

National Curriculum

End of Year Expectations:



Year Three

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

The expectations reflect the 2014 National Curriculum and the age expected standards for each year group. If you have any queries about the content of this booklet or would like support in knowing how best to help your child, please talk to your children's year group staff.

A Year 3 Mathematician

Number

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- I can count from 0 in multiples of 4, 8, 50 and 100.

I can recognise the value of each digit in a 3-digit number.

I understand and can count in tenths, and find the fractional value of a given set.

I can add and subtract fractions with a common denominator.

I can derive and recall multiplication facts for 3, 4 and 8x tables.

I can add and subtract mentally combinations of 1-digit and 2-digit numbers.

I can add and subtract numbers with up to 3-digits using formal written methods.

I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.

I can calculate 2-digit x 1-digit.

I can solve number problems using one and two step problems.

A Year 3 Mathematician

Measurement, geometry and statistics

I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.

I can measure, compare, add and subtract using common metric measures.

I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

A Year 3 Speaker

I can sequence and communicate ideas in an organised and logical way, always using complete sentences.

I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.

I take a full part in paired and group discussions.

I show that I know when Standard English is required and use it (beginning).

I can retell a story using narrative language and add relevant detail.

I can show that I have listened carefully because I make relevant comments.

I can present ideas or information to an audience.

I recognise that meaning can be expressed in different ways, depending on the context.

I can perform poems from memory adapting expression and tone as appropriate.

A Year 3 Reader

Word reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

A Year 3 Reader

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can explain some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on details I have.

I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

A Year 3 Writer

Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words correctly which are in a family.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can identify the root in longer words.

Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

A Year 3 Writer

Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can write non-narrative using simple organisational devices such as headings and subheadings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

A Year 3 Writer

Grammar and punctuation

Sentence structure

☑ can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

☑ can use inverted commas to punctuate direct speech.

A Year 3 Scientist

Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

Animals, including humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.