

Lever House Primary School

End of Year Expectations for Year 3



This document provides information for Parents and Carers on the end of year expectations for children in Year 3.

The English statements in this booklet have been identified as 'Key Learning Indicators of Performance' as these have the greatest impact on the further development of skills and subsequent learning. The Maths statements are taken from White Rose Maths - additional resources are available online and via links on our Maths page (leverhouse.net click the curriculum tab)

They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

All the objectives will be worked on 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 valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

English

Reading

- Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales
- Use intonation, tone and volume when reading aloud.
- Take note of punctuation when reading aloud.
- Discuss their understanding of the text.
- Raise questions during the reading process to deepen understanding e.g. I wonder why the character.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Make predictions based on details stated.
- Justify responses to the text using the PE prompt (Point + Evidence)
- Prepare for research by identifying what is already known about the subject and key questions to structure the task
- Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.

Writing

- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. when, if, because, although, while, since, until, before, after, so.
- Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
- Group related material into paragraphs.
- Use headings and sub headings to organise information
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
- Use the first two letters of a word to check its spelling in a dictionary.
- Form and use the four basic handwriting joins and its legibly
- Identify clauses in sentences.
- Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.
- Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.
- Use inverted commas to punctuate direct speech (speech marks).
- Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).

Oracy

(To be met by the end of Y4)

- Listen and retain key points from a range of situations.
- Listen and consider viewpoints from adults and peers.
- Provide oral explanations, extending with additional details.
- Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.
- Respond to questions posed by an adult or peer, orally, related to *who, what, where, when, why* and *how*, and ask further relevant questions to extend understanding and knowledge.
- Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas
- Use Standard English verb inflections when speaking, e.g. I was, we were, they are
- Describe characters, settings and feelings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.

- Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.
- Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience.
- Use non-verbal gestures whilst presenting and performing to gain the audience's interest.

Mathematics

Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers up to 1000 in numerals and in words.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.
- Solve number problems and practical problems involving these ideas.

Addition and Subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division

- 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.

Fractions, Decimals and Percentages

- 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.
- Compare and order unit fractions, and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole solve problems that involve all of the above.

Measures (Includes money and Time)

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- 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.

- Compare durations of events [for example to calculate the time taken by particular events or tasks].
- Measure the perimeter of simple 2-D shapes.

Geometry

- Draw 2-D shapes.
- 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.

Angles and Lines

- 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 [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.