



WELCOME TO YEAR 3

ABOUT US

Welcome to Year 3! We know the start of a new school year can be both exciting and nerve-wracking for kids and parents/carers. But don't worry, we've got you covered with all the info you need for the upcoming year! LKS2 is an important time in primary school. It's the bridge between Key Stage One and Upper Key Stage Two and our goal is to make it a safe and supportive space where kids can explore, take on challenges, and learn from mistakes.

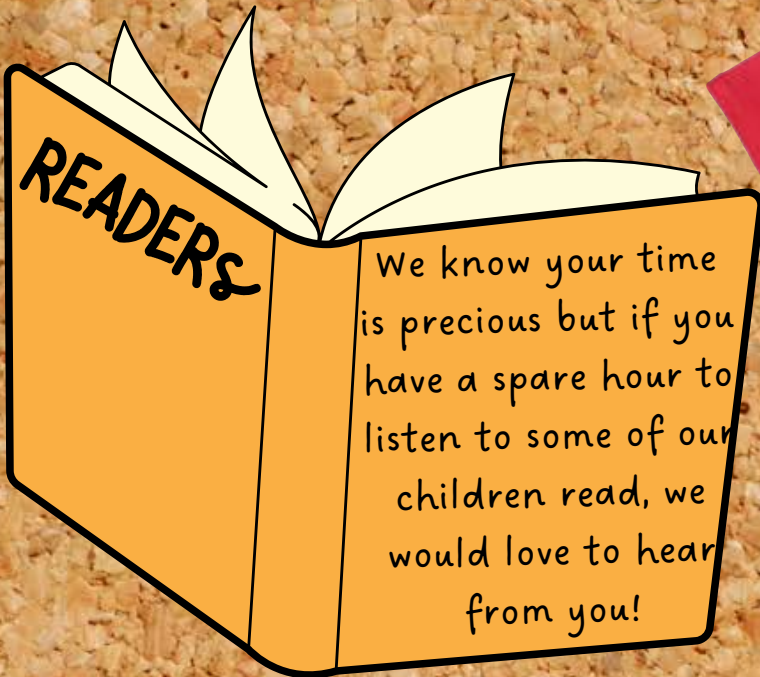
Throughout the term, we'll keep you in the loop with a curriculum letter and other important stuff. Don't hesitate to chat with us about anything – we're here to help! You can catch us at pick-up times, book an appointment through the office, or ping us over the phone or email. So let's make this school year awesome together! We can't wait to get started!

TEACHING STAFF

Mrs Bradshaw	Mrs Wilber
Miss Roberts	Mrs Damri
Miss Yeoman	Mrs Greenaway
Mrs Underwood	



YEAR 3 NOTICES



PE KITS

Children will now keep their P.E. kits in school. They will be taken home on the last day of each half term. This means children come to school in their school uniform every day. We hope this makes your mornings much smoother!



MORNINGS & HOME TIMES

The gates will open for all children at 8.40am. Children will go straight into their classrooms to complete their morning tasks. The register is taken promptly at 8.50am. At the end of the school day, Y3/4 will exit the building via the sliding doors next to the main hall.

AFTERNOON BREAKS

In KS2, we don't have afternoon break times as our morning sessions are slightly longer and our afternoon session is shorter than in KS1. However, we still enjoy plenty of brain breaks and movement breaks throughout the day!

FIVE YEAR 3 "NEED-TO-KNOWS"

I

Try your best. We will make mistakes and that's okay – mistakes help us grow! Resilience is the key to success!

M

Be Kind.
Be respectful.
Be thoughtful.
We are all part of one big school community and we need to look after, support and celebrate each other.

N

Complete your homework tasks. They are designed to complement your school learning and to help develop your confidence!

D

Be responsible. We are getting ready for the next step in our education; make sure you are looking after your equipment, remembering your water bottle and helping your adults!

S

Speak to an adult if you are struggling with anything. All of us need extra support at times – and that's okay! We're here to help!

ALL ABOUT

HOMework

ANY LOGINS
FOR HOMEWORK
PLATFORMS
WILL BE STUCK
INTO READING
DIARIES IN
SCHOOL



READING

Reading is crucial homework for kids as it boosts their brainpower, language skills, and imagination. Ideally, they should read at least three times a week to expand their vocabulary and understanding. While it's great for younger ones to read with adults, older children benefit from independent reading too.

MATHS



There are three main ways you can support your child at home.

1. Atom Prime. Homework tasks will be set at the end of unit of learning. Once we have taught a new skill, children will be set independent questions about what they have learned, adapted to their level of understanding.
2. TT Rockstars. Having a secure recall of their times tables (and associated facts) is an important foundation for so many other mathematical concepts. Fractions, ratios, percentages, geometry, statistics - they are all made so much easier if you know your times tables!
3. Encourage time-telling, get measuring and weighing, look at timetables, work out the fraction of your pizza slices, set timers - it's all maths and it's all around us!



SPELLING

Mastering spelling is a crucial life skill for children, especially by the end of Year 6. Good spelling not only helps them express themselves clearly but also boosts their confidence in written communication. To support their spelling journey, children will have a login to Emile Spellings, an awesome online platform filled with engaging activities and games. Emile Spellings makes learning enjoyable by turning it into a fun challenge. With regular practice at home, children can strengthen their spelling abilities, expand their vocabulary, and become more effective communicators. So, let's embrace the power of words and spelling by diving into the exciting world of Emile!



HOMework CLUB

We truly believe that homework should be a helpful tool in a child's journey and development, rather than a source of stress or issues. That's why we've made a decision to no longer assign "learning log" homework tasks. We understand that completing homework outside of school isn't always possible. This club is specifically designed to assist children who may require extra guidance or motivation with their homework. We want every child to feel empowered and confident in their learning, and our homework club aims to create a supportive environment where they can thrive!

EVERY THURSDAY
LUNCHTIME - SEE YOU
THERE!



OUR SCHOOL CURRICULUM

Curriculum structure



Learning mindsets



At Markeaton, we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need. Our curriculum, as shown in the image above, centres around something called **Markeaton Minds**. Markeaton Minds are a series of learning mindsets we want the children to develop during their time at Markeaton to help them become curious, determined and caring learners. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing). Encircling the entire curriculum are the aims for our curriculum at Markeaton: what we would like it to be for all children. **Embedded within our curriculum and also at the heart of school life are our three core values:**



Care



Curiosity



Determination

5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



NHS



Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

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



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

End of Year 3 ?

MATHS EXPECTATIONS



Place value

In Year 3, children will be expected to recognise hundreds, tens and ones in 3-digit numbers (for example, 423 has 4 hundreds, 2 tens and 3 ones).

This includes:

- counting in steps of 4, 8, 50 and 100
- reading, writing, comparing and ordering numbers to 1000
- finding 10 or 100 more or less than a number.

Fractions

In Year 3, children will be expected to be able to compare and order fractions and begin to add and subtract fractions with the same denominator. This includes:

- counting up and down in tenths and connecting tenths to dividing by 10
- using unit and non-unit fractions
- understanding equivalent fractions, that is fractions that have the same value

Measurement

In Year 3, children will be expected to be able to add and subtract measurements, tell the time to the nearest minute and compare durations of time.

This includes:

- measuring and adding to find the perimeter of 2D shapes
- telling the time using 12-hour and 24-hour clocks, including Roman numerals I to XII.

Geometry

In Year 3, children will be expected to use accurate mathematical language to describe properties of a wider range of symmetrical and non-symmetrical shapes. This includes:

- drawing 2D shapes and making 3D shapes
- identifying angles greater or less than a right angle
- identifying horizontal, vertical, parallel and perpendicular lines.

Addition and subtraction

In Year 3, children will be expected to be able to use a range of strategies to solve problems mentally and learn formal written methods for column addition and column subtraction. This includes:

- adding and subtracting numbers with up to three digits
- estimating answers to problems before working them out accurately and checking using the inverse operation, i.e. using addition to check subtraction and vice versa
- explaining how they have solved a problem and why they chose a particular method
- adding and subtracting amounts of money in order to give change.

x and ÷

In Year 3, children will be expected to use a range of strategies to solve problems mentally and begin to learn formal written methods for short multiplication and short division. This includes:

- knowing and using multiplication and division facts for the 3, 4 and 8 times tables
- multiplying two-digit by one-digit numbers
- understanding that multiplication and division have an inverse relationship, i.e. they undo each other, and using this to check their calculations.

Statistics

In Year 3, children will interpret and present data in a range of ways. This includes:

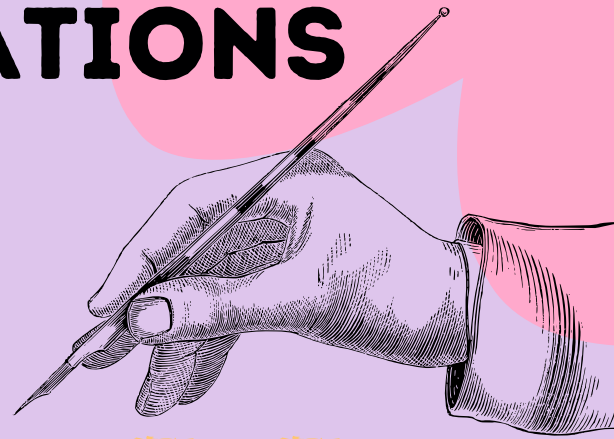
- interpreting and making bar charts, pictograms, and tables
- understanding information presented using scales
- solving one-step and two-step problems using data.

END OF YEAR 3 EXPECTATIONS



WRITING

- to talk about similar pieces of writing, and using these to help them plan their own
- to plan their writing by talking about it or writing down key words
- to use a rich vocabulary and a range of sentence structures to make their writing interesting
- to create settings, characters, and plots for stories
- to use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- to proof-read their writing for spelling, grammar, and punctuation errors
- to read their writing out loud.



HANDWRITING

- writing neatly and legibly with letters that are all a similar size; joining some letters; deciding which letters to join; making sure that descenders of one line do not touch the ascenders of the line below.

GRAMMAR

- Use a and an correctly
- Use conjunctions to talk about time, place and cause
- Use adverbs to talk about time, place and cause
- Use prepositions to talk about time, place and cause, for example, 'We met at 2pm' (time), 'The school was next to the shops' (place) or 'We ran home because of the rain' (cause)
- Put sentences together into paragraphs
- Use heading and subheadings in non-fiction texts
- Use the present perfect form of verbs to talk about events that started in the past and are still happening
- Use inverted commas for speech.

SPELLING

- how to use a dictionary to check their spelling
- to spell many homophones correctly
- spelling more words with prefixes
- spelling more words with suffixes and other endings
- words with unusual spelling
- using the possessive apostrophe with regular and irregular plurals
- spelling words that are often misspelt (Spelling word list for Year 3 and Year 4).

END OF YEAR 3

READING EXPECTATIONS



Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Predict what might happen from details stated.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Use dictionaries to check the meaning of unfamiliar words.
Identify the main idea and/or theme of a text.

Retrieve and record information from non-fiction.

Pause and intonate appropriately in response to punctuation and/or meaning e.g. slowly to create suspense.

