



مدرسة الإبداع  
العلمي الدولية  
INTERNATIONAL SCHOOL  
OF CREATIVE SCIENCE

BAHRAIN

البحرين

# SCHOOL READINESS PACK

Year 3



## **What to expect in Year 3**

In schools with a UK National Curriculum, Year 3 is for children 7–8 years old, and this stage marks the end of Key Stage 1 as your child enters Key Stage 2 as a Junior. The move to Key Stage 2 allows your child to engage in a broad and balanced curriculum, with less focus on phonics and early maths and reading. The children will start to develop their knowledge of History, Geography, Science, and other subjects, like Art and Computing. Furthermore, there will be greater emphasis on understanding and learning spelling rules and importantly, in maths, your child will be using more formal methods of calculation than in previous years.

### **What will my child do in Year 3?**

#### **1. Increased focus on spelling**

In English, your child will continue to work on the spelling patterns they have begun in previous years, but this year there is less of a focus on phonics and more emphasis on understanding and learning the spelling rules, as well as attention to prefixes and suffixes.

There are statutory spelling lists for Year 3 and 4, so schools will split these across the two years, with teachers adding additional topic-linked words or words they feel their class needs to practice.

#### **2. Develop writing skills**

In writing, schools focus on creativity and writing styles; looking at settings, language style, and character within their writing. Your child will also study different genres of writing such as poetry and play scripts.

#### **3. Maths**

You will probably notice your child beginning to use column addition and subtraction of three-digit numbers this year, as well as learning about multiplication and division, and using — and applying — their times tables knowledge. They will also cover fractions of quantities, equivalent fractions, angles, parallel and perpendicular lines, area, perimeter, and shape.

## 4. Science

Science in Year 3 is engaging and fun. Your child will learn about life processes, rocks, light, forces and magnets, and animals (including humans). How to work scientifically and write up their investigations in a more formal way — using predictions, methods, results and conclusions — is also a key part of this year’s science curriculum.

### **How can I help my child in Year 3?**

#### 1. Practice weekly spellings

You can support your child at home by helping them to learn their all-important weekly spellings — these are usually tested once a week.

#### 2. Continue reading

Reading is key this year and there are plenty of ways you can help. It is still important to listen to your child read regularly. Ask questions about what they’re reading. This will encourage your child to think deeply about their reading, whether they’re reading aloud or independently. A fun way to encourage expression is to use silly voices – and even to make the occasional deliberate mistake – as allowing your child to correct you helps them to see why certain punctuation changes the way we read aloud.

#### 3. Diversify their reading

Give your child access to as many different styles of writing as you can. This will assist with their reading fluency and expand their vocabulary and knowledge.

#### 4. Practice maths

In maths, you can support your child at home by practising the relevant times tables (3, 4, and 8 times tables – as well as the 2, 5, and 10 times tables from Year 1 and 2) regularly. This can be done in many ways and different children respond to different styles.

Below are UK National Curriculum Standards your child is expected to have achieved before entering Year 3:



Number and Place Value	Addition and Subtraction
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li><input type="checkbox"/> Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li><input type="checkbox"/> Identify, represent and estimate numbers using different representations, including the number line.</li> <li><input type="checkbox"/> Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li><input type="checkbox"/> Read and write numbers to at least 100 in numerals and in words.</li> <li><input type="checkbox"/> Use place value and number facts to solve problems.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li><input type="checkbox"/> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.</li> </ul> </li> <li><input type="checkbox"/> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li><input type="checkbox"/> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.</li> <li><input type="checkbox"/> Add three one-digit numbers.</li> <li><input type="checkbox"/> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li><input type="checkbox"/> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>

Measures	Geometry – Properties of Shapes
<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}</math>C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li><input type="checkbox"/> Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li> <li><input type="checkbox"/> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li><input type="checkbox"/> Find different combinations of coins that equal the same amounts of money.</li> <li><input type="checkbox"/> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li><input type="checkbox"/> Compare and sequence intervals of time.</li> <li><input type="checkbox"/> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li><input type="checkbox"/> Know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p><b>Sufficient evidence shows the ability to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li><input type="checkbox"/> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li><input type="checkbox"/> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</li> <li><input type="checkbox"/> Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>

## Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

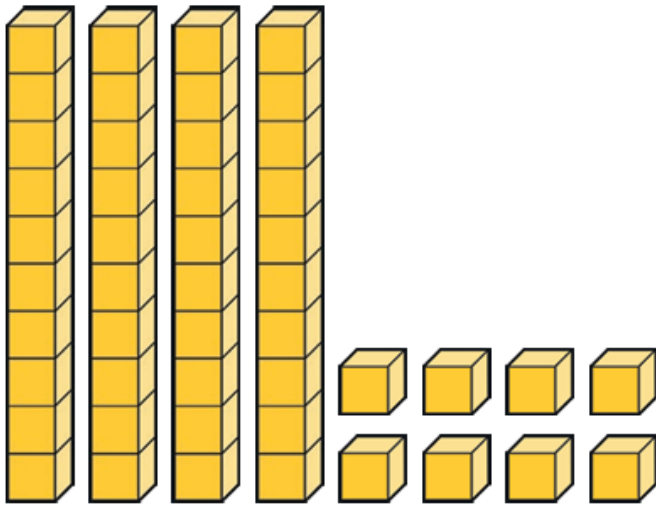
## Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Below are some questions/ tasks/ stories your child should be read/ complete before entering into Year 3

1. a) What number is represented below

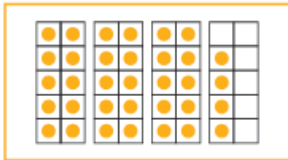


b) Circle the arrow cards that recombine to make the number 47.



:

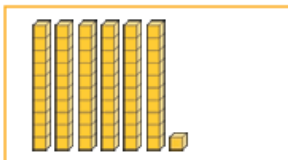
c) Match the representation to the correct number.



16

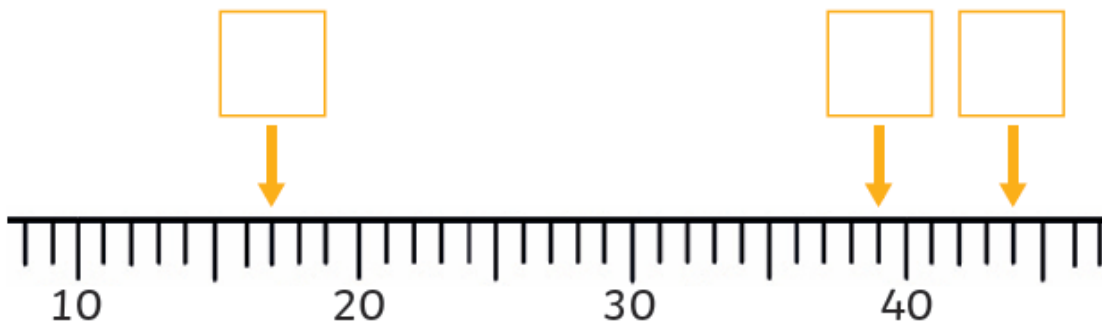


61



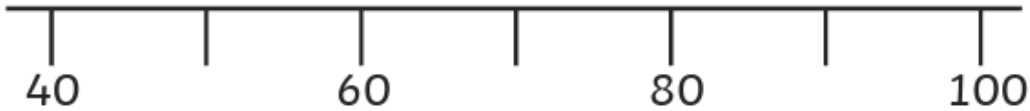
34

2. a) Identify the numbers the arrows are pointing to on the number line.



b) Draw arrows to show the position of each number on the number line.

50      85      92



3. Complete the table using the correct numbers and words.

Number	Number Word
12	
46	
	seventy-eight
	fifty



4. Match the numbers to the correct speech bubbles.

6	6 tens and 1 one
16	6 ones
61	6 tens
60	1 ten and 6 ones

5. a) Complete the part-whole diagrams.



b) Find two different ways to complete these part-whole diagrams.



6. Look at the score cards. Circle the card with the smallest score.

Quiz Score Card	
Round	Score
1	13
2	18
3	16
4	15
Total	<b>62</b>

Quiz Score Card	
Round	Score
1	12
2	17
3	15
4	14
Total	<b>58</b>

Quiz Score Card	
Round	Score
1	15
2	17
3	15
4	18
Total	<b>65</b>

7. Order these numbers from greatest to smallest.

51      65      56      15

□      □      □      □

greatest  smallest

Fill in the missing numbers in each pattern.

a) 40, 50, , , 80

b) 54, 64, , , ,

c) 89, 99, , ,

d) 124, 114, , , ,

10. Circle the numbers that would not appear in the pattern if you counted in steps of two from 0.



## The Titanic

In April 1912, a very special ship was launched.

The *Titanic* was the largest ship ever built. Inside, it looked like a beautiful hotel. Some people called it a 'floating palace'. The owners of the *Titanic* said it was the safest ship in the world.

---

**1** Why do you think people said the *Titanic* was a 'floating palace'? Tick **one** box.

Because it was made of gold

Because it looked very beautiful and expensive

Because it always stayed afloat

**2** Find and copy **two** things that made the *Titanic* very special.

---

---



Everyone thought the *Titanic* was safe.

The *Titanic* had a 'double hull', which meant that the outside of the ship was made in two layers. If one layer got damaged, the second layer would still keep out the water.

The *Titanic*'s first journey was from Southampton, England, to New York, USA, across the Atlantic Ocean. At first, everything went well. But just a few nights after the ship left England, disaster struck!

---



3 Explain how the *Titanic*'s 'double hull' was meant to make it safe.

---

---

4 Where was the *Titanic* going on its first journey? Tick **one** box.

Southampton

Atlanta

New York



Even though the sea was calm, the *Titanic* hit a huge iceberg. The ship sank very quickly, in deep water. There were over 2000 people on board, and more than 1500 of them lost their lives.

But why exactly did the ship sink? Over the years, people kept searching for it, hoping to find out the answer. The deep water made it very hard to find the *Titanic*.

---

5 How many people died on the *Titanic*?

More than 2000

More than 1500

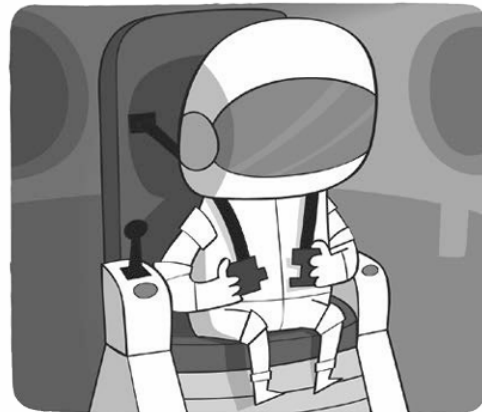
Everybody on board

## Space Adventure

I'm putting on my spacesuit,  
I'm feeling rather scared.  
I don't know what I'll find in space –  
I'd better be prepared!

It's nearly time for take-off.  
I'm ready for the flight.  
I've got to do the countdown –  
I hope I get it right!

Ten ... nine ... eight ... It's starting!  
The engines growl and roar.  
Seven ... six ... five ... four ... three ... two ... one –  
Into the sky I soar!



1 Why do you think the astronaut feels 'rather scared'?

---

2 Find and copy **two** words that describe the sound the rocket's engines make.

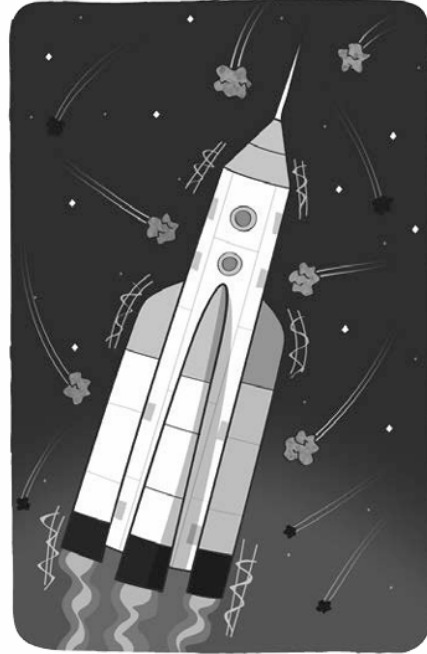
---

I'm feeling slightly queasy  
and just a little sick.  
I've got space-rocket sickness –  
I hope the journey's quick!

I'll look out of the window  
to help me calm my nerves.  
Oh no! Here come some asteroids!  
I hope the rocket swerves!

Thank goodness! We've avoided  
being smashed to smithereens.  
But now the warning light's come on!  
I wonder what that means?

---



3 What does the astronaut see when he looks out of the window?

---

4 Why do you think the astronaut says, 'I hope the rocket swerves'?

Tick **one** box.

He hopes the rocket can fly around the asteroids without hitting them.

He thinks it will be fun to swoop and swerve through space.

He wants the rocket to fly as fast as possible to the nearest planet.

# Year 3 Baseline Spelling

## Assessment Checklist



	Word	✓		Word	✓
1	heal		21	ordinary	
2	complete		22	plane	
3	build		23	truly	
4	pyramid		24	group	
5	disappear		25	actually	
6	waste		26	early	
7	beginner		27	height	
8	business		28	straight	
9	telescope		29	breath	
10	meat		30	woman	
11	strange		31	guide	
12	furniture		32	earth	
13	university		33	address	
14	weight		34	library	
15	echo		35	describe	
16	fruit		36	unique	
17	busy		37	February	
18	disbelieve		38	accidentally	
19	dislike		39	brother	
20	eight		40	eighth	





## New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathes	early	heard	naughtily	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

1. Circle the words in the sentence below that must have a capital letter.

the school bus drove right past me and i was late for school.

2. Insert either a full stop, exclamation mark, or question mark at the end of each of the following sentences.

Has anybody read this story before

You have won the raffle, how exciting it is

After lunch, we are going to review our spellings

3. Insert commas in the following sentence.

The recipe calls for flour sugar eggs and milk.

4. Tick one box in each row to show whether the apostrophe is used for a contracted form or possession.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
That is my friend's seat.		
Who's ready for play time?		
It's my birthday this Sunday!		
We are looking for Dan's jumper.		

5. Determine which sentence is a statement (S), question (Q), exclamation (E) or command (C).

The blue whale is the largest known mammal that has ever lived.

You must immediately hang up your coats and sit on the carpet.

What a lovely dog you have!

How often can I borrow a book from the school library?

6. Tick the noun phrase below.

ran quickly

very carefully

the enormous elephant

danced in a circle

7. Create your own expanded noun phrases to describe the nouns below.

flower

---

car

---

dog

---

8. Tick one box in each row to show if each sentence is written in the past tense or present tense.

Sentence	Past tense	Present tense
Dad read me my favourite story.		
Jane runs across the field to join her team.		
The weatherman said it was going to rain.		
We are jumping on the trampoline in the garden.		

9. Tick the best subordinating conjunction to complete the sentence below.

Ravi will only play today \_\_\_\_\_ he can be on Charlie's team.

when

if

because

that

10. Tick the best co-ordinating conjunction to complete the sentence below.

I like apples \_\_\_\_\_ oranges are my favourite.

or

and

but

11. Draw a line to match each word to the suffix that turns it into a noun.

kind	ment
	ness

entertain	er
	ness

12. Draw a line to match two nouns together to make a compound word.

fire	truck
	car

camp	rain
	fire

13. Draw a line to match each noun to the suffix that turns it into an adjective.

play	ful
	less

care	less
	ment

14. Draw a line to match each adjective to the suffix that turns it into an adverb.

perfect	er
	ly

small	est
	ly

15. Rewrite each sentence in the present tense using a progressive verb.

She sang a beautiful song.

---

They danced to the music.

---