

End of Year Expectations for Year 3

By the end of Year 3, pupils will have reached the expected level if they can...

Reading

Word reading

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.

Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.

Comprehension

Develop a positive attitude to reading and develop a good understanding of what they read by:

- *listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *read books that are structured in different ways and read for a range of purposes*
- *use dictionaries to check the meaning of words that they have read*
- *increase their familiarity with a wide range of books, including fairy stories myths, legends and retell some orally*
- *prepare poems and playscripts to read aloud; discuss words and phrase which capture the readers interest*
- *recognise some different forms of poetry.*

Understand what they read in books that they can read independently by:

- *checking the text makes sense to them, discussing their understanding and explain the meaning of words in context*
- *asking questions to improve their understanding of a text*
- *drawing inference form a characters feelings, thoughts and motives and justifying inference*
- *predicting what might happen from details*
- *identifying the main ideas from more than one paragraph*
- *identify how language, structure presentation can contribute to meaning.*

Retrieve and record information from non-fiction.

Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Recognise themes in what they read.

Learn the conventions of different types of writing.

To use the skills they have learnt earlier and apply the skills for different reasons.

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Writing

Spelling

- ✎ Use further prefixes and suffixes, extended from the year 2 word list, and understand how to add them.
- ✎ Spell further homophones
- ✎ Spell words that are often misspelt.
- ✎ Place the possessive apostrophe accurately in words with regular plurals and irregular plurals.
- ✎ Use the first two or three letters of a word to check its spelling in a dictionary.
- ✎ Write from memory simple sentences dictated.

Handwriting

- ✎ Use diagonal and horizontal strokes to join letters.
- ✎ Increase the legibility, consistency and quality of their handwriting.

Composition

- ✎ Plan their writing by:
 - *discussing writing similar to that which they are planning to write*
 - *discuss and record ideas*
- ✎ Draft and write by:
 - *composing and rehearsing sentences orally, progressively building a varied and rich vocabulary with increasing range of sentence structures.*
 - *organising paragraphs around a theme*
 - *in narratives, creating settings, characters and plot*
 - *in non-narrative materials, using simple organisational devices*
- ✎ Evaluate and edit their writing by:
 - *assessing the effectiveness of their own and others' writing and suggesting improvements*
 - *proposing changes to grammar and vocabulary including the accurate use of pronouns in sentences*
- ✎ Proof read for spelling and punctuation errors.
- ✎ Read aloud their own writing .

Vocabulary, grammar and punctuation

- ✎ Develop their understanding of the concepts of grammar by:
 - *extending the range of sentences with more than one clause by using a wider range of conjunctions*
 - *using the present perfect form of verbs in contrast to present tense*
 - *choosing nouns or pronouns appropriately*
 - *using conjunctions, adverbs and prepositions*
 - *using fronted adverbials; learning grammar for year 3 and 4*
- ✎ Indicate grammatical and other features by:
 - *using the comma after fronted adverbials*
 - *using possessive apostrophe*
 - *using and punctuating direct speech*
- ✎ Use and understand the appropriate grammatical terminology for year 3 and 4

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Maths

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<p>Number</p> <p>Place Value</p> <ol style="list-style-type: none"> 1) Count from 0 in multiples of 4,8,50,100; find 10 or 100 more than a given number. 2) Recognise the place value in a three digit number. 3) Compare and order numbers up to 1000 4) Identify, represent and estimate numbers using different representations. 5) Read and write numbers up to 1000 in words and numerals. 6) Solve number problems in practical contexts involving all of the ideas. <p>Number addition and subtraction</p> <ol style="list-style-type: none"> 7) Add and subtract numbers mentally. 8) Add and subtract numbers with up to three digits. 9) Estimate the answer to a calculation and use the inverse to check answers. 10) Solve problems, including missing number problems, using number facts, place value and complex addition and subtraction. <p>Number Multiplication and division</p> <ol style="list-style-type: none"> 11) Recall and use multiplication and division facts for 3,4,8 times tables. 12) 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 methods. 13) Solve a range of problems 	<p>Fractions</p> <ol style="list-style-type: none"> 14) Count up and down in tenths 15) Recognise and find fractions of a discrete set of objects. 16) Recognise and use fractions as numbers. 17) Recognise and show, using diagrams equivalent fractions. 18) Add and subtract fractions with the same denominator. 19) Compare and order unit fractions, and fractions with the same denominator. 20) Solve problems involving fractions <ul style="list-style-type: none"> ○ connect tenths to place value, decimal measures and to division by 10 ○ to understand fractions on a number line ○ understand the relationship between unit fractions and division ○ recognise fraction in the context as part of a whole. 	<p>Measurement</p> <ol style="list-style-type: none"> 21) Measure, compare, add and subtract: lengths and mass. 22) Measure the perimeter of simple 2-D shapes 23) Add and subtract amounts of money to give change, using both £ and p in practical contexts. 24) Tell the time from an analogue clock, including roman numerals and using 12-hour and 24-hour clocks. 25) Estimate and read time with increasing accuracy to the nearest minute. 26) Know the number of second in a minute and the number of days in each month, year and leap year . 27) Compare duration of events. <p>Geometry - properties of shape</p> <ol style="list-style-type: none"> 28) Draw 2-D shapes and make 3-D shapes using modelling materials, recognise 3-D shapes. 29) Recognise angles as a property of a shapes or a description of a turn. 30) Identify right angles, recognise the right angles in a turn, identify angles greater than a right angle. 31) Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Statistics</p> <ol style="list-style-type: none"> 32) Interpret and present data using bar charts, pictograms and tables. 33) Involve one and two step questions using information in scaled bar charts, tales and pictograms.

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Science

Working scientifically

-  Ask relevant questions and use different types of scientific enquiries to answer them.
-  Set up a simple practical enquiry, comparative and fair test.
-  Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
-  Gather, record, classify and present data in a variety of ways to help answer a question.
-  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
-  Report findings from enquiries, including oral and written explanations or present results and conclusions.
-  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
-  Identify differences, similarities or changes related to simple scientific ideas and processes.
-  Use straightforward scientific evidence to answer questions or to support their findings.

Plants

-  Identify and describe the functions of different parts of a flowering plant; roots, stem/trunk, leaves and flowers.
-  Explore the requirements of plants for life and growth 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 nutrients from what they eat.
-  Identify that humans and other animals have skeletons and muscles for support, protection and movement.

Rocks

-  Compare and group together different types 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 different rocks and organic matter.

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 light from a light source is blocked by a solid object.
-  Find patterns in the way that the size of the shadows change.

Forces and magnets

-  Compare how things move on different surfaces.
-  Notice that some forces need contact between two 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 two poles.
-  Predict whether two magnets will attract or repel each other, depending on which poles are facing.