



YEAR THREE CURRICULUM EXPECTATIONS



† Inspire. Enrich. Achieve.†

Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

READING

Year 3



Generally, reads fluently, decoding most new words outside everyday spoken vocabulary.

Can read longer words with support and tests out different pronunciations.

Can read the further exception words for Y3.

Can use a dictionary to check the meaning of words they have read.

Reading is seen as a pleasurable activity.

Reads accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.

Can demonstrate experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Can retell a wider range of stories, fairy stories and traditional tales.

Performs poetry and plays with appropriate intonation to make the meaning clear.

Identifies common structures across similar text types (e.g. letters, newspapers)

Recognises simple themes such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

Retrieves and records information from non-fiction, using contents pages to locate information.

Predicts what might happen from details stated and implied.

Draws simple inferences such as inferring characters' feelings, responding to texts in writing.

WRITING

Year 3



In narratives, simple settings, characters are independently created along with a coherent plot.	
Direct speech is used in a simple way e.g. <i>"Let's get out of here," shouted Ben.</i>	
In narrative, beginning to show an awareness of paragraphs e.g. for showing a change of time or place.	
In non-narratives, paragraphs are beginning to be used to group information and related material.	
Sentence openers are varied e.g. use of ed - ing - ly starters (<i>Sighing, the boy did what he was told. Shocked, the man ran out of the building.</i>)	
Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. <i>when, if, because, although</i>). For example: <i>When silence had descended, the teacher gave her instructions.</i>	
Adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>) enhance sentence meaning. For example: <i>Before dinner, the children had to tidy their bedrooms.</i>	
Tense choice is accurate and maintained.	
Where appropriate the present perfect is used instead of the simple past e.g. <i>He has gone out to play contrasted with he went out to play.</i>	
Can modify a noun by one or precise adjectives e.g. <i>a loud, wailing noise</i>	
Uses vocabulary which adds greater details and paints a picture for the reader e.g. <i>poodle rather than dog</i>	
Common punctuation (capital letters, full stops, question and exclamation marks, commas and apostrophes) is almost always accurate.	
Some use of inverted commas is used indicate direct speech.	
Some grammar errors are self-corrected at the redrafting stage.	
I can spell some of the Year 3 and 4 orange words correctly in my writing.	
More complex spellings are phonetically plausible or linked to taught word families (e.g. <i>solve, solution, solver, dissolve, insoluble</i>).	
The formation of nouns using a range of prefixes is usually correct (e.g. <i>dis, in, im, re, anti</i>)	
Handwriting is legible with increasing consistency when joining.	
Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.	

MATHEMATICS

Year 3



Count from 0 in multiples of 4, 8, 50 and 100 (up and back).

Find 10 or 100 more or less than a given number mentally.

Recognise the place value of each digit in a 3-digit number (including with zero value).

Compare and order numbers up to 1000 (e.g. using number lines and $<>$).

Read and write and spell numbers up to 1000 in numerals and in words.

Identify, represent and estimate numbers using different representations (e.g. grouping, tallying etc.)

Add and subtract numbers mentally, including; 3-digit number and ones, 3-digit number and tens, 3-digit numbers and hundreds.

Add and subtract numbers with up to 3-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 including for two-digit numbers times one-digit numbers.

Solve problems, including missing number problems, involving multiplication and division.

Solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

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

Add and subtract fractions with the same denominator within one whole

Compare and order unit fractions, and fractions with the same denominators

Solve problems that involve fractions and decimals

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 (single unit only).

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.

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 and 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 (in shapes). Identify pairs of perpendicular and parallel lines in shapes.

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.