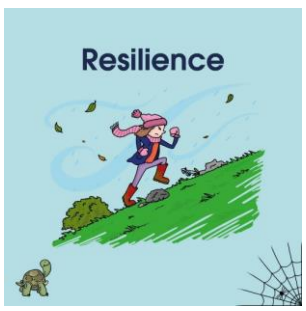
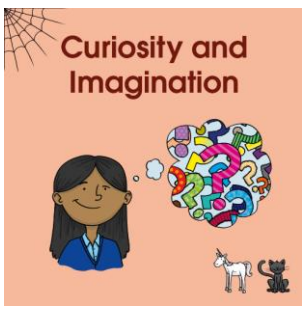
Supporting your child at home

Year 3

Acer Learning Zone

November 2019





Information for Families

This document is intended to provide families with ideas for how best to support children's learning at home. This is not an exhaustive list and is not intended to replace other learning opportunities and experiences.

The information will give families an insight into some of the learning children are doing at school to support consistency at home.

Please let teacher's know if you have any questions or if there are areas of home learning which you have found are particularly effective for your child.

As always, thanks for your support.

Acer Learning Zone

CONTENTS:

Number facts to 20.

For children to be confident mathematicians it is essential that they are fluent and flexible with using number facts for numbers up to 20. These facts (such as 7 + 8 = 15 or 15 – 7 = 8 or 15 – [ ] = 7) are fundamental to being able to solve calculations and apply knowledge in more abstract ways. Without these facts many children struggle to develop fluency and rely on counting strategies which effect problem solving and ability to make links.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Doubles or Near doubles

Number bonds for 10

Adding 10

Adding 0

Make 10 then add

Add 1, 2 or 3

Q A

This table shows different strategies children should be confident in knowing so they can apply to more challenging equations with ease mentally. For example, when solving 66 + 5 they would pull upon their existing knowledge that 6+5= 11 and apply by solving 6 + 5 = 11 → 60 + 11 = 71.

Similarly, we want children to be able to make links between associated number facts.

7 + 5 = 12	17 + 5 = 22
5 + 7 = 12	15 + 7 = 22
12 – 7 = 5	22 – 17 = 5
12 – 5 = 7	22 – 5 = 17 etc

This allows children to be flexible in their calculation and problem solving and places more value on fluency than simply memorisation.

Times Tables in Year 3

For children to be confident with their times tables it is essential that they are fluent and flexible. They should be able to make links across their times tables and have an understanding of the fact families surrounding the times tables.

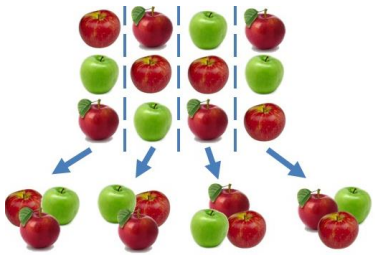
	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

By the time children reach Year 3, they *should* already know their 2, 3, 5 and 10 times tables. We focus on learning our 4, 6 and 8 times tables throughout the year.

We discuss the links between each times table and how making these links supports children knowing new times tables by heart more efficiently. For example, knowing that 4 x 4 is the same as 8 x 2. Once children have learnt multiples of 4, they know half of the 8 times tables.

Similarly, we want children to be able to make links between multiplication and division. Not only understanding that multiplication is commutative but also that you can start with the whole (the largest amount) and group to find the linked division facts.

4 x 3 = 12
3 x 4 = 12
12 ÷ 3 = 4
12 ÷ 4 = 3



You can show this by using amounts to support this understanding at home.

Cabot Learning Federation

Year Three.

Counting.

- ❑ I can count in 3s, 4s, 6s and 8s.

This document is to provide information for families for how to best support children's mathematics at home. These are the key essentials of mathematics in Year 3 which children need to secure. This does not cover the whole maths curriculum, just the most critical skills. Please ask the class teacher for further information.

Place value.

- ❑ I can multiply a number by ten up to 1000.
- ❑ I can add or subtract 1, 10 or 100 to a three digit number *(e.g. 426 + 1; 234 + 10; 356 + 100; 784 – 100, 256 – 10…)*

Mental calculation.

- ❑ I **know** the 3, 4, 5, 6, and 8 times tables up to x 12.
- ❑ I can **recall** the related division facts for 2, 5, 10, 3, 6, 4 and 8 times tables up to x 12.

Fractions.

- ❑ I can find fractions of a quantity such as one-half, one-third, one-quarter, one-fifth, one-sixth, one-eighth and one-tenth.
- ❑ I **know** pairs of fractions with the same denominator that make 1 whole. (e.g. ¼ and ¾ make a whole).

Written calculation.

- ❑ I can add two 2 digit numbers together *(e.g. 43 + 25; 27 + 18)*
- ❑ I can subtract two 2 digit numbers *(e.g. 56 – 34; 72 – 25)*
- ❑ I can multiply a two digit number by a one digit number *(e.g. 2 x 34 as 2 x 30 + 2 x 4 – children should record using jottings)*

Measure.

- ❑ I can tell the time on an analogue clock to the nearest five minutes.

Resources for supporting your child

Times Tables:

1. NumberGym – times table builder. Login is the first 4 letters of your child's first and last names.
2. PiXL Times Table app - https://mathsapp.pixl.org.uk/PMA2.html
3. 100 seconds – Choose the times tables and record how many questions you answer correctly in 100 seconds. www.timestables.co.uk/100-seconds/
3. Multiplication Trainer – This website will allow you to choose which questions to focus on and the amount of time provided; adapting these will increase the challenge! www.mathsisfun.com/numbers/math-trainer-multiply.html
4. Times table speed test – This provides a set amount of time for the chosen times table focus. www.timestables.co.uk/speed-test/

Reading:

1. iHub – online non-fiction reading resource
https://ihub.firstnews.co.uk/

As well as these online resources, please continue to practise spellings throughout the week ready for our weekly spellings bees and encouraging children to read each night.

Handwriting

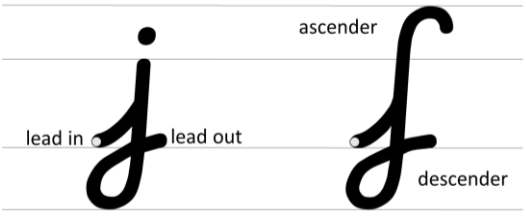
Below are some materials for cursive handwriting which can be used by you and your children to support correct letter formation and letter joins.

Cursive letter formation for lower case. All letters start from the line (lead in).

a b c d e f g h i j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

Capital letters do not join in cursive writing but all other letters within a word do. Letters join to the next letter from their lead out.



Letters start with the lead in on the line. When joining from r, v, w the joining lead out is not on the line. E.g.

Words should be completely written without the need to lift the pencil and fully before going back to add dots on 'i' or cross-bar on 't'.

Consistency of letter formation and letter size are two skills which children need to secure through practise. Wherever possible encouraging children to write using cursive, and supporting them to do so will be greatly beneficial.

Less confidence learners might wish to focus on letter formation and ensuring letter size is consistent rather than joining all letters.

It is common for children to confuse b and d in their writing. Children who find this challenging are usually aware of it but supporting children to think about this when writing words with b or d and helping them to spot errors will help them with this area of writing. We often ask children to get their bed out to help them.

Year 1 Common Exception Words

Phase 3 HFW

he	her
she	was
we	all
me	they
be	my
you	by
are	

Phase 5 HFW

oh
Mrs
Mr
people
their
called
looked
asked
could

Phase 4 HFW

said	little
have	one
like	were
so	there
do	what
some	when
come	out

Common exception

today	school
says	put
your	push
where	pull
love	full
once	house
ask	our
friend	

Common exception words are words children need to confidently read and write by the end of year 3. We've included year 1 and 2 words in case children need to practise these too.

Year 2 Common Exception Words

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

Year 3 Common Exception Words

accident	quarter	fruit
accidentally	question	heart
actual	straight	island
actually	strange	length
appear	strength	material
disappear	decide	mention
complete	describe	often
consider	group	ordinary
continue	guide	popular
different	guard	potatoes
difficult	therefore	probably
eight	address	purpose
eighth	arrive	separate
weight	bicycle	surprise
height	calendar	special
heard	famous	build
learn	Forwards	earth
particular	reign	peculiar

Wallscourt Farm Academy

CONSONANTS

Sound						
b	bb					
d	dd	-ed				
f	ff	ph	gh			
g	gg					
h	wh					
j	g	ge	dge			
k	c	ck	ch	qu		
l	ll					
m	mm	mb	mn			
n	nn	kn	gn			
p	pp					
qu						
r	rr	wr	rh			
s	ss	c	ce	se	sc	st
t	tt	-ed	bt			
v	f					
w	wh					
x						
y						
z	zz	ze	s	se	ss	x

Sound					
ch	tch				
sh	ti	ch	s	ss	c
th					
ng	n	ngue			
/zh/	s	ge			

VOWELS

short vowels

Sound					
a					
e	ea	a	ai	ay	ie
i	y	o	u	ui	e
o	a	ou			
u	o	o_e	ou	oe	oo
oo	u	oul			

long vowels

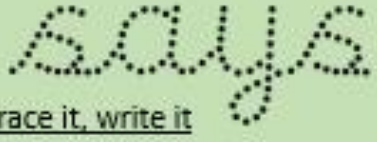
Sound										
ai	ay	a_e	a	ey	ea	ei	eigh	aigh		
ee	ea	e	ie	i	ei	ey	eo	y	e_e	
igh	ie	y	i_e	i	I	eigh	eye	ye		
oa	ow	o	oe	o_e	ough	oh				
oi	oy									
ow	ou	ough								
/yoo/	u	ue	ew	u_e	eau	you				
oo	ew	ue	u_e	u	ou	o_e	o	ui	ough	wo

‘r’ vowels

Sound						
ar	a	al	are	au	ear	
or	aw	au	ore	al	ar	
	oar	augh	ough	our	oor	oa
er	ur	ir	or	ear	ere	
air	are	ear	ere	eir		
ear	ere	eer	ier			

This is a copy of the sound mats used by children in Acer. It shows all the alternative ways to write given sounds. Graphemes (letters to write sounds) in yellow or green are the most common. For unfamiliar words children should select what they consider the most appropriate grapheme. For example choosing a y to make the ‘ee’ sound at the end of a word (happy) but not in the middle of a word like streaming.

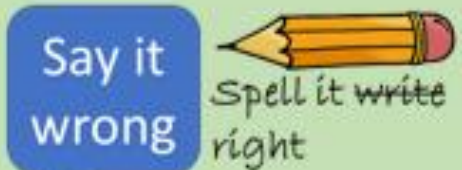
Spelling strategies



Trace it, write it

Quick write

mnemonics



oa oe ow

/oa/ oh

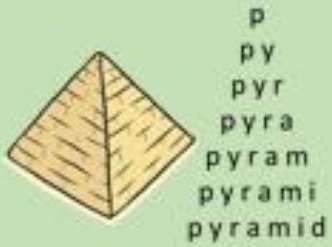
o_e ough o

Which grapheme?

LOOK	SAY	COVER	WRITE	CHECK
because	"because"		actually	✓

f_ _ld

Leave out the vowels



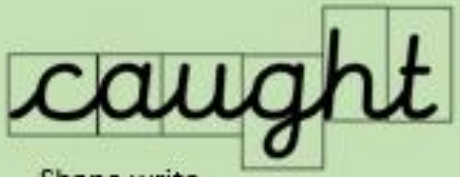
Pyramid writing

Picture writing

Add on sound buttons

wair
whare
where
whair
were

Does it look right?



Shape write

Rainbow writing

Year 3 Reading Expectations:

Word Reading

- Apply knowledge of root words (e.g. usual), prefixes (e.g. un-) and suffixes (e.g. -ly) in a word such as '**un**usual**ly**' to read aloud and to understand the meaning of unfamiliar words.
- Read further high frequency and exception words (using knowledge of patterns in where certain groups of letters occur in the word)
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words as well as phonic knowledge.

Reading Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Use dictionaries to check the meaning of unfamiliar words.
- Identify and summarise the main ideas of a text.
- Identify how structure, and presentation contribute to the meaning of texts (including layout, use of typography such as **bold** or *italics*)
- Retrieve and record information from non-fiction.
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Know that non-fiction books are structured in different ways and be able to use them effectively.
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas. Ask questions to improve understanding of a text.
- Predict what might happen from details stated.

Year 3/4 Reading Key Objectives

Reading - word reading
Read aloud and understand words based on knowledge of root words, prefixes and suffixes (see appendix 1)
Read further exception words, including those with unusual spelling/sound links (see appendix 1)
Reading - comprehension
Develop positive attitudes to reading
Retell some fairy tales or traditional tales orally
Listen to and discuss a wide range of texts.
Read books that are structured in different ways for different purposes.
Identify themes and conventions in a range of books
Discuss words and phrases that capture their interest or imagination.
Perform plays and poetry aloud using intonation, tone, volume and action
Recognise some different forms of poetry
Prepare poems and play scripts to read aloud and perform, showing intonation
Use dictionaries to check the meanings of words
Explain the meaning of words in context from reading
Check that a text makes sense.
Ask questions to improve understanding of a text
Identify and summarise the main ideas drawn from more than one paragraph
Draw inferences about feelings thoughts and motives
Justify inference with evidence from the text.
Predict what might happen from details stated and implied.
Discuss words and phrases which capture the reader's interest
Know how to choose books, thinking about for example, topic, genre, complexity, known authors
Identify how language contributes to meaning
Identify how structure and presentation contribute to meaning
Retrieve and record information from non-fiction texts

Year 3 Writing Key Objectives

Spelling
Spell words which are often misspelt from the Y3-4 word list
Add suffixes (ed, est, er to words with more than one syllable (e.g. forgotten, preferred)
Spell words with the /i/ sound not at the end (myth, pyramid, Egypt)
Use and spell the prefix' in' when it does not change (e.g. incorrect, inaudible)
Use un, dis and mis prefixes to have negative meaning
Use a range of prefixes to form nouns- e.g. auto, anti, super.
Use word families based on common words to understand links in form and meaning.
Use the possessive apostrophe accurately with regular plurals
Use the first three letters of a word to check spelling in a dictionary
Use a or an depending on whether a word starts with a consonant of a vowel
Write simple sentences dictated by teacher including spelling (and punctuation) taught.
Handwriting
Use appropriate handwriting joins, including choosing unjoined letters
Increase legibility and consistency of handwriting: e.g. ascenders same size and direction
Composition
Discuss and record ideas about what they are planning to write.
Compose and rehearse sentences orally
Adopt features (structure, vocabulary and grammar of existing texts to shape own writing)
Build sentences with varied vocabulary and increasing range of structures
Begin to use paragraphs to group material
In narratives, begin to create settings, characters and plot.
Begin to use simple organisational devices (headings, sub headings)
Begin to assess effectiveness of own and others' writing and suggest improvements
Begin to suggest improvements to grammar and vocabulary
Begin to proofread own work for spelling and punctuation errors
Read aloud using appropriate intonation, tone and volume
Vocabulary, grammar and punctuation.
Use conjunctions to express time place and cause
Use adverbs to express time and place
Use prepositions effectively and appropriately to express time and place (before, by)
use the present perfect form of verbs (he has gone out to play (not just he
Use conjunctions, adverbs and prepositions to express time, cause & place
Begin to use inverted commas to punctuate direct speech
Understand the difference between plural and possessive '-s'

Year 3 Mathematics Key Objectives

Number - place value
Count in multiples of 4, 8,
Count in multiples of 50 and 100
Find 10 or 100 more than a given number
Compare and order numbers up to 1000
Read and write numbers up 10 1000 in numerals and words
Identify, represent and estimate numbers using different representations
Recognise the value of each digit in HTU
Solve number problems using place value.
Number- addition and subtraction
Add and subtract numbers mentally, including a 3 digit and ones
Add and subtract numbers mentally, including three digit and tens
Add and subtract numbers mentally, including three digit and hundreds
Add and subtract numbers mentally, including two two digit numbers totalling over 100.
Add and subtract using numbers up to 3 digits using standard column method
Estimate answers to calculations (including to check)
Use the inverse to check answers
Solve addition and subtraction problems, including missing numbers
Number - multiplication and addition
Know 3x, 4x and 8x tables
Know related division facts for 3,4,and 8 x tables
Write and calculate multiplication statements using tables they know
Use mental and informal written methods for multiplying 2x 1 digit (using known tables)
Solve multiplication and division problems including missing number and scaling
Number- fractions
Count up and down in tenths
nd that tenths are objectives or quantities divided into ten equal parts
Compare and order unit fractions
Compare and order fractions with the same denominator (e.g. 3/10 5/10, 6/10)
nd show equivalent fractions with small denominators, using diagrams
Find and write simple unit fractions of a set of objects e.g. 1/8
Find and write simple non- unit fractions of a set of objects e.g. 3/8
Solve problems using fractions.
Add and subtract fractions with common denominators (less than one)
Measurement
Measure, compare and calculate measures using standard units
Measure the perimeter of simple 2-D shapes
Add and subtract money, including giving change using £ and p
Tell and write the time from an analogue clock,
Tell and write time including using Roman numerals
Estimate and read time to the nearest minute
Calculate duration taken by and event and compare durations
Geometry- properties of shape
Draw 2 d shapes and make 2D shapes .
Identify horizontal, vertical, parallel and perpendicular lines
Recognise angles as a property of a shape or a description of a turn.
gles and recognise 2 right angles make a half turn and 3 make 3/4 turn
Identify whether angles are greater or less than a right angle
Statistics
Interpret and present data using bar charts, pictograms and tables
Solve one and 2 step problems; how many more? How many fewer, using data.