

Welcome to Year 3!

Year 3 Parent Workshop 2026

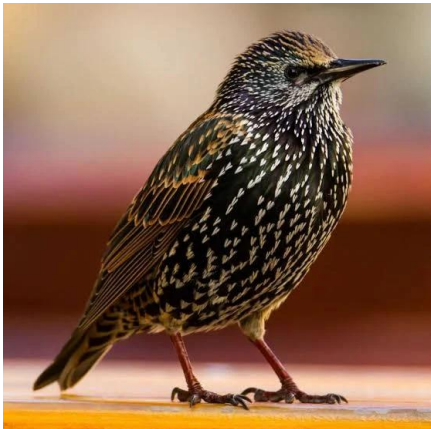


Welcome to Year 3

Starlings

Miss Hovey

Miss Molyneux



Blackbirds

Miss Parmee

Miss Staff



Moorhens

Miss Hodson

Miss Baxter



Aims of the session

- **Maths**

We will explain how we teach "Number Sense" through the Power Maths scheme and show how we teach for mastery using the C-P-A approach (concrete, pictorial, abstract). Talk about the big concepts we use and how they are helpful and finally our maths mindset and the importance of TT.

- **Reading**

We will show you our new reading monitoring tool, how to use it and why we use it. We will talk about the exciting new opportunity that comes from reading (Think Harry Potter and magic!!)

- **Home Support**

Then finally, we will go through all the practical, easy ways you can support your children at home.

Maths - Power Maths Scheme



At Kirton Primary, we use a scheme called Power Maths

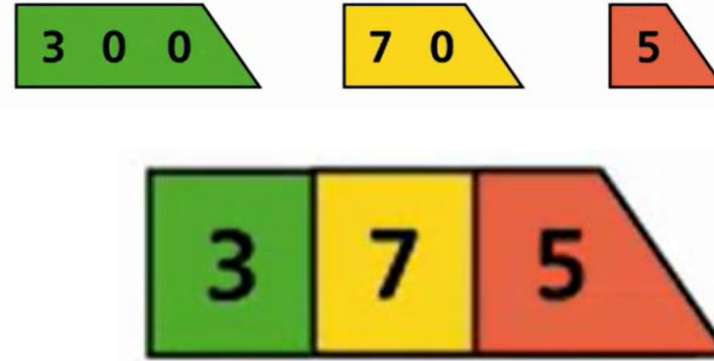
Power Maths is built on a 'Mastery' approach. This means a teaching approach that focuses on helping pupils develop a deep, long-term, and adaptable understanding of mathematical concepts rather than relying on rote memorization or procedural tricks.

We believe every single child in the room can be a successful mathematician. We don't rush ahead; we move together as a class making sure we really understand the learning. We use small steps in our learning to make sure we are not rushing through and really are embedding the learning.

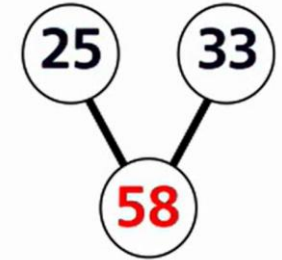


Structures and representations

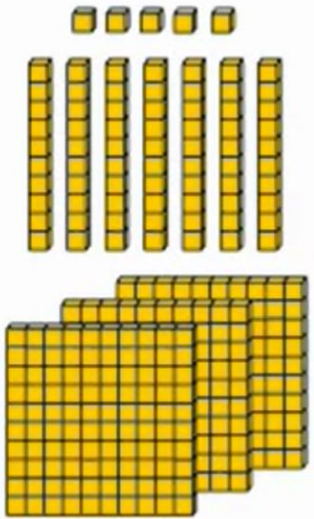
Place value arrow cards



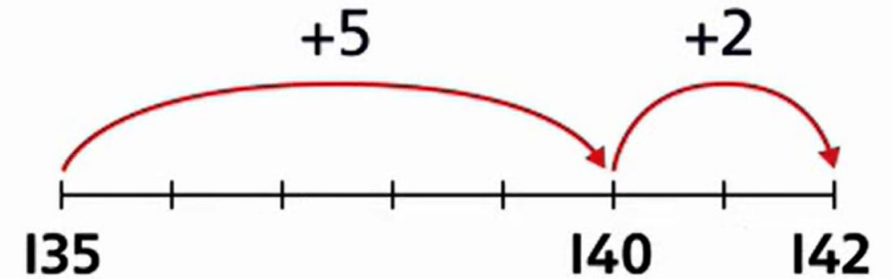
Part-whole models



$$25 + 33 = 58$$



H	T	O
3	7	5



$$135 + 7 = 142$$



All our lessons are linked with the new characters. These characters are there to teach a 'Growth Mindset.' They show the children that it's okay to be stuck and that making mistakes is actually how our brains grow.“

Number - number and place value

Pupils should be taught to:

- 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 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number - fractions

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Statistics

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Number - addition and subtraction

Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction

Number - multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Measurement

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example, to calculate the time taken by particular events or tasks]

Geometry - properties of shapes

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

The National Curriculum outlines all the statutory learning that needs to be taught in year 3. Power Maths covers all of these steps in a sequential way so that each day we are learning a small step of new learning to embed current learning whilst moving the learning forward. Let's have a look...



Times Tables - TTRS



- Each child will have their own log on to practice in school and at home.
- Helps children learn the times tables, the commutativity of times tables and the related division facts.
- Supporting confidence in maths lessons, helping support linking learning to other areas of maths, helps them with the TT weekly tests and gets them ready for the statutory times table test in yr4.
- The national curriculum sets out the order of times tables as:

x2 x10 x5 x4 x3 x8 x6 x9 x7 x11 x12

Times Tables - TTRS



	10	2	5	3	4	8	6	7	9	11	12
10	10 x 10	10 x 2	10 x 5	10 x 3	10 x 4	10 x 8	10 x 6	10 x 7	10 x 9	10 x 11	10 x 12
2	2 x 10	2 x 2	2 x 5	2 x 3	2 x 4	2 x 8	2 x 6	2 x 7	2 x 9	2 x 11	2 x 12
5	5 x 10	5 x 2	5 x 5	5 x 3	5 x 4	5 x 8	5 x 6	5 x 7	5 x 9	5 x 11	5 x 12
3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
8	8 x 10	8 x 2	8 x 5	8 x 3	8 x 4	8 x 8	8 x 6	8 x 7	8 x 9	8 x 11	8 x 12
6	6 x 10	6 x 2	6 x 5	6 x 3	6 x 4	6 x 8	6 x 6	6 x 7	6 x 9	6 x 11	6 x 12
7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12

	10	2	5	3	4	8	6	7	9	11	12
10	10 x 10	10 x 2	10 x 5	10 x 3	10 x 4	10 x 8	10 x 6	10 x 7	10 x 9	10 x 11	10 x 12
2	2 x 10	2 x 2	2 x 5	2 x 3	2 x 4	2 x 8	2 x 6	2 x 7	2 x 9	2 x 11	2 x 12
5	5 x 10	5 x 2	5 x 5	5 x 3	5 x 4	5 x 8	5 x 6	5 x 7	5 x 9	5 x 11	5 x 12
3	3 x 10	3 x 2	3 x 5	3 x 3	3 x 4	3 x 8	3 x 6	3 x 7	3 x 9	3 x 11	3 x 12
4	4 x 10	4 x 2	4 x 5	4 x 3	4 x 4	4 x 8	4 x 6	4 x 7	4 x 9	4 x 11	4 x 12
8	8 x 10	8 x 2	8 x 5	8 x 3	8 x 4	8 x 8	8 x 6	8 x 7	8 x 9	8 x 11	8 x 12
6	6 x 10	6 x 2	6 x 5	6 x 3	6 x 4	6 x 8	6 x 6	6 x 7	6 x 9	6 x 11	6 x 12
7	7 x 10	7 x 2	7 x 5	7 x 3	7 x 4	7 x 8	7 x 6	7 x 7	7 x 9	7 x 11	7 x 12
9	9 x 10	9 x 2	9 x 5	9 x 3	9 x 4	9 x 8	9 x 6	9 x 7	9 x 9	9 x 11	9 x 12
11	11 x 10	11 x 2	11 x 5	11 x 3	11 x 4	11 x 8	11 x 6	11 x 7	11 x 9	11 x 11	11 x 12
12	12 x 10	12 x 2	12 x 5	12 x 3	12 x 4	12 x 8	12 x 6	12 x 7	12 x 9	12 x 11	12 x 12

x2 x10 x5 x4 x3 x8 x6 x9 x7 x11 x12

Numbots



- All children have received their Numbots login to play at home.
- This game helps children with understanding, recall and fluency.
- The best approach is to play this game for 5 minutes.
- It prioritises "counting without counting," helping children instantly recognise small groups of objects without needing to count each one individually. This is a critical foundation for number sense and future number bonds.

How can you help...

- Numbots
- TTRS
- Maths homework – linked to their personal TT.



Reading - Pathways to Read

At Kirton Primary, we use a scheme called Pathways to Read. This is explicitly taught 30 mins daily teaching, focusing on one book a term, looking at different genres and areas of learning everyday.

Pathway to Read is built on teaching the key reading skills:

- Fluency
- Retrieval
- Prediction
- Clarification
- Explanation
- Summarising
- Inference

We teach this through choral and echo reading as well as independent and paired reading. We support reading 'unfamiliar' words using skills such as segmenting, decoding and using previous phonics knowledge.

Choral reading and echo reading is a fabulous way to support your child when they are finding reading difficult. It gives them a perfect model of how it should be read with correct intonation, pace and expression.

Let's have a go...



Other ways we support reading in class is through understanding. By asking questions, the right questions, we can truly know if the child has understood what they have read or have simply just decoded the words.



☐ BONUS ☒ GROUP BOOK ☐ FLAG VIEW BY: A-Z DISPLAY: DATE OF LAST READ

Search pupils



 Eloise Bennet 100mph Dog No parent 7 days ago -- 4	 Harriette Clarke A dress for Biff Floppys bath 9 months ago an hour ago a month ago 45 Green	 William Clint A cat a kid a dog No parent an hour ago -- 3 Red	 Jake Cummins No current school book 3 years ago 25 days ago 7 days ago 14 Purple
 Megan Davey A Bug in a Cup -- an hour ago 2 years ago 13 Orange	 Adam Davies A bid red hen Animals at the zoo a year ago an hour ago a month ago 57 Gold	 Emma Denton AFinders Guide To Rocks And Fossils a month ago 7 days ago an hour ago 8 Red	 Robert Donnelly Floppy and the Bone Level 3 No parent an hour ago -- 3
 Josef Elliott A bird in the bush -- an hour ago -- --	 Finley Erikson No current school book -- an hour ago -- --	 Michael Falmer No current school book -- an hour ago -- --	 Clarissa Gilbey A bad dog -- an hour ago -- --



Emma Denton

Read Pages 10 - 13 (Emma Denton)

AFinders Guide To Rocks And Fossils (Reading Book)

This is an interesting book

“My child doesn't want to read.”

Suggestions:

- Let them choose the book.
- Try graphic novels, magazines, comics, non-fiction and audiobooks.
- Read alongside them.
- Let them see adults reading.
- Try reading the same book together.
- Don't make every reading session a test.

“They only want to read the same book.”

That's okay.

Rereading develops:

- fluency
- vocabulary
- familiarity with text
- confidence

“They say they don't like reading.”

Find the **thing they like**, rather than insisting on a particular type of book.

For example:

- Football → football biographies/magazines
- Gaming → game guides/instruction books
- Animals → non-fiction
- Humour → joke books/comics
- History → historical fiction/non-fiction

Boom Reader- Parent/child access

- Once a child has read with you at home, please log this onto Boom Reader.
 - We will show you how this is done.
 - Track and monitor reading and progression.
-
- We will use Boom Reader to reward children with Kirts weekly.
 - Children will then receive a raffle ticket to attend the BRAND new, very exciting Harry Potter themed clue room. Children will have to solve clues to 'escape' and will receive a very special prize.



Our School Website



Writing – Literacy Tree & Letter-Join

At Kirton Primary, we use a scheme called Literacy Tree for writing, including Letter-Join for handwriting. These are explicitly taught Writing Roots, focusing on two books a term and one letter a week. We focus on a teach through a text approach, embedding grammar and spelling.

Literacy Tree is built on teaching the National Curriculum using key writing skills:

- Thematic Linking
- Discovery Point
- Literary Language
- Embedded Comprehension
- Spelling & Vocabulary
- Purpose & Audience

We teach this through dramatic conventions supporting immersion, creating a hook with the book. We support writing using literary language that is explicitly taught and then applied in the writing. Also, shorter and longer writing opportunities are present.

New to the writing lessons is dictation sentences. These promote the “If you can say it, then you can write it” approach.

LET'S WRITE A DICTATION!



x 3



x2



x2



model



cover

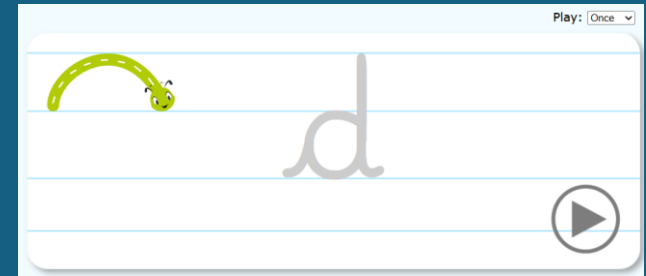


write

Letter-join

Handwriting is taught explicitly three times a week. We use Letter-Join and focus on a different letter each week. This includes double letters where required and application in words and sentences.

Let's have a look at the formation video that we use at the start of the lesson...



We focus on capital letters and the use of cursive writing with lower case letters. Also, we use the terminology of ascenders (b, d, f, h, k, l, t) and descenders (f, g, j, p, q, y) for the specific letters. Practising these at home would help support your child's learning in this.

Thank you for attending today's workshop.

Are there any questions?

