



**Wellow**  
Primary School

# The New National Curriculum a guide for Y3 Parents

The new curriculum came into schools in September 2014. However, for children in Year 2 and Year 6, the new curriculum won't become statutory until September 2015. This is because these children are in the last year of the Key Stages. At this age, children are formally assessed to judge their progress against the requirements of the curriculum. Because the 2014 curriculum will only have been in place for nine months, these children will be assessed against the requirements of the old curriculum in the National Curriculum Tests. New tests will be produced for the summer of 2016 to assess work from the new curriculum.

## What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on **'higher expectations'** in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

## High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

## Tests your child will take

Lots of schools use tests at all stages of their work. For the most part, these are part of a normal classroom routine, and support teachers' assessment. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The Year 6 tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

# Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

## Number and Place Value

- ◆ count in multiples of 4, 8, 50 and 100
- ◆ recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s)
- ◆ Read and write numbers up to 1,000 using digits and words
- ◆ compare and order numbers up to 1,000

## Calculations

- ◆ add and subtract numbers mentally, including adding either 1s and 10s to a 3-digit number
- ◆ use the standard column method for addition and subtraction for up to three digits
- ◆ estimate the answers to calculations, and use inverse calculations to check the answers
- ◆ learn the 3x, 4x and 8x tables and the related division facts, for example knowing that  $56 \div 8 = 7$
- ◆ begin to solve multiplication and division problems with two-digit numbers

## Fractions

- ◆ understand and use tenths, including counting in tenths
- ◆ recognise and show equivalent fractions with small denominators
- ◆ add and subtract simple fractions worth less than one e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$
- ◆ put a sequence of simple fractions into size order

## Shape and Position

- ◆ draw familiar 2-d shapes and make familiar 3-d shape models
- ◆ recognise right angles, and know that these are a quarter turn, with four making a whole turn
- ◆ identify whether an angle is greater than, less than or equal to a right angle
- ◆ Identify horizontal, vertical, perpendicular and parallel lines

## Graphs and Data

- ◆ present and understand data in bar charts, tables and pictograms
- ◆ answer questions about bar charts that compare two pieces of information

## Measurements

- ◆ solve simple problems involving adding and subtracting measurements such as length and weight
- ◆ measure the perimeter of simple shapes
- ◆ add and subtract amounts of money, including giving change
- ◆ tell the time to the nearest minute using an analogue clock
- ◆ use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- ◆ know the number of seconds in a minute and the number of days in a year or leap year

# English in Year 3

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

## Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include:

- ◆ use discussion and conversation to explore and speculate about new ideas
- ◆ begin to recognise the need to use Standard English in some contexts
- ◆ participation in performances, plays and debates
- ◆ explain thinking and feeling in well structured statements and responses

## Reading Skills

- ◆ extend skills of decoding to tackle more complex words, including those with unusual spelling patterns-read a wide range of fiction, non-fiction and literary books
- ◆ recognise some different forms of poetry
- ◆ use dictionaries to find the meanings of words
- ◆ become familiar with a range of traditional and fairy tales, including telling some orally
- ◆ identify words which have been chosen to interest the reader
- ◆ ask questions about what they have read
- ◆ draw simple inferences about events in a story, such as how a character might be feeling
- ◆ make predictions about what might happen next in a story
- ◆ summarise ideas from several paragraphs of writing
- ◆ find and record information from non-fiction texts
- ◆ take part in discussions about reading and books
- ◆ makes sense, and self correct reading where necessary
- ◆ Make predictions about what might happen next in a story

## Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- ◆ present perfect tense: a tense formed using 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- ◆ fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- ◆ direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

## Parent Tip

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

# English in Year 3 *continued...*

## Writing skills

- ◆ Write with joined handwriting, making appropriate join choices
- ◆ Spell words that include prefixes and suffixes, such as anticlockwise
- ◆ Spell some commonly misspelt words correctly, taken from the Y3/4 list
- ◆ Use a dictionary to check spellings
- ◆ Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boy's
- ◆ Use examples of writing to help them structure their own similar texts
- ◆ Plan out sentences orally to select adventurous vocabulary
- ◆ Use paragraphs to organise ideas
- ◆ Use description and detail to develop characters and settings in story writing
- ◆ Write interesting narratives in stories
- ◆ In non-fiction writing, use features such as sub-headings and bullet points
- ◆ Review their work to make improvements, including editing for spelling errors
- ◆ Read other's writing and suggest possible improvements
- ◆ Read aloud work that they've written to be clearly understood
- ◆ Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- ◆ Use the present perfect verb tense
- ◆ Use nouns and pronouns with care to avoid repetition

*To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.*

## Spellings

accident	grammar
actual	guard
address	heard
answer	heart
appear	history
arrive	important
bicycle	interest
build	island
busy	learn
centre	length
certain	library
circle	minute
complete	notice
decide	often
describe	perhaps
different	popular
difficult	position
early	potatoes
earth	recent
eight	regular
extreme	remember
famous	sentence
February	strange
fruit	surprise
group	woman
guide	women

*Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.*