

Parental Guide to Year 3 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 3** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 3** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

Parental Guide to Year 3 Learning

Reading

Accelerated reader uses ZPD's (Zone of Proximal Development) to give a difficulty range of books that your child can pick from. They are tested each term to give them a new ZPD and the following are expected ranges that your child should be in for their year group:

	Year 2	Year 3	Year 4	Year 5	Year 6
Suggested ZPD	0.5 - 3.0	2.0 - 4.0	2.5 - 5.0	3.0 - 5.0	3.0 - 6.0

Below are a few sentences that **Year 3** children should be able to read by the end of the year independently:

Taken from: Stig of the Dump by Clive King

This is what it's like when the ground gives way, thought Barney. Then he seemed to turn a complete somersault in the air, bumped into a ledge of chalk halfway down, crashed through some creepers and ivy and branches, and landed on a bank of moss.

Taken from: The boy with the bronze axe by Kathleen Fidler

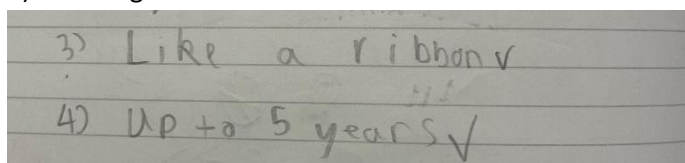
At last they reached the island furthest out into the sea. It was little more than a large rock. The limpets clung all round it just below the fringe of green seaweed that marked the level of high tide. Kali handed Brockan a sharp flint with a razor-like edge.

"Come, now! Work quickly! As soon as the tide rises we shall have to go."

By the end of the year, a **Year 3** child should be answering this sort of question about what they have read:

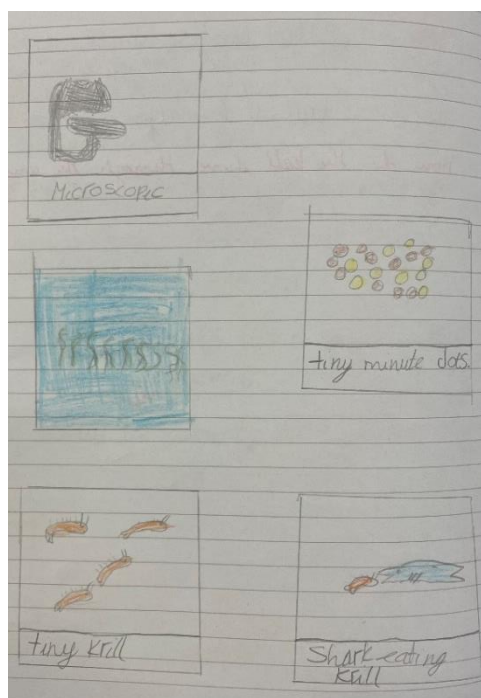
Retrieve:

- 3) What simile describes how the minute creatures slid through the water?
- 4) How long can krill live for?



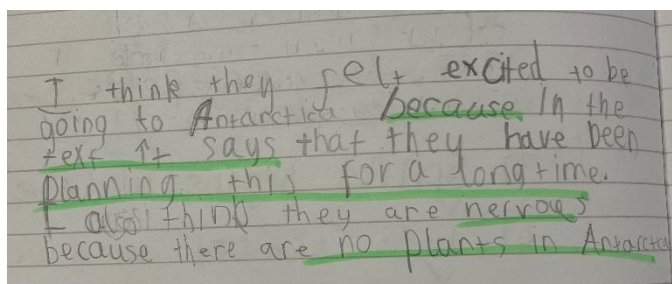
Summarise:

Can you summarise what you have read?



Infer:

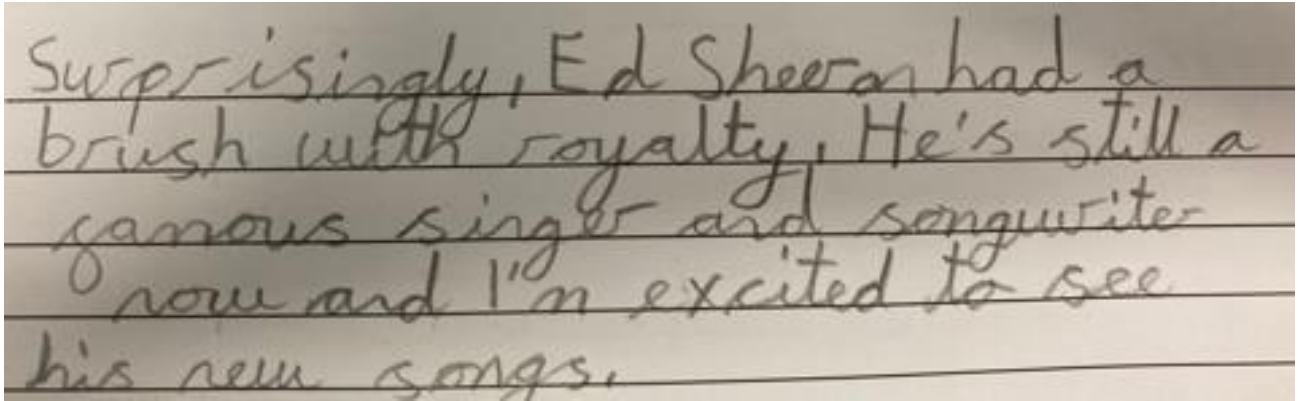
How did the people who were going to Antarctica feel?
Why do you think they felt this way?



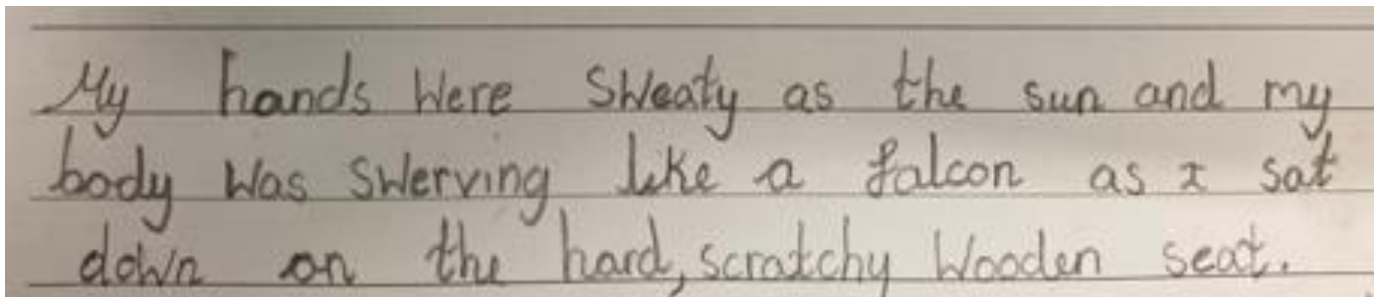
Parental Guide to Year 3 Learning

Writing

Below are some examples of age expected **Year 3** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:



Surprisingly, Ed Sheeran had a brush with royalty. He's still a famous singer and songwriter now and I'm excited to see his new songs.



My hands were sweaty as the sun and my body was swerving like a falcon as I sat down on the hard, scratchy wooden seat.

Below are just some of the words that **Year 3** children would usually be able to spell correctly and independently if learning at an age expected level:

mistake	developed	straight	unique
television	great/grate	mystery	exactly

Parental Guide to Year 3 Learning

Mathematics

Year 3 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a **Year 3** child able to demonstrate by the end of the year:

The image displays handwritten mathematical work on grid paper, organized into three sections. The top-left section shows two addition problems using a columnar method with place value labels (H, T, O). The first problem is $234 + 443 = 677$, and the second is $736 + 203 = 939$. Both results are marked with a green checkmark. The top-right section shows two addition problems using a number line method. The first is $246 + 30 = 276$, with jumps of 10 marked on the number line. The second is $861 + 40 = 901$, also with jumps of 10 marked. Both results are marked with a green checkmark. The bottom section shows two division problems: $12 \div 3 = 4$ and $15 \div 3 = 5$, both marked with a green checkmark. Below these, a text box contains the statement: "If I know that $7 \times 3 = 21$, I know that...". At the bottom, two division problems are shown: $21 \div 7 = 3$ and $21 \div 3 = 7$, with the second result marked with a green checkmark.

Handwritten mathematical work on grid paper, showing addition and subtraction problems, and a division problem.

Top left: Addition problems using columnar method (H, T, O):

$$\begin{array}{r} \text{H T O} \\ 234 \\ + 443 \\ \hline 677 \end{array}$$
$$\begin{array}{r} \text{H T O} \\ 736 \\ + 203 \\ \hline 939 \end{array}$$

Top right: Addition problems using number line method:

$$246 + 30 = 276$$
$$861 + 40 = 901$$

Bottom left: Division problems:

$$12 \div 3 = 4$$
$$15 \div 3 = 5$$

Bottom right: Division problem using multiplication fact:

If I know that $7 \times 3 = 21$, I know that...

$$21 \div 7 = 3 \text{ OR } 21 \div 3 = 7$$

Parental Guide to Year 3 Learning

Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

Parental Guide to Year 3 Learning

Personal Safety

- I can explain what is meant by the term 'identity'.
- I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).
- I can explain what bullying is and can describe how people may bully others.
- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.

Social and Emotional Skills

- I can recognise and value the feelings of others especially when working as part of a team.
- I know what to do to calm down and action this independently.
- I can empathise with other people's emotions.
- I can understand the concept of bullying, how to recognise it and address it.
- I recognise that children's actions can affect my feelings.

Personal Care

- I can choose a meal I know I will eat.
- I can tie my own shoelaces.
- I know to wash my hands after coughing/sneezing into them.
- I can get changed for PE or other activities quickly and can look after my belongings.
- I know what to do if I get lost.
- I am able to come to school prepared for the day and pack my own bag. (Knowing if I need my PE kit or reading book)

Understanding the World

- I understand the value of money.
- I am aware of road safety and know when it is safe to cross the road.
- I have an understanding of the annual calendar and can identify a few key dates. (Christmas/Birthday)