







# Parent Handbook

## Year 3

Dorridge Primary School Information Evening  
Working together to support your child's journey.

MONDAY	<p>Year 3 book change</p> <p>Spellings and English homework set</p> <p>HSOs checked (Reading)</p>	
TUESDAY	<p>Maths homework set</p>	
WEDNESDAY		
THURSDAY	<p>English homework to be handed in</p> <p>Year 3 book change</p>	
FRIDAY	<p>Maths homework to be handed in</p> <p>Spelling Test</p> <p>Times Table Test</p> <p>PE/Forest School</p>	

**\*\* Afternoon and lunchtime library slot: Days TBC**



# DPS Weekly Timetable Year 3

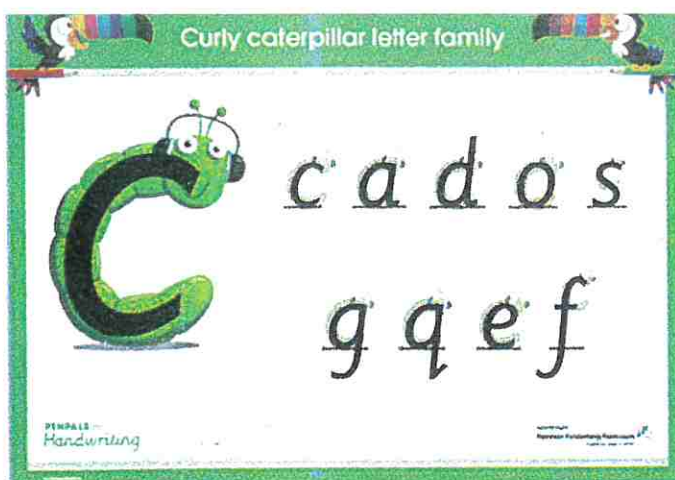


	Monday	Tuesday	Wednesday	Thursday	Friday
8:50- 9:00am	Registration and Morning Task (once a week to include handwriting) Book Change (Monday/Thursday)				
9:00- 9:20am	Assembly				
	Endeavour (SMT)	Jigsaw (SMT)	Yr. 3/4 Teacher	Yr. 5/6 Teacher	Spelling Test
9:20- 10:30am	Maths	Maths	Maths	Maths	Class review of homework Maths *Include times tables practise for today*
10:30- 10:50am	Play Time				
10:50-11:15am	Shared Reading				
	Assembly Song Practice (SMT)				
11:15- 12:30pm	Spelling Rule	English	Spelling Dictation (Recap Rule)	English	English
	Ninja SPAG Rule		English		
12:30- 1:30pm	Lunch				
1:30-1.45pm	Times Tables				
1:45- 3:30pm (Incl. Daily Mile)	Science	Music RE Handwriting	Humanities	PSHE French Computing	PPA PE or Forest School



## Local Authority Teacher Moderation Framework at the end of Year 3 - Writing

Working towards the expected national standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
• Write about real events, recording these simply and clearly.						
• Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.						
• Use present and past tense mostly correctly and consistently.						
• Use co-ordination (eg or/and/but) and some subordination (eg when/if/that/because) to join clauses.						
• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
• Spell many common exception words from the Year 2 list correctly.						
• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
<b>Working at the expected national standard</b> The pupil can:						
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
• Make use of paragraphing and organisational devices to structure writing.						
• Use co-ordination and subordination to extend sentences (eg when, if, because, although).						
• Make simple additions, revisions and proof-reading corrections to their own writing.						
• Use the punctuation taught at key stage 1 correctly.						
• Spell most common exception words from the Year 2 list and some from the Year 3/4 list.						
• Spell contracted words correctly.						
• Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).						
• Use the diagonal and horizontal strokes needed to join letters.						
<b>Working at greater depth within the national standard</b> The pupil can:						
• Write narratives with some description to setting and character.						
• Signpost the reader through non-fiction by using organisational devices for clarity.						
• Use of paragraphs is more consistent across the range.						
• More varied tenses used eg perfect form.						
• Some use of punctuation for direct speech.						
• Extend range of sentences using a range of conjunctions appropriate to the genre.						



## Letters and joins for Y2/P3

Join	Letters in this box	To letters in this box	Joins taught
Diagonal join to ascender	a c e i l t	h k l t	ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol
Diagonal join, no ascender	a c d e i k l n t u	e i n r y  a c d g s (anticlockwise letters)	ai, ay, ir, er, ie, ue, ee, le, ar, ur, in, ui, ey, aw, an, ip  ea, ig, dg, ng, ed, cc, eg, ic, ad, ug, dd, ag, as, es, os, ns, ds, is, ls, ts, ks
Horizontal join, no ascender	o v w	e i n p r u v w y  a c d g o s (anticlockwise letters)	ow, ou, oe, ve, or, oi, oy, on, op, ov  oo, oa, wa, wo, oc, og, od, va, vo
Horizontal join, to ascender	o w	h	wh, oh

### Break letters

These letters do not join: g j x y z

We do not join from these letters yet: b f p q s r

### Year 3 CEW Spellings

Accident	Centre	Difficult	Increase	Quarter
Accidentally	Century	Eight	Important	Question
Actual	Certain	Eighth	Minute	Recent
Actually	Circle	Experiment	Notice	Remember
Address	Complete	Famous	Occasion	Sentence
Appear	Consider	Favourite	Occasionally	Strange
Arrive	Continue	February	Often	Suppose
Bicycle	Decide	Fruit	Opposite	Surprise
Calendar	Describe	History	Ordinary	Therefore
Caught	Different	Imagine	Popular	Weight



## Local Authority Teacher Moderation Framework at the end of Year 3 - Reading

Working towards the expected standard The pupil can :	SAMPLES					
	1	2	3	4	5	TE
<ul style="list-style-type: none"> <li>Read some common exception words and words with common suffixes from Year 3/4 list.</li> </ul>						
<ul style="list-style-type: none"> <li>Start to identify themes and conventions, finding similarities and differences, comparing and contrasting.</li> </ul>						
<ul style="list-style-type: none"> <li>Infer finding a point of reference in the text.</li> </ul>						
<ul style="list-style-type: none"> <li>Predict what might happen with some accuracy on the basis of what has been read so far.</li> </ul>						
<ul style="list-style-type: none"> <li>Able to retrieve and record information from non-fictions texts.</li> </ul>						
<ul style="list-style-type: none"> <li>Listen to and discuss a range of reading materials that are structured in different ways.</li> </ul>						
<ul style="list-style-type: none"> <li>Make links between the book they are reading and other books they have read.</li> </ul>						
<ul style="list-style-type: none"> <li>Check the text makes sense and start to ask questions.</li> </ul>						
<b>Working at the expected standard</b>						
<b>The pupil can :</b>						
<ul style="list-style-type: none"> <li>Compare and contrast texts, identifying similarities and differences.</li> </ul>						
<ul style="list-style-type: none"> <li>Draw inferences about characters' thoughts and feelings from their actions using evidence from the text.</li> </ul>						
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied with increasing accuracy.</li> </ul>						
<ul style="list-style-type: none"> <li>Identify main ideas from what has been read and summarise in their own words.</li> </ul>						
<ul style="list-style-type: none"> <li>Retrieve and record relevant information from non-fiction texts.</li> </ul>						
<ul style="list-style-type: none"> <li>Discuss unfamiliar words that capture their interest and imagination.</li> </ul>						
<ul style="list-style-type: none"> <li>Check a text makes sense by confidently asking questions to improve understanding.</li> </ul>						
<ul style="list-style-type: none"> <li>Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including non-fiction and fiction poetry.</li> </ul>						
<ul style="list-style-type: none"> <li>Read for a range of purposes, for enjoyment and for information and suggest possible meaning.</li> </ul>						
<b>Working at greater depth within the expected standard</b>						
<b>The pupil can :</b>						
<ul style="list-style-type: none"> <li>Infer about characters', thoughts, feelings and actions and find evidence to justify their ideas.</li> </ul>						
<ul style="list-style-type: none"> <li>Predict what might happen, confidently using evidence to back up their predictions.</li> </ul>						
<ul style="list-style-type: none"> <li>Summarise succinctly what has been read, showing understanding by including main details.</li> </ul>						
<ul style="list-style-type: none"> <li>Discuss what has been read whilst starting to take account of the views of others.</li> </ul>						
<ul style="list-style-type: none"> <li>Use a dictionary to check for meaning.</li> </ul>						

<b>Understand, describe and retrieve</b>	<b>Deduction and Inference</b>	<b>Choices of Structure</b>	<b>Use of words and pictures</b>	<b>The effect the book has on the reader</b>	<b>How the story relates to my own experiences</b>
Refer back to things that happened in a story or make appropriate notes	Say why events happened in a story using images and text to guide me	Start to talk about how paragraphs work in a story and how they affect the reading	Refer to words, phrases, images that have been used to create a certain mood or build tension	Comment on how I think the author/illustrator wants me to respond at certain points in the book	Make links between events and characters from different texts
Sum up what has happened in a story, or a section of the text	Say what is going to happen in a story with good reasoning	Talk about how paragraphs can lead from one idea or piece of information and build up ideas	Talk about the choices of words/phrases or images the author/illustrator has used	Say why I think one Non-Fiction / Fiction book is better than another	Make connections between different plot ideas that occur in separate books
Justify the reasons for my predictions in a story by using image and/or text	Talk about why characters take the actions they do using text/image to support me	Start to about different layouts in text and image and formatting of words too	Talk about the technical words the author has used in Non-Fiction books and why they were chosen	Talk about how a book is presented and if I think the author/illustrator was successful in hooking in their readership	Share my ideas about how people and places in story reflect some elements of the real world
Find information quickly by using skimming and scanning techniques	Discuss the main elements of a story using just a few sentences	Start to use contents, index, headings and sub-headings to find information	Begin to notice how the author is using figurative language for effect	Give a response to what I think the message of a story is	Link characters and stories across a range of stories
Talk about the main ideas and events in a story and can use them to explain my thoughts about a text	Discuss the main elements of a story using just a few sentences	Identify the main features of different text types	Talk about how an author/illustrator's style makes me feel	Start to explain how the author/illustrator has affected the way I feel about a character	Link what happens in a story and its structure across a range of tales

**When reading at home ..... Let's encourage lots of book talk to develop their comprehension skills.**





Cover	Title, Author/Illustrator, Format	<input checked="" type="checkbox"/>	Cover	Title, Author/Illustrator, Format	<input checked="" type="checkbox"/>
	<b>The 13 Storey Treehouse</b> by Andy Griffiths and Terry Denton Fiction	<input type="checkbox"/>		<b>The Abominables</b> by Eva Ibbotson Fiction	<input type="checkbox"/>
	<b>The Accidental Diary of B.U.G.</b> by Jen Carney Fiction	<input type="checkbox"/>		<b>The Accidental Prime Minister</b> by Tom McLaughlin Fiction	<input type="checkbox"/>
	<b>The Adventures of Captain Underpants</b> by Dav Pilkey Graphic Novel	<input type="checkbox"/>		<b>Agent Asha: Mission Shark Bytes</b> by Sophie Deen and Anjan Sarkar Fiction	<input type="checkbox"/>
	<b>Agent Weasel and the Fiendish Fox Gang</b> by Nick East Fiction	<input type="checkbox"/>		<b>Amelia Fang and the Barbaric Ball</b> by Laura Ellen Anderson Fiction	<input type="checkbox"/>
	<b>An Alien in the Jam Factory</b> by Chrissie Sains and Jenny Taylor Fiction	<input type="checkbox"/>		<b>Anisha, Accidental Detective</b> by Serena Patel and Emma McCann Fiction	<input type="checkbox"/>
	<b>Apes to Zebras: An A-Z of Shape Poems</b> by Liz Brownlee, Sue Hardy Dawson and Roger Stevens Poetry	<input type="checkbox"/>		<b>The Bad Guys</b> by Aaron Blabey Graphic Novel	<input type="checkbox"/>
	<b>Barb the Brave</b> by Dan Abdo and Jason Patterson Graphic Novel	<input type="checkbox"/>		<b>Barry Loser: I Am Not a Loser</b> by Jim Smith Fiction	<input type="checkbox"/>
	<b>The Big Book of the Blue</b> by Yuval Zommer Non-fiction	<input type="checkbox"/>		<b>The Bookshop Girl</b> by Sylvia Bishop and Ashley King Fiction	<input type="checkbox"/>
	<b>BOOT</b> by Shane Hegarty and Ben Mantle Fiction	<input type="checkbox"/>		<b>The Boy Who Grew Dragons</b> by Andy Shepherd and Sara Ogilvie Fiction	<input type="checkbox"/>
	<b>Bunny vs Monkey</b> by Jamie Smart Graphic Novel	<input type="checkbox"/>		<b>Call Me Lion</b> by Camilla Chester Fiction	<input type="checkbox"/>
	<b>Can I Build Another Me?</b> by Shinsuke Yoshitake Picture Book	<input type="checkbox"/>		<b>Charlie Changes into a Chicken</b> by Sam Copeland and Sarah Horne Fiction	<input type="checkbox"/>
	<b>Charlotte's Web</b> by E. B. White and Garth Williams Fiction	<input type="checkbox"/>		<b>Dave Pigeon</b> by Swapna Haddow and Sheena Dempsey Fiction	<input type="checkbox"/>
	<b>A Day in the Life of a Poo, a Gnu and You</b> by Mike Barfield and Jess Bradley Non-fiction	<input type="checkbox"/>		<b>Daydreams and Jellybeans</b> by Alex Wharton and Katy Riddell Poetry	<input type="checkbox"/>



# The Reader Teacher

## Top 100 Recommended Reads for Year 3

www.TheReaderTeacher.com/Year3

for ages 7-8+

Checklist

SCAN ME



Cover	Title, Author/Illustrator, Format	✓	Cover	Title, Author/Illustrator, Format	✓
	<b>Diary of an Accidental Witch</b> by Perdita and Honor Cargill and Katie Saunders Fiction	<input type="checkbox"/>		<b>The Dictionary of Difficult Words</b> by Jane Solomon and Louise Lockhart Non-fiction	<input type="checkbox"/>
	<b>The Dragon in the Library</b> by Louie Stowell and Davide Ortu Fiction	<input type="checkbox"/>		<b>The Dragonsitter</b> by Josh Lacey and Gary Parsons Fiction	<input type="checkbox"/>
	<b>Earth Shattering Events</b> by Sophie Williams and Robin Jacobs Non-fiction	<input type="checkbox"/>		<b>Einstein the Penguin</b> by Iona Rangeley and David Tazzyman Fiction	<input type="checkbox"/>
	<b>Elen's Island</b> by Eloise Williams Fiction	<input type="checkbox"/>		<b>The Epic Book of Epicness</b> by Adam Frost Non-fiction	<input type="checkbox"/>
	<b>The Exploding Life of Scarlett Fife</b> by Maz Evans and Chris Jevons Fiction	<input type="checkbox"/>		<b>Fantastically Great Women Who Changed the World</b> by Kate Pankhurst Non-fiction	<input type="checkbox"/>
	<b>Finn Family Moomintroll</b> by Tove Jansson Fiction	<input type="checkbox"/>		<b>The Firework Maker's Daughter</b> by Philip Pullman Fiction	<input type="checkbox"/>
	<b>Fizzbert Stump: The Boy Who Ran Away from the Circus</b> by A. F. Harrold and Sarah Horne Fiction	<input type="checkbox"/>		<b>Fortunately, the Milk</b> by Neil Gaiman and Chris Riddell Fiction	<input type="checkbox"/>
	<b>The Giving Tree</b> by Shel Silverstein Picture Book	<input type="checkbox"/>		<b>The Greatest Show on Earth</b> by Mini Grey Non-fiction	<input type="checkbox"/>
	<b>Grimwood</b> by Nadia Shireen Fiction	<input type="checkbox"/>		<b>The Grunts in Trouble</b> by Philip Ardagh and Axel Scheffler Fiction	<input type="checkbox"/>
	<b>Harley Hitch and the Iron Forest</b> by Vashti Hardy and George Ermos Fiction	<input type="checkbox"/>		<b>The Hundred-Mile-an-Hour Dog</b> by Jeremy Strong Fiction	<input type="checkbox"/>
	<b>I Am the Subway</b> by Kim Hyo-eun and Deborah Smith Picture Book	<input type="checkbox"/>		<b>Iguana Boy Saves the World With a Triple Cheese Pizza</b> by James Bishop and Rikin Parekh Fiction	<input type="checkbox"/>
	<b>InvestiGators</b> by John Patrick Green Graphic Novel	<input type="checkbox"/>		<b>The Iron Man</b> by Ted Hughes and Chris Mould Fiction	<input type="checkbox"/>

★ Purchase the pack! ★

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SCAN ME  
TO SEE





Cover	Title, Author/Illustrator, Format	✓	Cover	Title, Author/Illustrator, Format	✓
	<b>It's a No-Money Day</b> by Kate Milner Picture Book	<input type="checkbox"/>		<b>Journey</b> by Aaron Becker Picture Book	<input type="checkbox"/>
	<b>Judy Moody</b> by Megan McDonald and Peter H. Reynolds Fiction	<input type="checkbox"/>		<b>Jumanji</b> by Chris Van Allsburg Picture Book	<input type="checkbox"/>
	<b>King Coo</b> by Adam Stower Fiction	<input type="checkbox"/>		<b>Leon and the Place Between</b> by Angela McAllister and Grahame Baker Smith Picture Book	<input type="checkbox"/>
	<b>Leonora Bolt: Secret Inventor</b> by Lucy Brandt and Gladys Jose Fiction	<input type="checkbox"/>		<b>Lists for Curious Kids: 263 Fun, Fascinating and Fact-Filled Lists</b> by Tracey Turner and Caroline Selmes Non-fiction	<input type="checkbox"/>
	<b>Lob</b> by Linda Newbery Fiction	<input type="checkbox"/>		<b>Malala's Magic Pencil</b> by Malala Yousafzai and Kerascoët Picture Book	<input type="checkbox"/>
	<b>Me and Mister P</b> by Maria Farrer and Daniel Riele Fiction	<input type="checkbox"/>		<b>My Mum's Growing Down</b> by Laura Dockrill and David Tazzyman Poetry	<input type="checkbox"/>
	<b>Nano: The Spectacular Science of the Very (Very) Small</b> by Dr. Jess Wade and Melissa Castrillón Non-fiction	<input type="checkbox"/>		<b>A Necklace of Raindrops</b> by Joan Aiken and Jan Pieńkowski Fiction	<input type="checkbox"/>
	<b>Nim's Island</b> by Wendy Orr Fiction	<input type="checkbox"/>		<b>The Nothing to See Here Hotel</b> by Steven Butler and Steven Lenton Fiction	<input type="checkbox"/>
	<b>The No. 1 Car Spotter</b> by Atinuke and Warwick Johnson Cadwell Fiction	<input type="checkbox"/>		<b>Ocean Meets Sky</b> by The Fan Brothers Picture Book	<input type="checkbox"/>
	<b>Ottoline and the Yellow Cat</b> by Chris Riddell Fiction	<input type="checkbox"/>		<b>Owen and the Soldier</b> by Lisa Thompson Fiction	<input type="checkbox"/>
	<b>The Pebble in My Pocket</b> by Meredith Hooper and Chris Coady Non-fiction	<input type="checkbox"/>		<b>Piggy Handsome</b> by Pip Jones and Adam Stower Fiction	<input type="checkbox"/>
	<b>Pizazz</b> by Sophy Henn Fiction	<input type="checkbox"/>		<b>Planet Omar: Accidental Trouble Magnet</b> by Zanib Mian and Nasaya Mafaridik Fiction	<input type="checkbox"/>
	<b>Please Mrs Butler</b> by Allan Ahlberg Poetry	<input type="checkbox"/>		<b>Pugs of the Frozen North</b> by Philip Reeve and Sarah McIntyre Fiction	<input type="checkbox"/>



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Cover	Title, Author/Illustrator, Format	✓	Cover	Title, Author/Illustrator, Format	✓
	<b>The Rhythm of the Rain</b> by Grahame Baker-Smith Picture Book	<input type="checkbox"/>		<b>The Royal Rabbits</b> by Santa and Simon Sebag Montefiore and Kate Hindley Fiction	<input type="checkbox"/>
	<b>Sam Wu is Not Afraid of Ghosts</b> by Katie and Kevin Tsang and Nathan Reed Fiction	<input type="checkbox"/>		<b>The Sheep-Pig</b> by Dick King-Smith Fiction	<input type="checkbox"/>
	<b>Skunk and Badger</b> by Amy Timberlake and Jon Klassen Fiction	<input type="checkbox"/>		<b>The Silly Book of Side-Splitting Stuff</b> by Andy Seed and Scott Garrett Non-fiction	<input type="checkbox"/>
	<b>The Spy Who Loved School Dinners</b> by Pamela Butchart and Thomas Flintham Fiction	<input type="checkbox"/>		<b>Swop the Satsuma-Sized Secret</b> by Lucy Noguera and Laura Ireland Fiction	<input type="checkbox"/>
	<b>Thimble Monkey Superstar</b> by Jon Blake and Martin Chatterton Fiction	<input type="checkbox"/>		<b>Tilly and the Time Machine</b> by Adrian Edmonson and Danny Noble Fiction	<input type="checkbox"/>
	<b>The Tin Forest</b> by Helen Ward and Wayne Anderson Picture Book	<input type="checkbox"/>		<b>Tuesday</b> by David Wiesner Picture Book	<input type="checkbox"/>
	<b>The Unbelievable Top Secret Diary of Pig</b> by Emer Stamp Fiction	<input type="checkbox"/>		<b>The Unlikely Adventures of Mabel Jones</b> by Will Mabbitt and Ross Collins Fiction	<input type="checkbox"/>
	<b>Violet Investigates: The Pearl of the Orient</b> by Harriet Whitehorn and Becka Moor Fiction	<input type="checkbox"/>		<b>Voices in the Park</b> by Anthony Browne Picture Book	<input type="checkbox"/>
	<b>Werewolf Club Rules</b> by Joseph Coelho Poetry	<input type="checkbox"/>		<b>The Wild Robot</b> by Peter Brown Fiction	<input type="checkbox"/>
	<b>Window</b> by Jeannie Baker Picture Book	<input type="checkbox"/>		<b>Wisp: A Story of Hope</b> by Zana Fraillon and Grahame Baker-Smith Picture Book	<input type="checkbox"/>
	<b>The Wizard in My Shed: The Misadventures of Merydn the Wild</b> by Simon Farnaby and Claire Powell Fiction	<input type="checkbox"/>		<b>World-whizzing Facts</b> by Dr Emily Grossman and Alice Bowsher Non-fiction	<input type="checkbox"/>
	<b>The Worst Class in the World</b> by Joanna Nadin and Rikin Parekh Fiction	<input type="checkbox"/>		<b>You're a Bad Man, Mr Gum!</b> by Andy Stanton and David Tazzyman Fiction	<input type="checkbox"/>

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TO SEE





# Reluctant Readers

Lower Key Stage 2 (Year 3 &amp; Year 4: Ages 7+)

[www.TheReaderTeacher.com/lower-ks2-read-alouds](http://www.TheReaderTeacher.com/lower-ks2-read-alouds)





## Year 3 Key Performance Indicators - Mathematics

### Record of Additional Evidence for Moderation



**Solihull**  
METROPOLITAN  
BOROUGH COUNCIL

Performance Indicator	Sample number (if applicable)	Anecdotal evidence/ observations	Teacher	Moderators
Count from 0 in multiples of 4, 8, 50 and 100;				
Find 10 or 100 more or less than a given number				
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)				
Solve number problems and practical problems involving these ideas.				
Add and subtract numbers mentally - a three-digit number and ones				
Add and subtract numbers mentally - a three-digit number and tens				
Add and subtract numbers mentally - a three-digit number and hundreds				
Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction				
Recalls and uses multiplication and division facts for the 3 x table				
Recalls and uses multiplication and division facts for the 4 x table				
Recalls and uses multiplication and division facts for the 8 x table				
Writes and calculates mathematical statements for multiplication and division using the x tables that are known including for 2 digit numbers x 1 digit numbers, using mental and progressing to formal written methods.				
Counts up and down in tenths;				



Recognises that tenths arise from dividing an object into ten equal parts and in dividing 1 digit numbers or quantities by ten.				
Recognises, finds and writes fractions of a discrete set of objects; unit fractions				
Recognises, finds and writes fractions of a discrete set of objects; non unit fractions with small denominators				
Recognises and shows, using diagrams, equivalent fractions with small denominations.				
Measures, compares , adds and subtracts lengths				
Measures, compares , adds and subtracts mass				
Measures, compares , adds and subtracts volume and capacity				
Adds and subtracts amounts of money to give change, using both £ and p in practical contexts				
Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks				
Identifies right angles, recognises that 2 right angles make a half turn, 3 make a three quarter turn and 4 a complete turn;				
Identify whether angles are greater than or less than a right angle.				
Interprets and presents data using bar charts, pictograms and tables.				

**1****one**

$1 \times 1 = 1$   
 $2 \times 1 = 2$   
 $3 \times 1 = 3$   
 $4 \times 1 = 4$   
 $5 \times 1 = 5$   
 $6 \times 1 = 6$   
 $7 \times 1 = 7$   
 $8 \times 1 = 8$   
 $9 \times 1 = 9$   
 $10 \times 1 = 10$   
 $11 \times 1 = 11$   
 $12 \times 1 = 12$

**2****two**

$1 \times 2 = 2$   
 $2 \times 2 = 4$   
 $3 \times 2 = 6$   
 $4 \times 2 = 8$   
 $5 \times 2 = 10$   
 $6 \times 2 = 12$   
 $7 \times 2 = 14$   
 $8 \times 2 = 16$   
 $9 \times 2 = 18$   
 $10 \times 2 = 20$   
 $11 \times 2 = 22$   
 $12 \times 2 = 24$

**3****three**

$1 \times 3 = 3$   
 $2 \times 3 = 6$   
 $3 \times 3 = 9$   
 $4 \times 3 = 12$   
 $5 \times 3 = 15$   
 $6 \times 3 = 18$   
 $7 \times 3 = 21$   
 $8 \times 3 = 24$   
 $9 \times 3 = 27$   
 $10 \times 3 = 30$   
 $11 \times 3 = 33$   
 $12 \times 3 = 36$

**4****four**

$1 \times 4 = 4$   
 $2 \times 4 = 8$   
 $3 \times 4 = 12$   
 $4 \times 4 = 16$   
 $5 \times 4 = 20$   
 $6 \times 4 = 24$   
 $7 \times 4 = 28$   
 $8 \times 4 = 32$   
 $9 \times 4 = 36$   
 $10 \times 4 = 40$   
 $11 \times 4 = 44$   
 $12 \times 4 = 48$

**5****five**

$1 \times 5 = 5$   
 $2 \times 5 = 10$   
 $3 \times 5 = 15$   
 $4 \times 5 = 20$   
 $5 \times 5 = 25$   
 $6 \times 5 = 30$   
 $7 \times 5 = 35$   
 $8 \times 5 = 40$   
 $9 \times 5 = 45$   
 $10 \times 5 = 50$   
 $11 \times 5 = 55$   
 $12 \times 5 = 60$

**6****six**

$1 \times 6 = 6$   
 $2 \times 6 = 12$   
 $3 \times 6 = 18$   
 $4 \times 6 = 24$   
 $5 \times 6 = 30$   
 $6 \times 6 = 36$   
 $7 \times 6 = 42$   
 $8 \times 6 = 48$   
 $9 \times 6 = 54$   
 $10 \times 6 = 60$   
 $11 \times 6 = 66$   
 $12 \times 6 = 72$

**7****seven**

$1 \times 7 = 7$   
 $2 \times 7 = 14$   
 $3 \times 7 = 21$   
 $4 \times 7 = 28$   
 $5 \times 7 = 35$   
 $6 \times 7 = 42$   
 $7 \times 7 = 49$   
 $8 \times 7 = 56$   
 $9 \times 7 = 63$   
 $10 \times 7 = 70$   
 $11 \times 7 = 77$   
 $12 \times 7 = 84$

**8****eight**

$1 \times 8 = 8$   
 $2 \times 8 = 16$   
 $3 \times 8 = 24$   
 $4 \times 8 = 32$   
 $5 \times 8 = 40$   
 $6 \times 8 = 48$   
 $7 \times 8 = 56$   
 $8 \times 8 = 64$   
 $9 \times 8 = 72$   
 $10 \times 8 = 80$   
 $11 \times 8 = 88$   
 $12 \times 8 = 96$

**9****nine**

$1 \times 9 = 9$   
 $2 \times 9 = 18$   
 $3 \times 9 = 27$   
 $4 \times 9 = 36$   
 $5 \times 9 = 45$   
 $6 \times 9 = 54$   
 $7 \times 9 = 63$   
 $8 \times 9 = 72$   
 $9 \times 9 = 81$   
 $10 \times 9 = 90$   
 $11 \times 9 = 99$   
 $12 \times 9 = 108$

**10****ten**

$1 \times 10 = 10$   
 $2 \times 10 = 20$   
 $3 \times 10 = 30$   
 $4 \times 10 = 40$   
 $5 \times 10 = 50$   
 $6 \times 10 = 60$   
 $7 \times 10 = 70$   
 $8 \times 10 = 80$   
 $9 \times 10 = 90$   
 $10 \times 10 = 100$   
 $11 \times 10 = 110$   
 $12 \times 10 = 120$

**11****eleven**

$1 \times 11 = 11$   
 $2 \times 11 = 22$   
 $3 \times 11 = 33$   
 $4 \times 11 = 44$   
 $5 \times 11 = 55$   
 $6 \times 11 = 66$   
 $7 \times 11 = 77$   
 $8 \times 11 = 88$   
 $9 \times 11 = 99$   
 $10 \times 11 = 110$   
 $11 \times 11 = 121$   
 $12 \times 11 = 132$

**12****twelve**

$1 \times 12 = 12$   
 $2 \times 12 = 24$   
 $3 \times 12 = 36$   
 $4 \times 12 = 48$   
 $5 \times 12 = 60$   
 $6 \times 12 = 72$   
 $7 \times 12 = 84$   
 $8 \times 12 = 96$   
 $9 \times 12 = 108$   
 $10 \times 12 = 120$   
 $11 \times 12 = 132$   
 $12 \times 12 = 144$

# 2

$$0 \times 2 = 0$$

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$



# 3

$$0 \times 3 = 0$$

$$1 \times 3 = 3$$

$$2 \times 3 = 6$$

$$3 \times 3 = 9$$

$$4 \times 3 = 12$$

$$5 \times 3 = 15$$

$$6 \times 3 = 18$$

$$7 \times 3 = 21$$

$$8 \times 3 = 24$$

$$9 \times 3 = 27$$

$$10 \times 3 = 30$$

$$11 \times 3 = 33$$

$$12 \times 3 = 36$$

# 4

$$0 \times 4 = 0$$

$$1 \times 4 = 4$$

$$2 \times 4 = 8$$

$$3 \times 4 = 12$$

$$4 \times 4 = 16$$

$$5 \times 4 = 20$$

$$6 \times 4 = 24$$

$$7 \times 4 = 28$$

$$8 \times 4 = 32$$

$$9 \times 4 = 36$$

$$10 \times 4 = 40$$

$$11 \times 4 = 44$$

$$12 \times 4 = 48$$

# 5

$$0 \times 5 = 0$$

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

$$12 \times 5 = 60$$



# 8

$$0 \times 8 = 0$$

$$1 \times 8 = 8$$

$$2 \times 8 = 16$$

$$3 \times 8 = 24$$

$$4 \times 8 = 32$$

$$5 \times 8 = 40$$

$$6 \times 8 = 48$$

$$7 \times 8 = 56$$

$$8 \times 8 = 64$$

$$9 \times 8 = 72$$

$$10 \times 8 = 80$$

$$11 \times 8 = 88$$

$$12 \times 8 = 96$$

# 10

$$0 \times 10 = 0$$

$$1 \times 10 = 10$$

$$2 \times 10 = 20$$

$$3 \times 10 = 30$$

$$4 \times 10 = 40$$

$$5 \times 10 = 50$$

$$6 \times 10 = 60$$

$$7 \times 10 = 70$$

$$8 \times 10 = 80$$

$$9 \times 10 = 90$$

$$10 \times 10 = 100$$

$$11 \times 10 = 110$$

$$12 \times 10 = 120$$

Science National curriculum Year 3						
Plants	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers						
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant						
investigate the way in which water is transported within plants						
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal						
Animals including humans						
identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat						
identify that humans and some other animals have skeletons and muscles for support, protection and movement						
Light						
recognise that they need light in order to see things and that dark is the absence of light						
notice that light is reflected from surfaces						
recognise that light from the sun can be dangerous and that there are ways to protect their eyes						
recognise that shadows are formed when the light from a light source is blocked by an opaque object						
find patterns in the way that the size of shadows change						
Forces and magnets						
compare how things move on different surfaces						
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance						
observe how magnets attract or repel each other and attract some materials and not others						
compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials						
describe magnets as having 2 poles						
predict whether 2 magnets will attract or repel each other, depending on which poles are facing						
Rocks						
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties						
describe in simple terms how fossils are formed when things that have lived are trapped within rock						
recognise that soils are made from rocks and organic matter						



Science National curriculum Year 3 continued ...									
Working Scientifically									
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
asking relevant questions and using different types of scientific enquiries to answer them									
setting up simple practical enquiries, comparative and fair tests									
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers									
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions									
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables									
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions									
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions									
identifying differences, similarities or changes related to simple scientific ideas and processes									
using straightforward scientific evidence to answer questions or to support their findings.									