

Rusper Primary School



NATIONAL EXPECTATIONS FOR THE END OF YEAR 3

MATHEMATICS

- ✓ 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:
 - a three-digit number and ones
 - a three-digit number and tens
 - 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 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 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- ✓ compare and order unit fractions, and fractions with the same denominators

- ✓ solve problems that involve all of the above.
- ✓ 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
- ✓ 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, 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.
- ✓ 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

SPOKEN LANGUAGE

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)

- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication.

Y3/Y4 WORD READING

- ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Y3/4 COMPREHENSION

- ✓ develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these 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
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- ✓ understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- ✓ retrieve and record information from non-fiction
- ✓ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

SPELLING

- ✓ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ✓ spell further homophones
- ✓ spell words that are often misspelt (English Appendix 1)
- ✓ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ✓ use the first two or three letters of a word to check its spelling in a dictionary
- ✓ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Y3/4 HANDWRITING

- ✓ 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
- ✓ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Y3/4 COMPOSITION

- ✓ plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- ✓ draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ✓ evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✓ proof-read for spelling and punctuation errors
- ✓ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

VOCABULARY, GRAMMAR & PUNCTUATION

- ✓ develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
 - indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- ✓ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Appendix 2:

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)