

Home Learning

Guidance - Year 3



COLLABORATION
WE DEVELOP STRONG
RELATIONSHIPS AND
WORK TOGETHER.



RESILIENCE
WE KEEP GOING
WHEN THINGS ARE
CHALLENGING



RESPONSIBILITY
WE TAKE OWNERSHIP
OF OUR ACTIONS AND
CHOICES



RESPECT
WE ARE KIND TO
OURSELVES AND
OTHERS



ASPIRATION
WE SET
AMBITIOUS GOALS
FOR OURSELVES

Year 3 Home Learning Expectations

We ask our parents and carers to help, support and encourage their child to complete the home learning tasks that are set.

Our expectation for home learning in Year 3 is as follows:

- Daily reading (and discussion about the book) **to or with an adult** at home.
- Reading diary to be completed by the child.
- If your child is reading a book on Accelerated Reader, they should take their quiz within 48 hours of completing the book. This can be done at home or in school.
- Spend time on DoodleMaths and DoodleEnglish completing allocated stars.
- Complete at least two sessions per week on Times Tables Rock Stars.
- Practice spellings from the spellings list sent home in the reading diaries (these can also be practised on DoodleSpell).



Reading



Learning to read is probably the most important part of your child's learning at primary school. Reading helps children to understand things, it enables them to express their feelings and it fires their imagination.

Your child will make accelerated progress with their reading if you **find the time to read with them every day** (for about 10 minutes).

Find a comfortable place to read with your child. Encourage them to read the text but do not put too much pressure on them; you can always read to them or try again at another time.

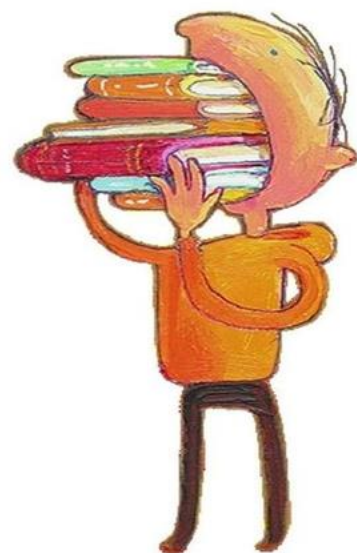
They will also benefit from seeing you read. When you read, you are showing them that reading matters and that it is something that brings you a lot of pleasure.

We ask all children to read daily at home and complete their reading diary. Please make sure you sign the diary once you have read with your child.

Questions to ask your child when reading

You can help your child to understand what they're reading (reading comprehension) by asking them questions about what they've read and about what might happen next in the text. Here are some examples of the types of questions you might want to ask them during or after they've read with you:

- *Do you like this character? Why / why not?*
- *Which words best describe that character?*
- *How do you think that character felt when...?*
- *How did the story make you feel? Why?*
- *Where is this book set? How do you know?*
- *When do you think this story happened? Why do you think that?*
- *What do you think might happen next?*
- *Would you recommend this book to a friend? Why / why not?*



Spellings

Children will have the common exception words sent home at the beginning of the year. We aspire for our children to be able to read, spell and apply them all by the end of the academic year. These can be practised both in the school reading diary and / or on DoodleSpell.

Each year group has a set of key words to learn to spell and these words will also be covered through the weekly spellings.

Spellings		
accident	famous	often
accidentally	February	quarter
answer	fruit	question
arrive	group	reign
build	heart	remember
certain	history	straight
circle	important	though
decide	island	although
describe	learn	thought
different	length	through
early	minute	weight
eight	naughty	woman
eighth	occasion	women
	occasionally	

Maths

We ask the children to spend time on DoodleMaths completing allocated stars. This will reinforce their learning in class.

Times tables help to support the children build their maths knowledge and enable them to problem solve confidently and accurately. The children will also have times tables set on Times Tables Rock Stars for them to practise at least twice a week.

In Key Stage 1, the children should have learnt and be fluent in the 2, 5 and 10 times tables.

In year 3, we ask the children to focus on the 3, 4 and 8 times tables. To extend the children's learning, we would ask that they learn the related division facts and be able to recall both within a 6 second time frame. This can again be supported through TTRS.

3x table

$1 \times 3 = 3$
$2 \times 3 = 6$
$3 \times 3 = 9$
$4 \times 3 = 12$
$5 \times 3 = 15$
$6 \times 3 = 18$
$7 \times 3 = 21$
$8 \times 3 = 24$
$9 \times 3 = 27$
$10 \times 3 = 30$
$11 \times 3 = 33$
$12 \times 3 = 36$

4x table

$1 \times 4 = 4$
$2 \times 4 = 8$
$3 \times 4 = 12$
$4 \times 4 = 16$
$5 \times 4 = 20$
$6 \times 4 = 24$
$7 \times 4 = 28$
$8 \times 4 = 32$
$9 \times 4 = 36$
$10 \times 4 = 40$
$11 \times 4 = 44$
$12 \times 4 = 48$

8x table

$1 \times 8 = 8$
$2 \times 8 = 16$
$3 \times 8 = 24$
$4 \times 8 = 32$
$5 \times 8 = 40$
$6 \times 8 = 48$
$7 \times 8 = 56$
$8 \times 8 = 64$
$9 \times 8 = 72$
$10 \times 8 = 80$
$11 \times 8 = 88$
$12 \times 8 = 96$

End of Year 3 National Reading Expectations

Reading
Word reading
1. I can develop a knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
2. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension
<i>Develop positive attitudes to reading and understanding of what I read by:</i>
3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books.
4. With support read books that are structured in different ways and reading for a range of purposes with age appropriate content and interest level.
5. Using a dictionary to check the meaning of words that I have read.
6. Increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
7. Beginning to identify themes and conventions in a wide range of books.
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
9. Discussing words and phrases that capture the reader's interest and imagination.
10. Recognising some different forms of poetry (e.g. free verse, narrative poetry).
<i>Understand what I have read, in books they can read independently by:</i>
11. Beginning to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context, with some support.
12. Asking retrieval and some inference questions to improve my understanding of a text.
13. Drawing basic inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with increasing accuracy.
14. Beginning to predict what might happen from details stated.
15. Identifying main ideas drawn from more than one paragraph.
16. Beginning to identify how features of a text contribute to meaning.
17. Retrieving and record information from non-fiction.
18. Participating in discussion about both books that are read to me and those I can read for myself.

End of Year 3 National Writing Expectations

Writing
Transcription: spelling
1. I can use prefixes and suffixes in writing.
2. I can spell homophones.
3. I can use the first two or three letters of a word to check its spelling in a dictionary with assistance.
4. I can write from memory simple sentences that include words and punctuation taught so far.
Transcription: handwriting
7. I can use the diagonal and horizontal strokes that are needed to join letters.
8. I can increase the legibility, consistency and quality of my handwriting (<i>by ensuring that the down strokes of letters are parallel and equidistant</i>).
Writing: composition
9. I can plan writing by using other examples as a model for my own writing.
10. I can draft & write by composing & rehearsing sentences orally.
11. I can begin to organise paragraphs around a theme.
12. In narratives, I can create settings, characters and plot.
13. In non-narrative material, I can use simple organisational devices such as headings and sub-headings with support.
14. I can begin to evaluate and edit by assessing the effectiveness of my own and others' writing.
15. I can evaluate and edit vocabulary choices.
16. I can proof-read for spelling and punctuation errors.
17. I can begin to read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
Writing: Vocabulary, Grammar and Punctuation
18. I can extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i> .
19. I can use the perfect form of verbs in contrast to the past tense.
20. I can use conjunctions, adverbs and prepositions to express time and cause.
21. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families.
22. I can begin to identify main and subordinate clauses.
23. I can indicate possession by using the possessive apostrophe with singular nouns and regular plurals.
24. I can use inverted commas to punctuate direct speech.
25. I can use and understand the grammatical terminology for Stage 3.

End of Year 3 National Maths Expectations

Maths
Place value
1. I can count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.
2. I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
3. I can compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.
4. I can identify, represent and estimate numbers using different representations.
5. I can solve number problems and practical problems involving these ideas.
Addition and subtraction
6. I can add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.
7. I can add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction.
8. I can estimate the answer to a calculation and use inverse operations to check answers.
9. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Multiplication and division
10. I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
11. I can write and calculate math statements for \times and \div using the tables I know, including 2-digit numbers times 1-digit numbers, using mental and formal written methods.
12. I can solve problems and missing number problems, involving \times and \div , including integer scaling problems and correspondence problems in which n objects are connected to m objects.
Fractions
13. I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
14. I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
15. I can recognise and use fractions as numbers: unit fractions and non-unit fractions small denominators.
16. I can recognise and show, using diagrams, equivalent fractions with small denominators.
17. I can add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
18. I can compare and order unit fractions, and fractions with the same denominators.
Measure
19. I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
20. I can measure the perimeter of simple 2-D shapes.
21. I can add and subtract amounts of money to give change, using both £ and p in practical contexts.
22. I can tell/write the time from an analogue clock, including Roman numerals from I to XII, and 12-hr/24-hr clocks.
23. I can estimate and read time with increasing accuracy to nearest min; record/compare time in secs, minutes, hrs and o'clock. Use vocab such as a.m./p.m., morning, afternoon, noon and midnight.

24. I know the no of seconds in a minute and the number of days in each month, year and leap year.

Geometry

25. I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

26. I can recognise that angles are a property of shape or a description of a turn.

27. I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle.

28. I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.

Statistics

29. I can interpret and present data using bar charts, pictograms and tables.

30. I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.