

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 from a character’s 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> <p>1) Count from 0 in multiples of 4,8,50,100; finding 10 or 100 more than a given number.</p> <p>2) Recognise the place value in a three-digit number.</p> <p>3) Compare and order numbers up to 1000</p> <p>4) Identify, represent and estimate numbers using different representations.</p> <p>5) Read and write numbers up to 1000 in words and numerals.</p> <p>6) Solve number problems in practical contexts involving all of the ideas.</p> <p>Number addition and subtraction</p> <p>7) Add and subtract numbers mentally.</p> <p>8) Add and subtract numbers with up to three digits.</p> <p>9) Estimate the answer to a calculation and use the inverse to check answers.</p> <p>10) Solve problems, including missing number problems, using number facts, place value and complex addition and subtraction.</p> <p>Number Multiplication and division</p> <p>11) Recall and use multiplication and division facts for 3,4,8 times tables.</p> <p>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.</p> <p>13) Solve a range of problems</p>	<p>Fractions</p> <p>14) Count up and down in tenths</p> <p>15) Recognise and find fractions of a discrete set of objects.</p> <p>16) Recognise and use fractions as numbers.</p> <p>17) Recognise and show, using diagrams equivalent fractions.</p> <p>18) Add and subtract fractions with the same denominator.</p> <p>19) Compare and order unit fractions, and fractions with the same denominator.</p> <p>20) Solve problems involving fractions</p> <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> <p>21) Measure, compare, add and subtract: lengths and mass.</p> <p>22) Measure the perimeter of simple 2-D shapes</p> <p>23) Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>24) Tell the time from an analogue clock, including roman numerals and using 12-hour and 24-hour clocks.</p> <p>25) Estimate and read time with increasing accuracy to the nearest minute.</p> <p>26) Know the number of second in a minute and the number of days in each month, year and leap year.</p> <p>27) Compare duration of events.</p> <p>Geometry - properties of shape</p> <p>28) Draw 2-D shapes and make 3-D shapes using modelling materials, recognise 3-D shapes.</p> <p>29) Recognise angles as a property of a shapes or a description of a turn.</p> <p>30) Identify right angles, recognise the right angles in a turn, identify angles greater than a right angle.</p> <p>31) Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Statistics</p> <p>32) Interpret and present data using bar charts, pictograms and tables.</p> <p>33) Involve one and two step questions using information in scaled bar charts, tales and pictograms.</p>

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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 animal, 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.