

## Additional information for Reading, Writing and Maths

### Year 3 Summer 1

### Reading

Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.

Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.

A reading teaching and learning cycle will include:

- the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)
- exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)
- understanding the themes and conventions of a text and understanding its purpose
- applying learnt strategies to multi-skills lessons

### Writing

Text Structure, Sentence,  
Useful Vocabulary, Word Classes, Punctuation

#### Letters

##### Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some letter layout features included.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using when, if, as etc.</p> <p>Tense consistent, e.g. modal verbs can/will.</p> <p>Adverbials, e.g. When they have a problem, we played after tea. It was scary in the tunnel.</p>	<p>While, if, as, when...</p> <p>I would like to inform you that...</p> <p>It has come to my attention that...</p> <p>Thank you for...</p> <p>I hope that...</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>

# Story

## Year 3

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Time and place are referenced to guide the reader through the text, e.g. in the morning.</p> <p>Organised into paragraphs, e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters, e.g. Jack, his, his mother, her.</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent, e.g. typically past tense for narration, present tense in dialogue.</p> <p>Dialogue is realistic and conversational in style, e.g. Well, I suppose...</p> <p>Verbs used are specific for action, e.g. rushed, shoved, pushed.</p> <p>Adverbials, e.g. When she reached home...</p> <p>Expanded noun phrases, e.g. two horrible hours.</p>	<p>Year 3 ambitious vocabulary used</p> <p>Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as</p> <p>Adverbs: very, rather, slightly</p>	<p><u>Noun</u> Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'.</p> <p><u>Adjectives</u> Choose appropriate adjectives.</p> <p><u>Connectives/conjunctions</u> Express time and cause (when, so, before, after, while, because).</p> <p><u>Tense</u> Correct and consistent use of past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause: then, next, soon.</p>	<p>Introduce possessive apostrophes for plural nouns.</p> <p>Introduce inverted commas.</p>



Yeadon Junior School

## Year 3 Summer 1

### Spelling list



Yeadon Junior School

#### Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

# Maths

## Unit journey

### Measures: Overview

The      is heavier than the     .

I think the tray is going to be 30 centimetres long because it looks just over double the length of the book, and the book is 13 centimetres long.

**Concepts:** Compare, measure and calculate, Converting measures Time, Money.

#### Year 2

- Choose and use appropriate standard units to estimate and measure length/height; mass; temperature; capacity
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- Compare and sequence intervals of time
- Tell and write the time to five minutes
- Know the number of minutes in an hour and the number of hours in a day
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

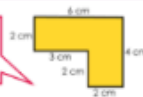
#### Year 3

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Tell and write the time from an analogue clock, including using Roman numerals and 12/24hr clocks
- Estimate and read time with increasing accuracy to the nearest minute;
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events
- Add and subtract amounts of money to give change

Miles	Kilometres
0	0
5	8
10	16
20	32



Area is a measure of something two-dimensional: the amount of surface taken up by a two-dimensional shape



Meters and Centimetres	Meters	Centimetres
2 m 42 cm	2 00 m	42 cm
5 m 5 cm	5 00 m	5 cm

Perimeter is a measure of length which is a measure of something one-dimensional.

#### Year 6

- Solve problems involving the calculation and conversion of units of measure (up to 3dp)
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units ( $\text{cm}^3$   $\text{m}^3$ ), and extending to other units (e.g.  $\text{mm}^3$   $\text{km}^3$ )
- Use, read, write and convert between standard units (up to 3dp)
- Convert between miles and kilometres

#### Year 5

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), including using standard units,  $\text{cm}^2$  and  $\text{m}^2$ , and estimate the area of irregular shapes
- Estimate volume and capacity
- Use all four operations to solve problems involving measure
- Solve problems involving converting between units of time
- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units

#### Year 4

- Measure and calculate the perimeter of a rectilinear figure in cm/m (including squares)
- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures, including money in pounds and pence
- Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
- Convert between different units of measure
- Read, write and convert time between analogue and digital 12- and 24-hour clocks

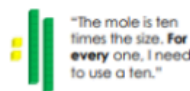
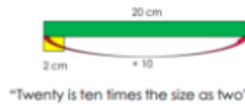
### Ratio and Proportion: Overview

**Concepts:** Early correspondence, Solving problems that relate to scaling and ratio, Connecting fractions, decimals and percentages to proportion, Solve scaling problems in the context of measures or shape

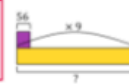
Statements for Ratio and Proportion **only appear in the Year 6 National Curriculum** but should be connected to previous learning on multiplication and division, fractions, decimals and percentages and solving problems in context that involve scaling. These connections from the other curriculum strands have been mapped in Reception-Year 5 in this document.



Countries visited	Goals	Matches	Triangles
Poland	●	●	●
Germany	●●	●●	●●
Austria	●●	●●	●●



A square of chocolate weighs 56 g. The packet weighs nine times as much as a square. How much does one packet weigh?



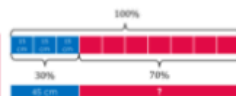
#### Year 3

- Solve problems involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects
- Understanding scaling by 10 as 'ten times as many'
- Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts.
- The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication.

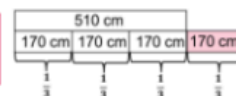
#### Year 4

- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions.
- Solve problems involving scaling by 10 and 100
- Begin to understand that decimals and fractions are different ways of expressing numbers and proportions.

Fred cuts 30% from a length of wood. The length of wood he has cut is 25 cm. What was the original length of wood?



Iain jumped 5 m and 10 cm. The length of the sand pit is  $\frac{1}{3}$  of this distance again. How long is the sand pit?



"The ratio of triangles to squares is 1:2"



#### Year 6

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found

#### Year 5

- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Apply understanding of scaling to multiply and divide by 10, 100, and 1000
- Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions  $> 1$ .
- Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

## Key vocabulary

Year 3	Definition	Example
Acute angle	An angle that is smaller than a right angle.	It is smaller than my right angle checker so this must be an acute angle.
Axis (plural: axes)	A real or imaginary reference line. The y-axis (vertical) and x axis (horizontal) on charts and graphs are used to show the measuring scale or labels for the variables.	The y-axis on this bar graph shows you how many pupils preferred each colour.
Irregular	In geometry, irregular is a term used to describe shapes that are not regular (see below).	The sides and the angles of this <a href="#">pentagon</a> are not all equal so the pentagon is irregular.
Kilometre	A metric unit measure of length that is equal to one thousand metres.	The distance from the school to Arun's house was exactly one kilometre.
Millimetre	A metric unit measure of length that is equal to one thousandth of one metre.	The length of Philippa's ruler is 300 millimetres.

Obtuse angle	An angle that is greater than a right angle but less than 180 degrees.	It is greater than my right angle checker so this angle must be obtuse.
Parallel	Line segments that can be described as parallel must be on the same plane and will never meet, regardless of how far either or both line segments are extended.	The opposite sides of a square are parallel.
Perimeter	The perimeter of a 2-D shape is the total distance around its exterior.	I know that one side of this square is 2cm so it must have a perimeter of 8cm.
Perpendicular	A pair of line segments (or surfaces) can be described as perpendicular if they intersect at (or form) a right angle.	The adjacent sides of a rectangle are perpendicular.
Prism	A prism is a 3-D solid with two identical, parallel bases and otherwise rectangular	A triangular prism has five faces, consisting of three rectangles and two triangles which are parallel.

## Timetables

This half term, year 3 are learning their 4 times-table.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9	Mixed times and divide	Primes
Autumn 2	5 & 10	7		Square
Spring 1	3	(9) 12		Cubes
Spring 2	6	11		Mixed
Summer 1	4	Mixed		
Summer 2	8			