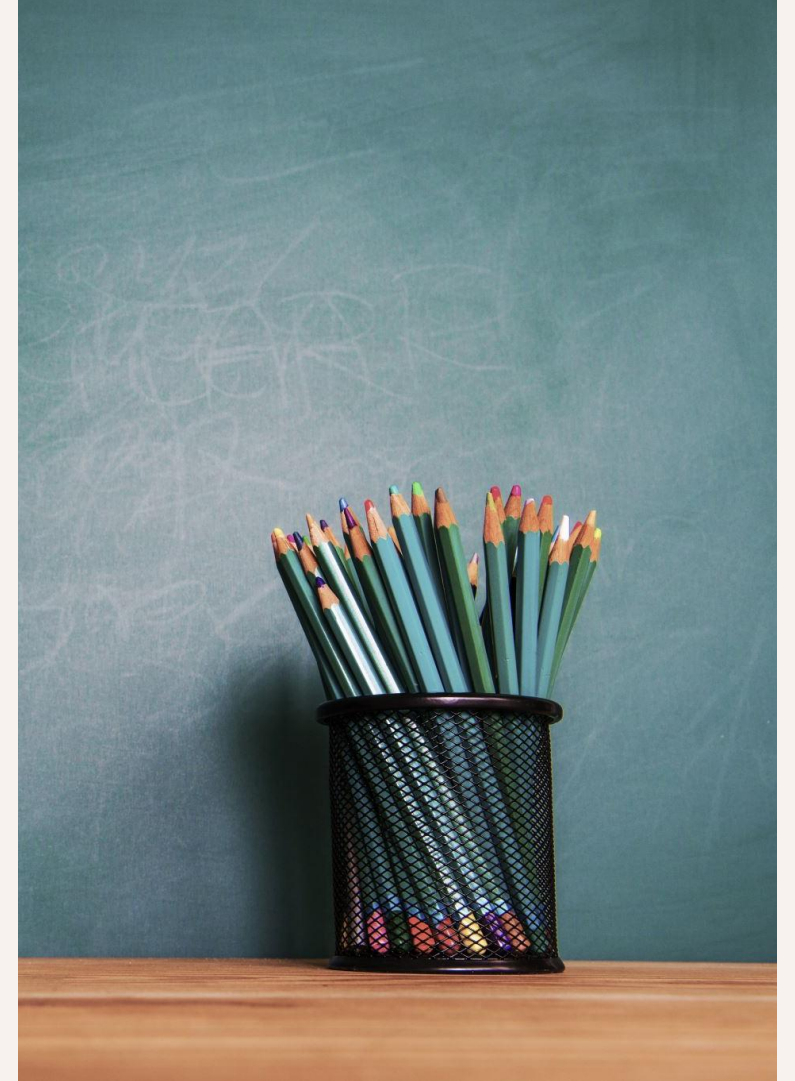


# Year 3 Curriculum Meeting

MISS LADLEY (3L), MISS ELSON AND MRS FRITZ(3EF)  
MRS HANSRANI, MS HILL, MRS GALBRAITH



# Overview

KS1 – KS2 Changes

Maths

English (reading and writing)

Curriculum Questions

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# KS1 – KS2 Changes

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KS1 → KS2 is a big jump!

- morning sessions are longer
  - lunch time is half an hour later
  - handwriting should be joined
  - spelling test, times table test, arithmetic test
  - homework (spellings and TTRS)
  - increased independence
  - change in expectations
-

# Maths

| H | T | O |   |
|---|---|---|---|
|   | 4 | 2 |   |
|   |   | 4 | x |
|   |   |   |   |
|   |   | 8 | + |
| 1 | 6 | 0 |   |
|   |   |   |   |
| 1 | 6 | 8 |   |

| H                         | T                          | O               |   |
|---------------------------|----------------------------|-----------------|---|
| <sup>4</sup> <del>5</del> | <sup>13</sup> <del>4</del> | <sup>12</sup> 2 |   |
| 2                         | 7                          | 4               | - |
|                           |                            |                 |   |
| 2                         | 5                          | 8               |   |

| H            | T            | O |   |
|--------------|--------------|---|---|
| 5            | 4            | 9 |   |
| 2            | 7            | 4 | + |
|              |              |   |   |
| 8            | 2            | 3 |   |
| <del>1</del> | <del>1</del> |   |   |

Key aspects of the Year 3 curriculum;

- Place Value - understanding the value of digits up to 1000
- Formal, column methods of addition and subtraction
- Times Tables
- Multiplication and division- multiplying up to 2-digit numbers by 1-digit numbers
- Fractions - the concept of whole and parts
- The ability to explain our learning

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# Writing

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- Wide range of genres covered;
  - creative descriptions, newspaper articles, instructions, fables, diary entries, first-person recounts, poetry
- Vocabulary lessons – in each block
- Spelling lessons
- Grammar (conjunctions, present perfect tense, adverbs, prepositions etc)
- Planning
- Editing
- Publishing
- Correctly spelt, punctuated, neat, joined writing
- Key poet – Jack Prelutsky

## Nine Mice c—(e--i--y)

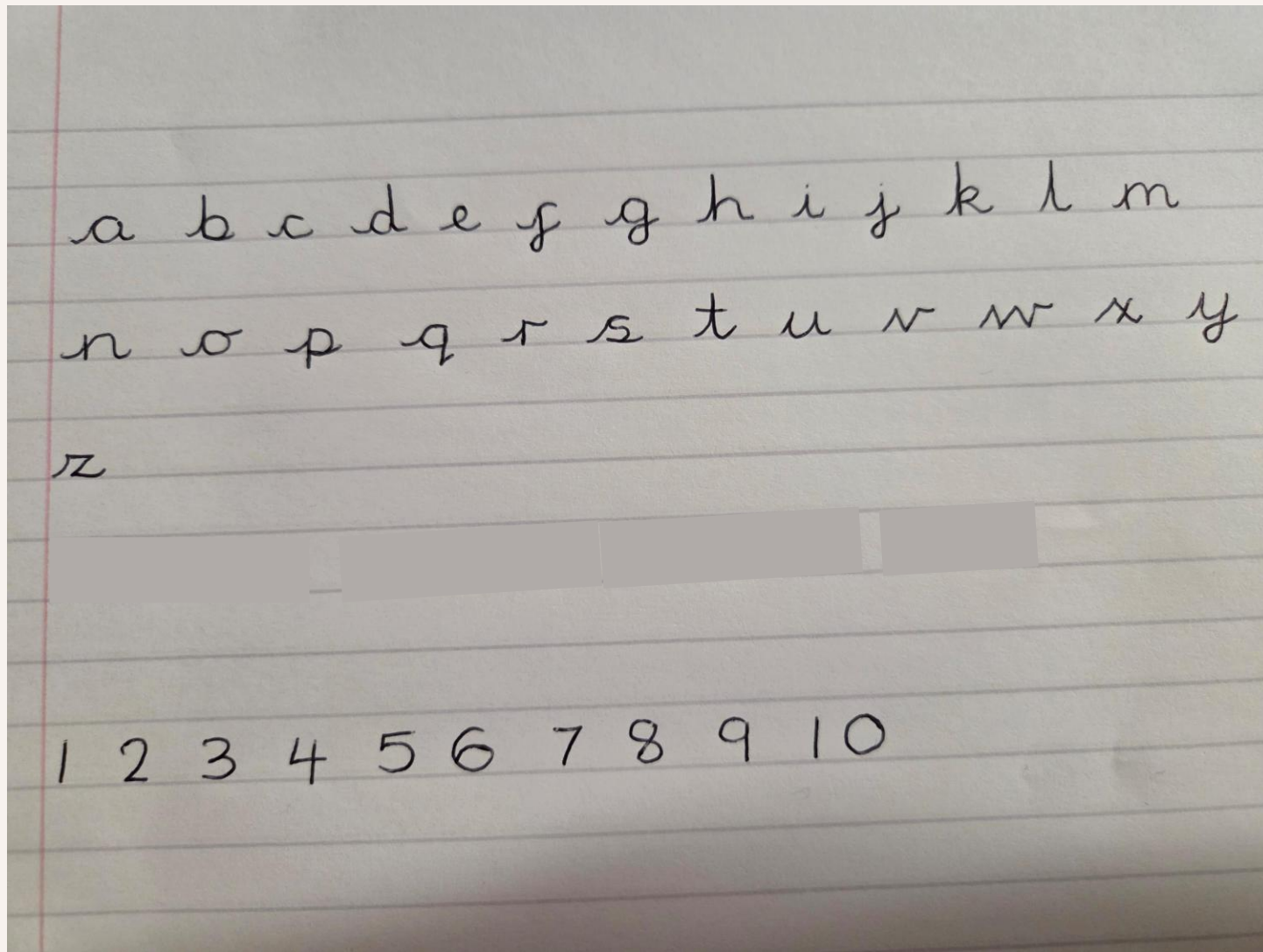


**Nine mice on tiny tricycles  
went riding on the ice,  
they rode in spite of warning signs,  
they rode despite advice.  
The signs were right, the ice was thin,  
in half a trice, the mice fell in,  
and from their chins down to their toes,  
those mice entirely froze.  
Nine mindless mice, who paid the price,  
are thawing slowly by the ice,  
still sitting on their tricycles  
...nine white and shiny *micicles*!**

[Return to menu](#)

Jack Prelutsky

# Letter and Number Formation



# Reading

Key driver of the curriculum

Books that challenge, inspire and require some deeper thinking and empathy

Five times a week

Vocabulary, read section, followed by questions or activity

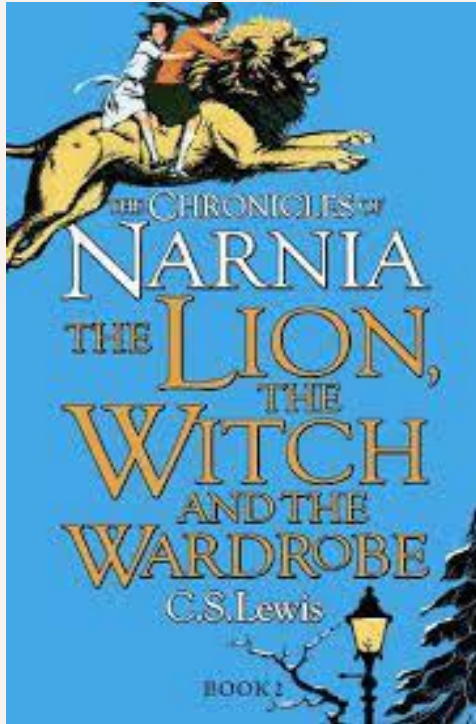
English lessons often inspired by a text

Reading for Pleasure timetabled

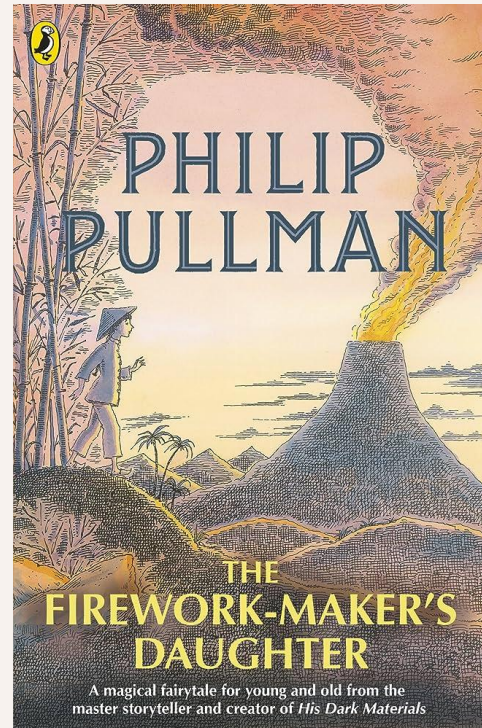
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# Reading

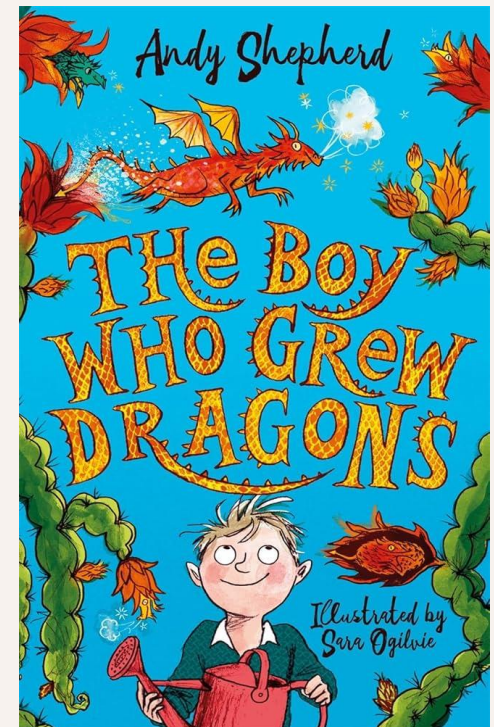
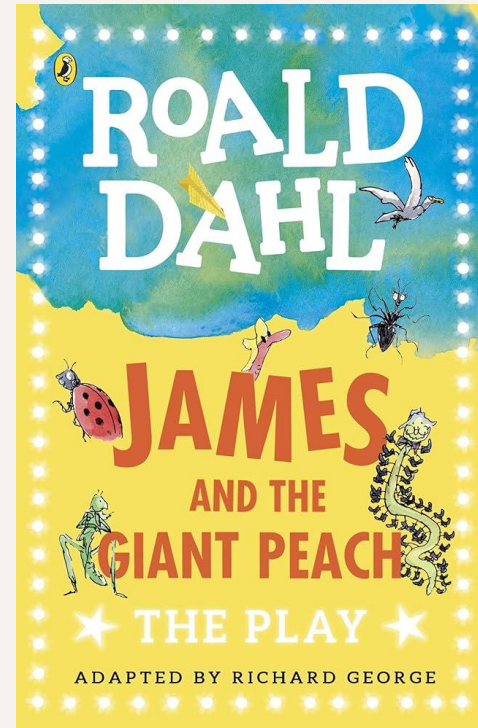
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Autumn Term



Spring Term



Summer Term

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# Wider Curriculum

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- PE (inc. swimming)
  - DT/ ART
  - History
  - Geography
  - Science
  - Music
  - French
  - Computing – New online safety curriculum
  - PSHE/PSED
  - TRIPS
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# Playground Friendships

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Friendships become more complex than in KS1

- children notice group dynamics and may test boundaries

We sometimes see:

- falling out, then not rejoining play straight away
- seeking extra attention from peers
- sulking or withdrawing when things don't go their way

This is a normal stage of development – children are learning resilience, independence and problem-solving

We encourage:

- accepting apologies, moving on, giving space, and rejoining play when ready
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# How to help

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Read with your child 3 times a week

Practice spellings

Use TTRS to help learn times tables-this knowledge is vital in maths

PE kit to stay in school for the half term, including trainers.

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Curriculum  
Questions?

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# Contact

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- If you wish to speak to us, please either find us on the playground, after school, once we have dismissed all the children safely or contact us via email at the office.

[admin@highfield.leeds.sch.uk](mailto:admin@highfield.leeds.sch.uk)

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