



## **YEAR 3**

### **End of Year Expectations**

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on and revised throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly received.

If you have any queries regarding the content of this information or want support in knowing how to best help your child please talk to your child's class teacher.

## **MATHS**

### **Number:**

- ☐ 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)
- ☐ compare and order numbers up to 1000
- ☐ identify, represent and estimate numbers using different representations
- ☐ read and write numbers up to 1000 in numerals and in words
- ☐ solve number problems and practical problems involving these ideas.
- ☐ add and subtract numbers mentally, including:
  - o a three-digit number and ones
  - o a three-digit number and tens
  - o a three-digit number and hundreds
- ☐ add and subtract numbers with up to three 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.
- ☐ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ☐ write and calculate mathematical statements for multiplication and division
- ☐ solve problems, including missing number problems, involving multiplication and division
- ☐ 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 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

### **Measurement:**

- ☐ 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, a.m./p.m., 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

### **Geometry:**

- ☐ 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 two right angles make a half-turn, three make three quarters of a turn and four 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.

### **Statistics:**

- ☐ interpret and present data using bar charts, pictograms and tables
- ☐ solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

## **READING**

- ☐ To listen to/discuss a range of texts (fiction, poetry, plays, non-fiction, reference books or text books)
- ☐ To identify themes and conventions within a wide range of books
- ☐ To use context to decode unknown words
- ☐ To comment on the way characters relate to one another
- ☐ To make predictions from details stated or implied
- ☐ To identify how language, structure and presentation contribute to meaning
- ☐ To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence
- ☐ To recognise how commas are used to clarify meaning
- ☐ To recognise inverted commas
- ☐ To recognise:  
 plurals  
 pronouns and how they are used  
 collective nouns  
 adverbs
- ☐ To apply knowledge of prefixes and suffixes to unknown words

## **WRITING**

### **Sentence:**

- ☐ To express time, place and cause using conjunctions [(or example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)]
- ☐ To know the language of clauses and sentence structure (main clause, subordinate clause, embedded clause)
- ☐ To use more than one clause in a sentence
- ☐ To use long and short sentences for intended effect (simple, complex and compound)

### **Word:**

- ☐ To form nouns using a range of prefixes [for example super-, anti-, auto-]
- ☐ To use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)

- ☐ To identify word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)
- ☐ To choose nouns and pronouns appropriately

### **Text and Composition:**

- ☐ To begin to paragraph to group related material (indent DO NOT leave a line space)
- ☐ To use headings and sub-headings to aid presentation
- ☐ To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].
- ☐ To note ideas, key words and new vocabulary ready for writing (planning)

### **Punctuation:**

- ☐ To begin to use inverted commas to punctuate direct speech
- ☐ To use apostrophes for possession and omission

### **Spelling:**

- ☐ To use further prefixes and suffixes and understand how to add them
- ☐ To spell further homophones
- ☐ To spell words that are often misspelt
- ☐ To place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
- ☐ To use the first two or three letters of a word to check its spelling in a dictionary
- ☐ To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far