

Lainesmead Primary School and Nursery



End of Year Expectations: Year 3

This booklet provides information for parents/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 should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

Year Three Writing

By the end of Year Three, children should be able to use the following skills in their Writing:

Objective	Example:
When planning, I can note down my ideas on a plan given to me by my teacher, I can note down key ideas and compose and rehearse sentences orally before writing them down.	
I can use commas to punctuate a list.	
I use punctuation correctly in speech.	"How wonderful!" exclaimed the children.
I can use apostrophes for singular possession	The boy's football. The dog's basket.
I can use commas after fronted adverbials.	Yesterday, During the winter, Running down the road,
I can use a range of sentences accurately. simple, compound and complex, statement, commands and questions.	Simple - The boy ran down the road. Compound - The boy ran down the road and he fell and hurt his knee. Complex - Because he was running, the boy fell and hurt his knee.
I know what a subordinate clause is and can use them in complex sentences.	<u>Because it was getting dark</u> , I ran home as fast as I could.
I can use a coordinating conjunction - and, but, so, or	I wanted to play football in the park <u>but</u> it was raining.
I can write expanded noun phrases using adjectives.	<u>The big, red bus</u> drove
I can write sentence to indicate time, place and cause using conjunctions - while, when, before, because	I quickly ate my breakfast while completing my homework. I walked quicker when I realised I was going to be late.
I can write sentences to indicate time, place and cause using adverbs - Then, Next, Soon, Therefore	I went to the park and then I went to the shop on the way home. Next.....
I can write sentences to indicate time, place and cause using prepositions - Before, after, during	I ran home before it got too dark to see the way.
Use of fronted adverbials - 'when', 'where', 'ly',	Slowly, I opened my eyes.
I can use the determiners (a/an/the) correctly.	I know that I use an after a vowel.
I can use the present perfect for of verbs	He <u>has gone</u> out to play
I can use past/present tense correctly and consistently.	
I can group related material into paragraphs and use headings and subheadings to organise my writing.	
I can write narratives creating setting, characters and plot.	
I can edit my writing to ensure that my spellings, punctuation and tense is correct. I can check my writing makes sense.	
Handwriting: I make sure that my handwriting is consistently joined, I have not joined Capital letters to the rest of the word and that my ascenders and descenders are clear.	
Spelling: I can spell words using the suffix 'ly' the prefixes 'un' 'dis' 'mis' 're' 'pre' 'anti' 'super' 'auto'. I can spell words containing 'u' sound spelt 'ou' (young, touch, double) and words with the 'I' sound spelt with a 'y' - not at the end of a word (myth, gym) I can spell 'shun' words correctly and word with 'zh' and 'ch' sounds (treasure, measure, picture, nature). I can spell words with a 'sh' sound spelt with a 'ch' (machine, chef) and words with a 'k' sound spelt with a 'ch' (school, echo, scheme) I can spell some commonly misspelt words from the year 3 and 4 list	

Year Three Reading

By the end of Year Three, children should be able to use the following skills when reading:

Objective	Example:
Word reading skills:	
I can read words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour
I know that the prefixes dis- un-, and mis- have negative meaning	Obey - disobey, behave - misbehave
I know more prefixes - most are added to the beginning of root words without any changes in spelling and can read them correctly.	
I know that the suffix -ation is added to verbs to form nouns.	information
I understand that when the suffix -ly is added to an adjective = adverb. If root word starts with a consonant, ly is normally just added and can read them correctly.	sadly, completely, usually (usual + ly), finally (final + ly)
I recognise that the /ɪ/ sound spelt y elsewhere than at the end of words	myth, gym, Egypt
I know the /ʌ/ sound spelt ou and read words with this sound correctly.	young, touch, double, trouble, country
I know when the ending sounds like /ʒə/ is always spelt - sure.	measure
I know the ending sounding like /tʃə/ is often spelt - ture,	picture, nature
I know that if there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.	curious
I know that endings which sound like /ʃən/, are spelt in different ways	tion, -sion, -ssion, -cian
I know that if the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	Happily, happiness,
I know that if the root word ends with -le, the -le is changed to -ly.	gently
I know that if the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.	frantically
I understand that re- means 'again' or 'back'.	refresh
I can read words from the year 3 exception words list and when there are suffixes added.	Forget - forgetting, forgotten, begin - beginning, beginner,
I can read homophones and near homophones	to, too, two, accept, except
Reading comprehension:	
I develop a love of reading by increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	
I understand what I have read and I ask questions to improve their understanding of a text	
I understand what I have read by predicting what might happen from details stated and implied	

I understand what I've read by identifying main ideas taken from more than one paragraph and summarising these.	
I can retrieve and record information from non-fiction texts	
I join in with conversations about books, taking turns and listening to others.	
I understand what I have read in books by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	
I use dictionaries to check the meaning of words that I have read	I can use the first, second and third letters of a word to help me find words.
I understand what I have read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	I think that the character is upset because it says in the text
I can identify and discuss words that capture the reader's interest and imagination and show that I understand their meanings.	
I understand what I've read by identifying how language, structure, and presentation contribute to meaning	paragraphs, headings, sub-headings, inverted commas to punctuate speech
I can identify themes and conventions in a wide range of books	
I recognise some different forms of poetry	Free verse, non-rhyming, narrative.
I know that books are structured in different ways and can be read for a range of purposes.	
I can confidently read aloud poems and performing play scripts	

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	



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Year Three Maths

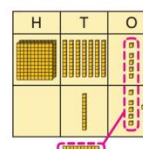
By the end of Year Three, children should be able to use the following skills in Maths:

Objective	Example:
Number and Place Value	
Vocabulary numbers to one thousand, ones, tens, hundreds, thousands, one hundred more/less, approximately, round, nearest, round to nearest ten/hundred, round up, round down	
I can recognise the place value in a three-digit number (hundreds, tens and ones).	235 235 $200 + 30 + 5 = 235$
I can order and compare numbers to 1000 using the signs $< > =$.	$264 < 290$
I can read and write numbers up to 1000 in numerals and in words.	345 Three hundred and forty-five
I can count in steps of 50 and 100 starting from 0.	
I can find 10 or 100 more or less than a given number.	$100 \text{ more than } 253 \text{ is } 353.$ $10 \text{ less than } 204 \text{ is } 194$
Addition and Subtraction	
Vocabulary column addition, column subtraction, exchange, hundred boundary	
I can add and subtract three-digit numbers and ones mentally.	$245 + 4 = 249$ $151 - 6 = 145$
I can add and subtract three-digit numbers and tens mentally.	$351 + 30 = 321$ $\text{I know } 50 + 30 = 80$ $190 - \square = 140$
I can add and subtract three-digit numbers and hundreds mentally.	$234 + 500 = 734$ $\text{I know that } 2 + 5 = 7$ $623 - 400 = 223$ $\text{I know that } 6 - 4 = 2$

I can use formal column methods to add and subtract numbers with up to three digits.

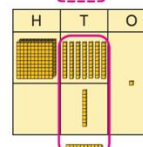
$$275 + 16 = 291$$

First add the 1s. Exchange 10 ones for 1 ten.



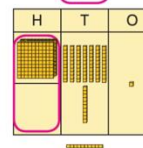
$$\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline \end{array}$$

Then add the 10s. Don't forget the exchanged 10.



$$\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline 91 \end{array}$$

And then add the 100s.

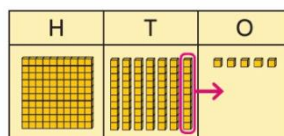
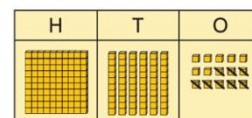


$$\begin{array}{r} \text{H T O} \\ 275 \\ + 16 \\ \hline 291 \end{array}$$

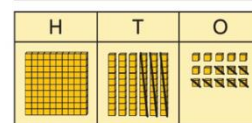
$$175 - 38 = 137$$

I need to exchange 1 ten for 10 ones.

You should first subtract 8 ones. Then subtract 3 tens.



I will write it as columns. I wonder how to show the exchange of 1 ten.



$$\begin{array}{r} \text{H T O} \\ 175 \\ - 38 \\ \hline 137 \end{array}$$

Multiplication and Division

Vocabulary

product, multiples of four, eight, fifty and one hundred, scale up, factor, remainder

I can recall and use multiplication and division facts for 3, 4 and 8 times tables.

$$\begin{array}{l} 0 \times 3 = 0 \\ 1 \times 3 = 3 \\ 2 \times 3 = 6 \end{array}$$

$$\begin{array}{l} 0 \times 4 = 0 \\ 1 \times 4 = 4 \\ 2 \times 4 = 8 \end{array}$$

$$\begin{array}{l} 0 \times 8 = 0 \\ 1 \times 8 = 8 \\ 2 \times 8 = 16 \end{array}$$

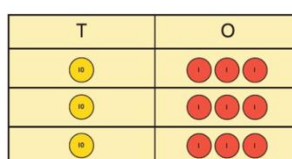
$$\begin{array}{l} 9 \div 3 = 3 \\ 12 \div 3 = 4 \end{array}$$

$$\begin{array}{l} 12 \div 4 = 3 \\ 16 \div 4 = 4 \end{array}$$

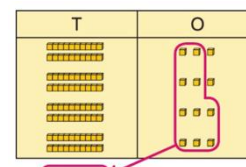
$$\begin{array}{l} 24 \div 8 = 3 \\ 32 \div 8 = 4 \end{array}$$

I can solve multiplication and division using the tables that I know, including two-digit numbers times one-digit numbers, using mental (grid method) and beginning to formal written methods.

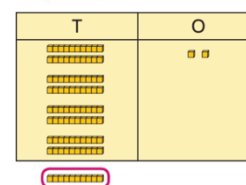
$$13 \times 3 = 39$$



$$23 \times 4 = 92$$



$$\begin{array}{r} \text{T O} \\ 23 \\ \times 4 \\ \hline 92 \end{array}$$



$$\begin{array}{r} \text{T O} \\ 23 \\ \times 4 \\ \hline 92 \end{array}$$

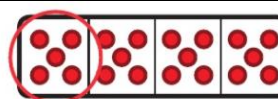
Fractions

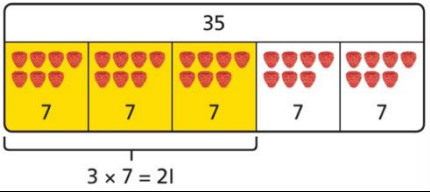
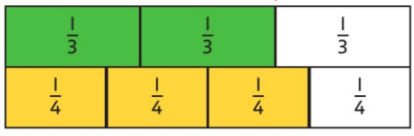
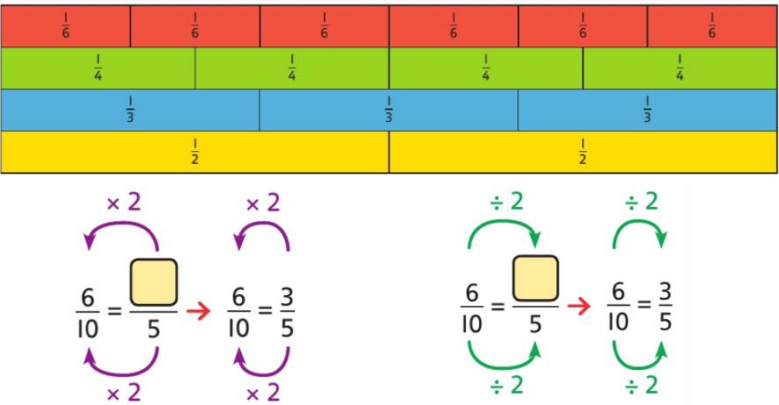
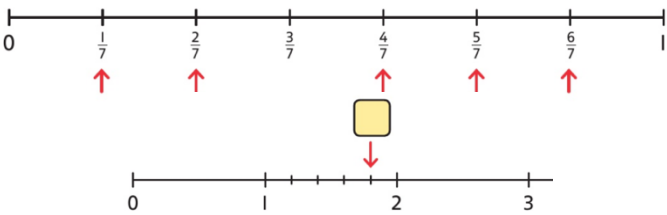
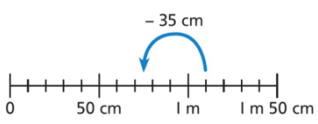
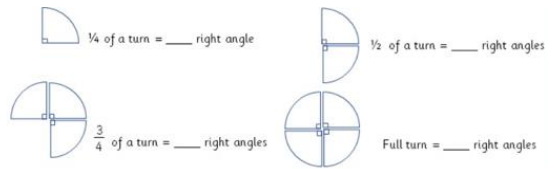
Vocabulary

sixth, sevenths, eighths, tenths

I can recognise, find and write simple fractions of a amounts.

$$\frac{1}{4} \text{ of } 20 = 5$$



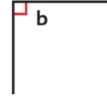
	$20 \div 4 = 5$ $3/5 \text{ of } 35 = 21$ $35 \div 5 = 7$ $7 \times 3 = 21$ 
I compare and order unit fractions and fractions with the same denominator.	$\frac{2}{3} < \frac{3}{4}$ 
I can recognise equivalent fractions	
I can recognise and use simple fractions as numbers.	
Measurement	
Vocabulary leap year, twelve-hour/twenty-four-hour clock, am, pm, millimetre, mile, kilometre, distance apart, between to/from, perimeter	
I can measure and compare, then add and subtract mass, length and capacity.	Emma's picture is 1m and 10cm long. She trims off 35cm. How long is the picture now? 
I can tell the time using 12-hour and 24-hour clocks.	
I can add and subtract amounts of money to give change, using both £ and p.	$\text{£}1 \text{ and } 45\text{p} = 145\text{p}$ $\text{£}2 \text{ and } 80\text{p} = 280\text{p}$ Add the pounds first: $\text{£}1 + \text{£}2 = \text{£}3$ Then add the pence: $20\text{p} + 32\text{p} = 52\text{p}$ The tea and cake cost Sophia $\text{£}3$ and 52p in total.
Geometry and Position	
Vocabulary greater/less than ninety degrees, angle, orientation (same orientation, different orientation), acute, obtuse, prism, triangular prism, vertical, horizontal, diagonal, compass point, north(N), south(S), east(E), west(W),	
I can recognise that two right angles make a half-turn, three right angles make three quarters of a turn and four a complete turn.	

I can identify whether angles are greater than or less than a right angle.

Acute



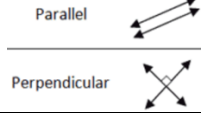
Right angle



Obtuse



I can draw 2-D shapes and **make** 3-D shapes and describe them (perpendicular/ parallel/ horizontal/vertical lines/angles).



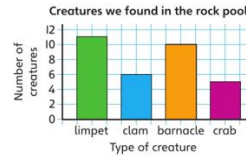
Statistics

Vocabulary

bar chart, chart, frequency table, axis, axes, diagram

I can interpret and present data in pictograms, tables and bar charts.

Key: Each  represents 2 mini-beasts.	
Mini-beasts	Number of mini-beasts
butterfly	  
beetle	  
spider	 



Field events			
	Javelin throw	Ball throw	Discus throw
Ambika	20 m	14 m	21 m
Ebo	18 m	23 m	18 m
Richard	25 m	21 m	16 m
Lexi	17 m	17 m	29 m

General Vocabulary

Greatest value, least value, prove it, notice, statement

Explain why... I wonder why... How do you know...? What will happen if...? How will you know...? How can we find out...? Can you describe...? Convince me... Is there another way...? What makes you think that...? What do you notice? What is the same? What is different?