

## MATHS

Most children should be able to:

- compare and order numbers up to 1000
- read and write numbers up to 1000 in digits and in words
- find 10 or 100 more or less than a given number
- count from 0 in multiples of 2, 3, 5, 4, 8, 50 and 100
- recognise the place value of each digit in a three-digit number (hundreds, tens, one/units)
- add and subtract numbers mentally, including:
  - a three-digit number and ones e.g.  $345+8$
  - a three-digit number and tens e.g.  $682+50$
  - a three-digit number and hundreds  $725+300$
- add and subtract numbers with up to three digits, moving towards using formal written methods of column addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- know by heart multiplication and division facts for the 3, 4 and 8 multiplication tables
- multiply two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- count up and down in tenths
- compare, order and add and subtract fractions with the same denominator
- 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 £ and p in practical contexts
- tell and write the time from an analogue clock, including roman numerals from I to XII, and 12-hour and 24-hour clocks
- tell the time to the nearest minute
- recognise angles as a property of shape or a description of a turn
- identify, interpret, present data and solve one step and two step problems using bar charts, pictograms and tables
- recognise horizontal and vertical lines and pairs of perpendicular and parallel lines



### 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 school. 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.

We recognise that all children are individuals and we will support all children to ensure that they can make the best progress possible against these expectations. Any extra support you can provide in helping your child to achieve these is greatly valued and if you want any support in knowing how best to support your child, please talk to your child's teacher.

## READING

Most children should be able to:

- comment on the way characters relate to one another
- know which words are essential in a sentence to retain meaning
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- recognise how commas are used to give more meaning
- recognise inverted commas
- recognise:
  - plurals
  - pronouns and how they are used
  - collective nouns
  - adverbs
- explain the difference that the precise choice of adjectives and verbs make

## WRITING

Most children should be able to:

- use conjunctions (when, so, before, after, while because)
- use adverbs (e.g then, next, soon)
- use prepositions (e.g before, after, during, in, because of)
- experiment with adjectives to create impact
- correctly use verbs in first, second and third person
- use perfect form of verbs to mark relationships of time and cause
- use inverted commas to punctuate direct speech
- group ideas in basic paragraphs
- write under heading and sub-headings
- write with increasingly legibility, consistency and fluency
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Please see the Year 3 and 4 spelling list for words your child should be able to spell