

# What Will My Child Learn In Year 3?

If your child is about to begin Year 3, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year however this document is meant as a general guide, covering the sorts of things that your child might be working on.

## English

### Reading Comprehension

- Reading fluently is increasingly important however understanding what he /she is reading is also very important.
- Children in Year 3 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Year 3 students should be encouraged to use a dictionary to understand meaning of words they don't know.
- Children might be expected to retell traditional and fairy stories, also myths or fables, in detail.
- They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.
- When reading poetry, children will be encouraged to recognise different types of poetry, e.g. tongue twisters or riddles.
- As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence. They will also be asked to make predictions and summarise the main ideas within a section of text.
- Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world. Children will also be encouraged to look back in the text so they can find the answer to a question.

### Writing and Spelling

- Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.
- In addition to this, children in Year 3 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear /here, some /sum)
- Children will also learn to place the possessive apostrophe in the right place (e.g. the lady's bag, Lewis' jumper).

## Handwriting

- Generally, children in Year 3 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

## Writing - Composition

- Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.
- Drafting and writing – Year 3 children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary. Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors. Children will keep in mind the level they are writing at and what they can do to achieve the next level.
- Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.



## Writing - Vocabulary, Grammar and Punctuation

- In Year 3, your child may work on accurate punctuation including speech punctuation (e.g. start writing speech for a new speaker on a new line and ending speech with a form of punctuation mark before closing speech marks).
- They may also practise when to use 'a' or 'an' depending on whether the next word begins with a consonant or vowel (an + vowel as first letter of the word).
- Within text, children will be encouraged to use appropriate headings and sub-headings, using the correct tense throughout.
- Finally, children will be taught different ways of starting sentences and joining sentences with words such as next, soon, however, although, after, so, while, before.

# Maths

## Number - Number and Place Value (Hundreds, Tens and Ones)

- Your child may learn to count in jumps of 4, 8, 50 and 100 and practise finding 10 or 100 more or less than another number. Children might extend their knowledge of place value to hundreds, tens and ones in order compare and order numbers to 1000.
- Year 3 children may practise reading and writing numbers up to 1000 in digits and words and solve number problems.

## Number - Addition and Subtraction

- In Year 3, your child may be taught to mentally add and subtract including a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds.
- They might also be introduced to adding and subtracting numbers up to three digits using formal written methods of column addition and subtraction (the methods and the order in which they are taught can vary between schools, your child's school will probably have a calculation policy that they would be willing to share with you).
- Children in this year group are likely to be encouraged to estimate the answer to a calculation and use inverse operations to check their final answer.
- They will solve addition and subtraction missing number problems using their knowledge of number bonds and place value.

## Number - Multiplication and Division.

- Your child may already be confident with their times tables however the national expectation by the end of year 3 is that children will be able to recall and use multiplication and division facts for the 3, 4 and 8 times tables, e.g.  $4 \times 3 = 12$ ,  $12 \div 4 = 3$ .
- They will also begin to use written calculation methods alongside their own times table knowledge to calculate sums involving a two and one-digit number.
- They will also use their knowledge to solve problems.

## Number - Fraction

- Fractions don't have to be scary!
- Your child may be taught to count in fractions such as tenths ( $1/10$ ) up to one in order to aid their understanding that fractions are part of a whole.
- They may also begin to connect their understanding of the fraction with the decimal ( $1$  divided by  $10 = 0.1$ ).
- They may continue to find different fractions of a number or set and recognise equivalent fractions, also understanding how to add and subtract fractions.
- Finally, they might compare and order fractions, using them to solve problems too.

## Measurement

- Children might learn how to add and subtract larger amounts of money and be able to give change.
- Children in Year 3 are likely to work on being able to tell and write the time from an analogue clock (with hands), including a clock using Roman numerals, to the nearest minute.
- They may work on writing the time in both 12 and 24 hour clock.
- Other helpful information includes children learning the number of seconds in a minute, the number of days in each month, year and leap year.
- Your child is likely to be solving time problems including finding the difference between two different times.
- Regarding other measures, children may experience measuring, adding, subtracting and comparing volume / capacity, length/height and mass/weight.
- Children will be taught how to measure the perimeter of a shape (the distance around the 2D shape).

## Geometry - Properties of Shape

- Your child may practise drawing 2D shapes, making 3D shapes and recognising all shapes in different orientations.
- Children will also learn how to measure angles and identify vertical and horizontal lines including pairs or perpendicular (two or more lines that intersect at a 90-degree angle) and parallel lines (two lines that never meet, they are always the same distance apart).

## Statistics

- Children are likely to interpret and present data using tables, pictograms and bar graphs.
- They will solve both one and two step problems relating to the data.

# Science

## Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, set up fair tests, make careful observations and take readings.
- Your child will then decide how to best present their data clearly, report on their findings and draw conclusions based on their initial question.
- All of the following topics are taught through the 'working scientifically' science strand.

## Plants

- Children may learn about the different parts of a flowering plant, using vocabulary such as roots, stem, leaves and flowers, and the job each part has to keep the plant healthy.
- They will investigate what a plant needs to grow but how this can vary from one plant to another.
- Children might investigate how water is transported within a plant and look at the life cycle of flowering plants.



### **Animals, Including Humans**

- Children may learn to understand the right type of nutrition and which animals have skeletons, and why.

### **Light**

- Your child is likely to learn what light actually is and why it is so important in our lives.
- They may also learn about the dangers of the sun, how shadows are made and how they can change.

### **Rocks**

- Most kids love getting their hands dirty and this topic is perfect if your child does too!
- They may learn about where soil comes from, how fossils are formed and compare and group different types of rocks.

### **Forces and Magnets**

- Your child is likely to learn about forces and magnets in Year 3.
- They may compare how different things move on different surfaces (friction) and learn about how magnets repel and attract each other and other materials.

## **Art and Design**

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.
- In Art and Design in Year 3, children may learn about how light and dark is created within different mediums (e.g. textiles, printing, painting and 3D sculpture), further develop brush control and develop their skills at working with a range of malleable materials such as clay.
- After producing any piece of art, children are generally encouraged to evaluate their own and other's work critically, looking for ways to improve it.



# Computing

## E-Safety

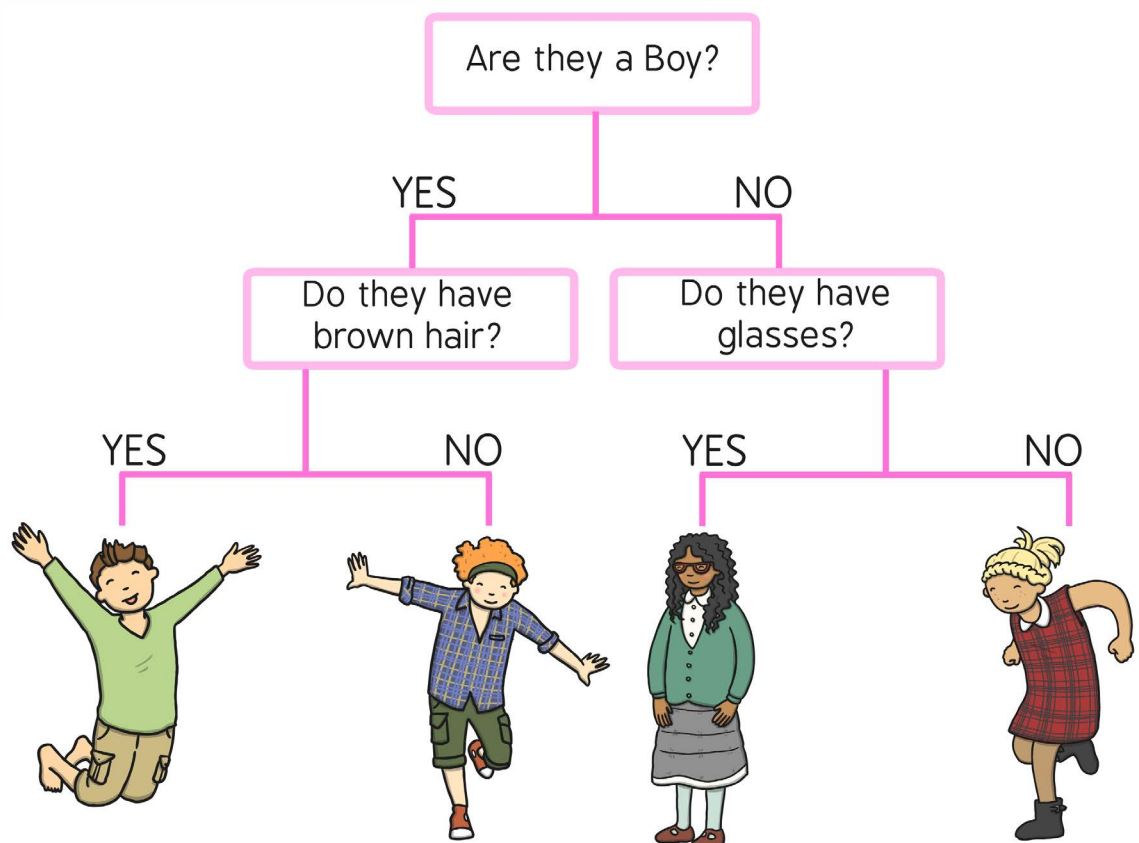
- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online.
- Children in Year 3 may learn to understand why passwords are important and what makes a password safe and secure.
- Children are also always encouraged to post respectful comments online.
- Children will be reminded to always report worries to an adult, recognise games and websites which are appropriate for their age, understand that there should be a limit to the amount of time they spend on the internet and always ask an adult before downloading.
- Children may also be taught how to safely share work online.

## Working Online

- Children may be taught how to save and retrieve work on the school network, know the names of different components of a computer, talk about ways in which people communicate online, use online search engines to find what they need and find and use appropriate images to help improve pieces of work.

## Data

- Children might also learn how to search a database in order to answer questions, know different ways in which data can be presented, collect their own data to answer a question, add data to a database and create a branching database.



## Word Processing

- In order to present their work in an effective way, children may be taught how to combine text, sound and graphics.
- In Year 3, Children may learn how to use spell checkers and children will be encouraged to evaluate the overall impact of their own and other's work, suggesting possible improvements and any successes.

## Programming

- Regarding programming, children may learn how to correctly sequence and repeat commands, keep testing a program and de-bug (problem solve) where necessary.

# Design and Technology

At some point within the year, your child may have the opportunity to find out how events and individuals in history have helped to shape the world, e.g. the invention of the car, vacuum cleaner etc.

## Design

- Children may research specific products before developing a list of criteria which their plans need to take into consideration when designing and making something similar, aimed at a specific audience.
- Year 3 Children may be encouraged to generate ideas together, communicating ideas through annotated sketches or models

## Make

- Children will have to select the right materials or ingredients, measuring, marking out, cutting and shaping before joining and assembling different parts together.
- Your child will be encouraged to make sure the product has a high quality finish.
- Finally, children will learn how to be safe and hygienic around equipment and food.

## Evaluate

- Children are encouraged to say what they like or dislike about a range of products before designing their own similar product.
- Year 3 children may also evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate other's products against the criteria, suggesting possible improvements.

## Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.



### **Cooking and Nutrition**

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stage 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.

# Geography



### **Location Knowledge**

- Children may learn to locate and name the world's continents on a world map, locate the main countries of Europe, including Russia, locate and name the countries which make up the British Isles, including their capital cities.
- They will also learn to identify the world's longest rivers, deserts and highest mountains compared with those within the United Kingdom.
- Finally, your child will be taught to locate the Tropic of Cancer and Tropic of Capricorn, describing which half of the planet is the North and South Hemisphere.



### **Place Knowledge**

- Children may compare the human (man-made) and physical (natural) features of a region in the UK with a region within a European country.



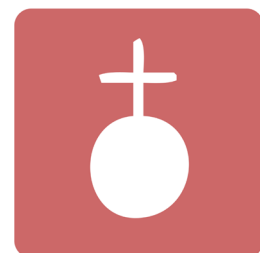
### **Human and Physical Geography**

- Children might learn about the following physical features: climatic zones, volcanoes and earthquakes, and the following human features: types of settlement and land use in a specific area.



### **Geographical Skills and Fieldwork**

- In Year 3, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate places and their human and physical features.
- Children may also learn to use the eight points of a compass and map symbols (including using Ordnance Survey maps).





# History

Children may learn about what life was like in Ancient Greece and how it has influenced our world today, the changes in Britain from the Stone Age to the Iron Age and work on a local historical study.

# Music

- Children may explore how sounds can be used together to create an effect and learn about different musical elements such as pitch (high/low notes), dynamics (quiet/loud sounds), duration (length of the note) and tempo (speed) in order to compose pieces of music and perform simple parts.
- Children might be encouraged to improvise and sing in tune, with expression.
- Children will be asked to think critically about their own and other's performances.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

# Physical Education

By this stage in the primary curriculum, your child may be able to explain why warming up and cooling down is important and how their body reacts to different types of exercise.

## Games

- Children in Year 3 may gain a better understanding of what we can do to improve our fitness.
- Children may work on improving the quality of their competitive game play, choosing suitable tactics.
- They may have the chance to develop their own striking, fielding and net games, developing rules and evaluating their own and other's work.

## Dance

- Children may be encouraged to improvise on their own or with a partner or group, creating and linking movements together to create a performance.
- In this year, children may work on developing rhythm and expression and evaluate their own and other's performances, suggesting positives and improvements.

## Gymnastics

- Your child may be taught how to lift, move and position the gym equipment safely, otherwise an adult might be given this role.
- With precision and control, children will remember, repeat and link up combinations of gym actions, balances and body shapes, varying their ideas in their sequences.
- They will evaluate each other's work by listening and watching.

## Athletics

- Improving the quality and consistency of skills such as hurdling, sprinting, long jump or high jump may be worked on in this year group.
- Children might be taught tactics which are needed and evaluate their effectiveness, discussing aspects that they need to work on.

## Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully.

