary.com)



**Hurworth Primary School**

<https://www.facebook.com/HurworthPrimarySchool/>

 **Follow @HurworthPrimary**



[Home](#) [Our School](#) [Pupils](#) [Parents](#) [Curriculum](#) [Statutory](#) [LIN Service](#) [Links](#) [Contact Us](#)

Curriculum by Year Group

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Hurworth  
Primary School



Any questions?