

Maryland Primary School

Parent E-Booklet



End of Year Expectations for Year 3

This booklet provides information for parents and carers about curriculum coverage and end of year expectations for children in Maryland Primary School based on the National Curriculum. The National Curriculum outlines these expectations as being the minimum requirements that your child should meet to ensure that they make continued progress. Meeting these expectations each year across the primary phase will help to prepare the children to tackle secondary education when they leave Maryland in Year 6. All the objectives will be worked on throughout the year and will be the focus of the teaching and learning which takes place in the classroom. We understand that all children learn differently and so teachers when needed will differentiate learning tasks to ensure all pupils access the curriculum and make progress towards these expectations.

Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this e-booklet or want support in knowing how best to help your child, please talk to your child's teacher or a member of the Senior Leadership Team.

Contents



	Page
School Values	3
Autumn curriculum coverage	4
Spring curriculum coverage	5
Summer curriculum coverage	6
Writing standards	7
Handwriting exemplars	8
Spelling word list	9
Maths non-negotiables	10
50 Things To Do	11

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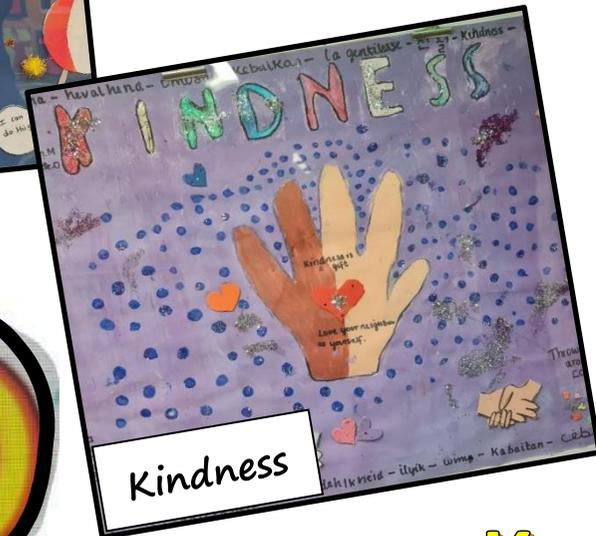
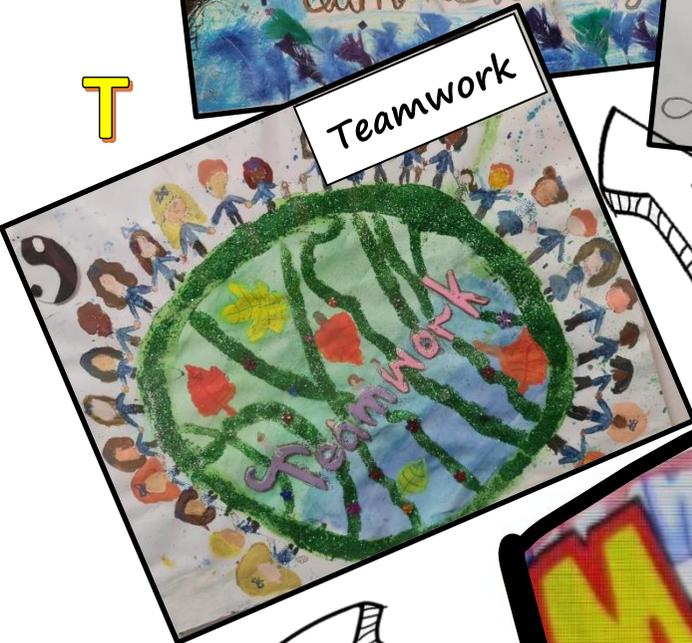
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MARYLAND PRIMARY SCHOOL



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YEAR 3 AUTUMN

Maths

- Place value
- Addition and subtraction
- Multiplication and division

English

Leon and The Place Between by Angela McAllister

Diary entries, setting description and fantasy narratives

The First Drawings by Mordicai Gerstein

Character descriptions, diary entries, recounts and historical narratives

The BFG by Roald Dahl

Instructions, character descriptions, diary entries, posters, fantasy narratives

The Tear Thief by Carol Ann Duffy and Nicoletta Ceccoli

Poetry, persuasive posters, discussion texts and letters of explanation

Religious Education

Holi festival

Music

Rhythm and Blues
Learn and perform
Let Your Spirit Fly

Design Technology

Designing a moving mammoth -
pneumatic systems

C.P.S.H.E.

- Families and friendships

History

Prehistoric Britain

Which age was the most impressive:
the Stone Age or the Bronze Age?

Science

- Forces and magnets
- Rocks and soils

French

Getting to know you

Computing

- Programming on Scratch



P.E.

- Dance
- Invasion games (football)
- Gymnastics (symmetry and asymmetry)
- Creative games

Educational visits

- Horniman Museum
- Geobus in school workshop

Art

Cave paintings
Key artist: Teyjah McAren

YEAR 3 SPRING

Maths

- Fractions
- Properties of shapes
- Money
- Time
- Length and perimeter

C.P.S.H.E.

Healthy Me

- Keeping fit and healthy
- Safe and unsafe choice



History

What happened when the Romans came to Britain?

Art

Mosaics

Design Technology

Textiles: Roman purses

P.E.

- Dance
- Football
- Athletics
- Tactical team games

English

The Pied Piper of Hamelin by Michael Morpurgo

Adverts, writing in role, formal letter, information reports, poetry, myths and legends

Escape From Pompeii by Christina Balit

Setting descriptions, reports, dialogues and historical narratives

Cloud Tea Monkeys by Mal Peet and Elspeth Graham

Descriptions, instructions, letters, discussion texts and non-chronological reports

Cinderella of the Nile by Beverley Naidoo

News reports, diary entries, character descriptions, adverts, traditional tales

Science

- Light and shadow
- Everyday materials

Computing

- Top Trumps databases
- Creating a presentation

Music

The language of music through playing the glockenspiel

French

All About Me

Computing

- Using Google forms to create surveys
- Sending emails including online safety

Maths

- Time
- Properties of shape
- Measurement: Mass and Capacity

Art

Observational drawings of plants using water colours

Key artists: William Morris, Georgia O'Keefe, Vincent van Gogh

Religious Education

Light in religion

C.P.S.H.E.

- Babies
- Changes outside my body

French

- Food, glorious food

YEAR 3 SUMMER



English

Fortunately the milk by Neil Gaiman

Identifying themes, drawing inferences, identifying main ideas.

How to live forever by Colin Thompson

Character and setting descriptions, instructions, writing a prequel

Jim: A cautionary tale by Hilaire Belloc and Mini Grey

Alternative endings, performance poetry, narrative poetry

The Mysteries of Harris Burdick by Chris Van Allsberg

Diary entries, dialogue, setting descriptions (atmospheric description), captions and titles

History

What did the Ancient Egyptians achieve?

Geography

Volcanoes and earthquakes

How does the Earth shake, rattle and roll?

Science

- Plants
- Animals including humans

P.E.

- Tennis
- Athletics
- Team problem solving games

Design Technology

Food technology - making pizzas

Music

- Listening to and appraising disco style music including Chaka Khan
 - Listening and performing 'Bringing us together'

Year 3 Writing Standards

Child's Name:		
Spelling		
∟	Spell most common exception words (KS1)	
	Spell most words with contracted forms	
	Add suffixes to spell most words correctly in their writing (ment, ness, ful, less, ly)	
△	Spelling some common exception words	
▲	Spell most words correctly including: add prefixes and suffixes to spell many words correctly in their writing	
	Spell many common exception words correctly	
Punctuation		
∟	Use the full range of punctuation taught at KS1 mostly correctly including:	Commas to separate items in a list
		Apostrophes to mark singular possession in nouns
△	Accurately demarcate most sentences with:	Capital Letters
		Full Stops
		Question marks
		Exclamation marks
		Inverted commas
	With some use of	Commas after fronted adverbials
	Using sentences with different forms in their writing	Statements
Questions		
Exclamations		
Commands		
▲	Indicate possession by using the possessive apostrophe with plural nouns	
	Use inverted commas to punctuate direct speech	
Handwriting		
∟	Use the diagonal and horizontal strokes needed to join letters in most of their writing	
△	Begin to join handwriting using diagonal and horizontal strokes	
▲	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters to leave unjoined	
Grammar		
△	Use commas in lists	
	Add prefixes and suffixes to words, spelling some correctly	
	Use some expanded noun phrases to describe and specify	
	Use the past and present tense accurately and consistently	
	Use coordination (or / and / but) and subordination (when / if / that / because)	
▲	Choose to use nouns and pronouns to avoid repetition	
	Use conjunctions, adverbs and prepositions to express time and cause	
	Use fronted adverbials	
	Write sentences with more than one clause using a range of conjunctions including <i>when, if, because, although</i>	
Composition and Effect		
Organise paragraphs around a theme		
In narratives, create settings, characters and plot. In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)		
Is the meaning of the writing clear?		
Does it make sense?		
Is there is clear purpose?		
Can they proofread and edit their work?		
Is there careful word choice?		

Key Stage 2 handwriting

Children practise cursive two and three letter joins and then move on to whole words when they are ready to do so.

Diagonal joins to letters without ascenders	ai, ar, us, au, aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue
Horizontal joins to letters without ascenders	ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, ot, ov, ow, oa
Diagonal joins to letters with ascenders	ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br
Horizontal joins to letters with ascenders	ol, wh, ot
Diagonal joins to letters with descenders	ff, ph, qu, igh, ing, ng, squ, fe, ge, pe
Horizontal joins to letters with descenders	op, oy

advice

observant

advise

observance

device

expectant

devise

expectancy

licence

hesitant

license

hesitancy

practice

tolerant

practise

tolerance

prophecy

relevant

prophesy

relevance

Year 3 and 4 spelling list

Children are expected to learn these spellings by the end of Year 4. Please spend some time practising them.

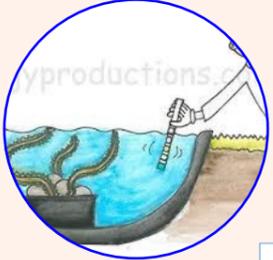
accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign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

YEAR 3

Name	
Class	
Year 3 Non-Negotiables	
1.	Read, write and order numbers and numerals to 1000
2.	Count from 0 in multiples of 4, 8, 50 and 100
3.	Count on or back in 1s, 10s and 100s from any number less than 1000
4.	Mentally, add and subtract 1 and 2 digit numbers
5.	Know by heart 3, 4 and 8 times table facts and division facts
6.	Know by heart addition and subtraction facts to 20
7.	Explain value of digits up to 1000
8.	Know number pairs that total 100 (and subtraction facts)
9.	Tell the time to the nearest 5 minutes
10.	Find fractions of shapes and amounts. e.g. $\frac{1}{3}$ of 21 or $\frac{3}{4}$ of 16.
11.	+ and - of fractions with same denominator
Calculate: (including in	HTO+TO/HTO
the context of real	HTO-TO/HTO
life e.g. money,	TOxO
measures etc)	TO÷O (where the divisor is 2,3,4,5,8 or 10)
Apply calculations to:	Missing number sentences
	Balance sentences eg. ___+___= ___-___



50 things Maryland pupils should do before they leave



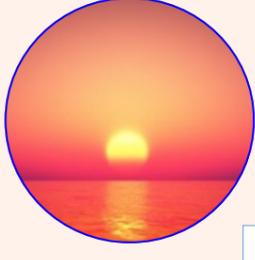
1. Pond dip



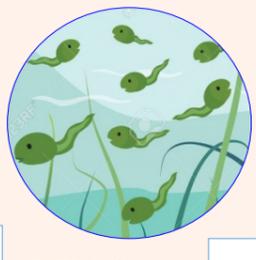
2. Observe and study a dragonfly



3. Interview someone



4. See the sunset



5. Fish for tadpoles



6. See the sunrise



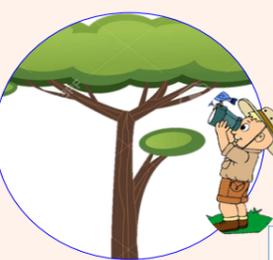
7. Visit a new city



8. Visit a new city



9. Collect elderflowers, to make elderflower cordial



10. Gaze under the canopy of a tree, looking up at the birds and animals that live there



11. Make a dessert from fruit you pick. Enjoy the fruit from Nature's Garden



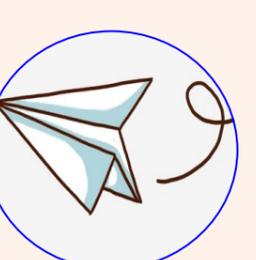
12. Collect freshly laid, warm eggs



13. Identify different cloud types



14. Watch the chickens to observe their different characters



15. Make paper aeroplanes



16. Build a den



17. Find out about the history of the area.. Can you go beyond 100



18. Use an OS map



19. Grow seeds from scratch



20. Learn a poem by heart



21. Harvest the produce you grow and make into a picnic



22. Sell some eggs and herbs to parents



23. Make lavender bags for your friends and family



24. Learn to swim



25. Make a bug hotel



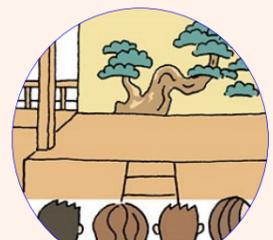
26. Ride a bike



27. Teach a lesson at school



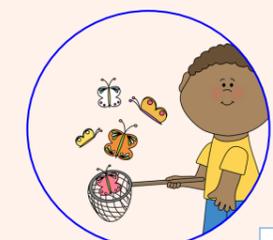
28. Visit the Queen Elizabeth Park



29. Watch a play



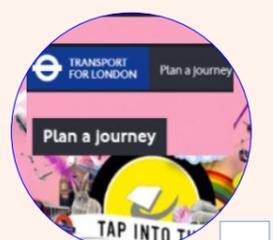
30. Spot the first swift and swallow of the year (first sign of summer)



31. Carry out a bug hunt, finding as many different insect species as possible



32. Play guess the object with a digital microscope



33. Plan a journey into London, using TFL.



34. Learn something new about the local area



35. Visit a museum



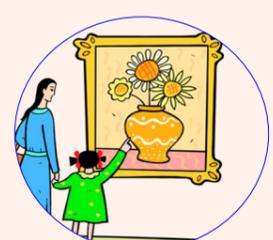
36. Look at lichen or moss to find out how clean our air is



37. Fly a kite



38. Join a local library.



39. Visit an art gallery.



40. Draw a self-portrait



41. Write a play



42. Listen to the dawn chorus.



43. Make a daisy chain



44. Watch and listen to a storm, from inside.



45. Make papier mache planets



46. Go to the beach and swim in the sea.



47. Visit the zoo/farm



48. Learn a circus skill



49. Bake a cake or pizza



50. Have a midnight feast