

Girton Glebe Primary School
End of Year Expectation: Year 3



MATHEMATICS

NUMBER AND PLACE VALUE
<ul style="list-style-type: none"> ▪ count from 0 in multiples of 2, 4, 5, 8, 10, 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
CALCULATION
<ul style="list-style-type: none"> ▪ add and subtract numbers mentally, including: <ul style="list-style-type: none"> ▪ 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 numberlines and formal written methods of column addition and subtraction ▪ solve problems, including missing number problems, using number facts, place value, and more complex 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 2, 3, 4, 5, 8 and 10 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 arrays and mental methods 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
FRACTIONS AND DECIMALS
<ul style="list-style-type: none"> ▪ 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 fractions and decimals
MEASUREMENT
<ul style="list-style-type: none"> ▪ 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 digital 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]
GEOMETRY
<ul style="list-style-type: none"> ▪ 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

Girton Glebe Primary School
End of Year Expectation: Year 3



- 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 (obtuse) or less than a right angle (acute)
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

STATISTICS

- 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

Girton Glebe Primary School
End of Year Expectation: Year 3



READING

COMPREHENSION

- Take pleasure in reading and show positive attitudes to reading
- Show understanding of what they read by reading accurately at speed to allow a focus on understanding rather than decoding individual words
- Check that the text makes sense by questioning unfamiliar words or phrases
- Read aloud and perform, showing understanding through intonation, tone, volume and action.
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Discuss words and phrases that capture the reader's interest and imagination.
- Use dictionaries to check the meaning of words that they have read
- Identify conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales
- Understand what they read, in books they can read independently, by:
 - Predicting what might happen from details stated and implied
 - Drawing simple inferences such as inferring characters' feelings
 - Retrieving and recording information from non-fiction, using contents pages to locate information

WORD READING

- Read fluently, decoding most new words outside everyday spoken vocabulary.
- Read longer words with support and test out different pronunciations
- 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

Girton Glebe Primary School
End of Year Expectation: Year 3



WRITING

- Choose some words or phrases showing an awareness of the reader
- Identify and use expanded noun phrases to add interest and detail
- Use a wider range of conjunctions (e.g. when, if, because, although, however)
- Use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...)
- Express time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during)
- Use speech marks more accurately to punctuate direct speech
- Plan 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
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- Openings and closings are signalled in a range of writing
- Draft and write, organising paragraphs around a theme
- 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
- Include detail to add an element of humour, surprise or suspense
- Begin to use sustained viewpoint
- Main features of selected form signalled to the reader, including use of language, structure and purpose

SPELLING

- Spell some words with prefixes and suffixes including in-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, sub-, anti-, -tion, -sion, -ous
- Spell further homophones
- Use the first two or three letters of a word to check its spelling in a dictionary

GRAMMAR

- Use simple and compound sentences which are grammatically correct and punctuated correctly
- Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

PUNCTUATION

- Use full stops, capital letters, exclamation and questions marks and commas in lists accurately
- Begin to use inverted commas for speech and commas between clauses
- Use the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

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].

TERMINOLOGY FOR PUPILS

preposition, conjunction
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter vowel, vowel letter
inverted commas (or speech marks)