

Identify the conjunction in the sentence below.

The parents were learning about Year 3 so they could help their children.

parents

so

help

 correct answer  incorrect answer

Identify the adverb in the sentence below.

The young children listened carefully to the teacher.

carefully

teacher

young

 correct answer  incorrect answer

What does the prefix in this sentence mean?

The pupil had to redo his work.

not

again

wrongly



correct answer



incorrect answer

How many determiners are in this sentence?

The girl picked up a book.

1

2

3

 correct answer  incorrect answer

Which word is the preposition in this sentence?

The parents went into the classroom.

parents

the

into



correct answer



incorrect answer

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Overview

- Upcoming topics
- Writing at KS2 Y3
- Reading at KS2 Y3
- Maths at KS2 Y3

- How you can help / strategies.

‘Parental involvement in children’s education from an early age has a significant effect on educational achievement.’

Department for children, schools and families: The impact of parental involvement on children’s education.

https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf

The coming months...

Term 1

Stone Age

Compass points

Harvest

Diwali

Skeletons and muscles

Healthy eating

Newspapers

Traditional Tales- story writing and description

Playscripts

Term 2

Life on the Humber

Light

Designing and creating a wooden photo frame

French- body parts

The Firework Maker's Daughter- reports and instructions.

Writing

The success of your child's writing is based on:

- a rich talking environment
- experience of many stories that have been read to them
- being able to join in with stories and add their own ideas
- children being engaged in a range of speaking and listening activities
- Proof reading and editing.

How you can help!

- Giving children a broad experience of the world - visit museums and workshops.
- 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.
- Find real writing opportunities that engage your child - letters, emails, invitations, shopping lists, microwave instructions, oven instructions.

Reading

Your child's understanding will be assessed through different strands known as content domains.

VOCABULARY

INFERENCE

PREDICTION

EXPLANATION

RETRIEVAL

SUMMARY

Emphasis placed on using evidence from the text in answers.

Reading

Year 3 children are expected to:	To support this, you could say:
<ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what might this new word mean?</p>
<ul style="list-style-type: none">• develop positive attitudes to reading and an understanding of what they have read	<p>What happened in your story?</p> <p>What kind of text would you like to read next?</p>
<ul style="list-style-type: none">• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p>
<ul style="list-style-type: none">• use dictionaries to check the meaning of words they have read	<p>If you're not sure what a word means, what could you do?</p>
<ul style="list-style-type: none">• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	<p>What genre is this text?</p> <p>Can you tell me the story of...?</p> <p>Do you know any myths?</p>

<ul style="list-style-type: none"> • discuss words and phrases that capture the reader's interest and imagination 	<p>What an interesting use of words; why do you think the author chose those?</p>
<ul style="list-style-type: none"> • recognise some forms of poetry, e.g. free verse, narrative poetry 	<p>Do you know what kind of poem this is?</p>
<ul style="list-style-type: none"> • check that the text makes sense to them 	<p>Did you understand that?</p>
<ul style="list-style-type: none"> • discuss their understanding of the text 	<p>What do you think that means?</p>
<ul style="list-style-type: none"> • explain the meaning of new words in context 	<p>What does... mean? I've never heard of that before.</p>
<ul style="list-style-type: none"> • ask questions to improve their understanding of the text 	<p>Is there anything you want to ask that you're not sure about?</p>
<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives 	<p>How do you think... is feeling? What makes you think that?</p> <p>Why did he make that choice?</p>

<ul style="list-style-type: none"> • predict what might happen from the details stated and implied 	<p>If they just..., what might they do next?</p> <p>Who could it be? What makes you think that?</p>
<ul style="list-style-type: none"> • identify the main ideas drawn from more than one paragraph and summarise these 	<p>So, what has this part of the story been about?</p> <p>Have you spotted a theme in the story?</p>
<ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning 	<p>Why do you think the author has used... in the text?</p>
<ul style="list-style-type: none"> • retrieve and record information from non-fiction texts 	<p>What did...?</p> <p>Which part tells you about...?</p>
<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say 	<p>Would you like me to read this page?</p> <p>What did you think of...?</p> <p>I thought that...</p> <p>Do you think... would like this book?</p> <p>What makes you think that?</p>

Maths

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 will be introduced to the standard written column methods of addition and subtraction and more formal methods for multiplication and division.

Be positive about maths and point out the maths used in everyday life.

Times Tables

Mastering times tables is paramount in quick calculations.

The times tables your child needs to be able to 'rapid recall' in Year 3 are:

- 3x, 4x and 8x tables and the related division facts, for example knowing that $56 \div 8 = 7$

Little and often is key - try cards in a sequence then take ones away once they are secure.

Drill, drill, drill - in the car, bath, way to school - times tables should be so instilled they can be instantly recalled.

Measurements

In Key Stage 2 children learn how to convert various measures (from centimetres to millimetres and metres, for example). These are the facts they'll need to know:

$$\begin{array}{l} 10\text{mm} \\ \text{(millimetres)} \end{array} = 1\text{cm (centimetre)}$$

$$\begin{array}{l} 100\text{cm} \\ \text{(centimetres)} \end{array} = 1\text{m (metre)}$$

$$1000\text{m (metres)} = 1\text{km (kilometre)}$$

$$1000\text{g (grams)} = 1\text{kg (kilogram)}$$

$$\begin{array}{l} 1000\text{ml} \\ \text{(millilitres)} \end{array} = 1\text{l (litre)}$$

Measurements

Common KS2 maths problems involve working out the difference between two measurements given in different units of measurement.

Children will be asked questions such as:
Nathan is 72cm tall. John is 1.2m tall. How much taller is John than Nathan?

Help your child at home by giving them two different-sized containers full of liquid (for example: a one-litre bottle of water and a 330ml can of lemonade) and ask them to work out how much more liquid is in the larger container than in the smaller one.

Measurements

One area you can really help your child is with telling the time. In Year 3 children are expected to:

- 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

At Home

Draw attention to time. Mention the time at different points in the day.

Do fun activities that include measuring time:

- use a timer for baking
- play a board game with a sand timer
- use a stop watch to time a race or challenge

Start with analogue clocks.

Focus on telling time to the hour and half hour moving to 5 minutes and minutes.

Put a clock in your child's bedroom.

Talk about what you regularly do at different times in the day. Use time vocabulary such as today, yesterday, now, afterwards.

Maths

Useful websites

<https://www.theschoolrun.com/year-3> - excellent website with advice for parents, activities for children and links to improve your own maths!

<https://www.topmarks.co.uk/maths-games/hit-the-button> - Quick fire maths practice for key instant recall facts