

Mathematics

- ⇒ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- ⇒ Compare and order numbers up to 1000
- ⇒ Add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H
- ⇒ 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
- ⇒ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ⇒ 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
- ⇒ Compare and order unit fractions, and fractions with the same denominators
- ⇒ Recognise and show, using diagrams, equivalent fractions with small denominators
- ⇒ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- ⇒ Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- ⇒ 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
- ⇒ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- ⇒ Identify whether angles are greater or less than a right angle
- ⇒ Interpret and present data using bar charts, pictograms and tables



CHURCHWOOD
PRIMARY
ACADEMY

At Churchwood Everyone Can

End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our academy. 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 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.

Reading

- ⇒ Apply their growing knowledge of root words, prefixes and suffixes to read aloud
- ⇒ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- ⇒ Retelling some of these (fairy tales, traditional tales, etc.) orally
- ⇒ Identifying themes and conventions in a wide range of books
- ⇒ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ⇒ Recognising some different forms of poetry
- ⇒ Using dictionaries to check the meaning of words that they have read
- ⇒ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ⇒ Identifying main ideas drawn from more than one paragraph and summarising these
- ⇒ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
- ⇒ Justify inferences with evidence
- ⇒ Discussing words and phrases that capture the reader's interest and imagination
- ⇒ Identifying how language contributes to meaning
- ⇒ Identifying how structure and presentation contribute to meaning
- ⇒ Retrieve and record information from non-fiction

Writing

- ⇒ spell words that are often misspelt
- ⇒ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- ⇒ Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- ⇒ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ⇒ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ⇒ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ⇒ Organising paragraphs around a theme
- ⇒ In narratives, creating settings, characters and plot
- ⇒ In non-narrative material, using simple organisational devices (headings & subheadings)
- ⇒ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ⇒ Proofread for spelling and punctuation errors
- ⇒ Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- ⇒ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ⇒ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ⇒ Using conjunctions, adverbs and prepositions to express time and cause (and place)
- ⇒ Using fronted adverbials
- ⇒ Difference between plural and possessive -s
- ⇒ Standard English verb inflections (I did vs. I done)
- ⇒ Extended noun phrases, including with prepositions
- ⇒ Using and punctuating direct speech (including punctuation within and surrounding inverted commas)