

Mathematics:

Place Value:

1. Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.
2. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
3. Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.
4. Identify, represent and estimate numbers using different representations.
5. Solve number problems and practical problems involving these ideas.

Addition and Subtraction:

1. Add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.
2. Add and sub numbers with up to 3 digits, using formal written methods of columnar add and sub.
3. Estimate the answer to a calculation and use inverse operations to check answers.

Multiplication and Division:

1. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
2. Write and calculate math statements for \times and \div using the tables they know, including 2-digit numbers times 1-digit numbers, using mental and formal written methods.
3. Solve problems and missing number problems, involving \times and \div , including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions:

1. 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.
2. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
3. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
4. Recognise and show, using diagrams, equivalent fractions with small denominators.
5. Add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).
6. Compare and order unit fractions, and fractions with the same denominators.

Geometry:

1. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
2. Recognise that angles are a property of shape or a description of a turn.
3. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle.
4. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics:

1. Interpret and present data using bar charts, pictograms and tables.
2. Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

National Expectations Year 3

The National Curriculum (2014) sets key milestones and expectations that **most** children are expected to achieve at the end of each age and stage of their development. **By the end of Year 2 most children should be able to:**

Reading:

Word Reading:

1. 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
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension:

Develop positive attitudes to reading and understanding of what they read by:

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books
2. Reading books that are structured in different ways and reading for a range of purposes
3. Using a dictionary to check the meaning of words that they have read
4. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
5. Identifying themes and conventions in a wide range of books
6. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
7. Discussing words and phrases that capture the reader's interest and imagination
8. Recognising some different forms of poetry (e.g. free verse, narrative poetry)

Understand what they have read, in books they can read independently by:

9. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
10. Asking questions to improve their understanding of a text
11. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
12. Predicting what might happen from details stated and implied
13. Identifying main ideas drawn from more than one paragraph and summarise these
14. Identifying how language, structure and presentation contribute to meaning
15. Retrieve and record information from non-fiction
16. 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
17. Making inferences on the basis of what is being said and done
18. Answering and asking questions
19. Predicting what might happen on the basis of what has been read so far

Writing:

Handwriting:

1. Use the diagonal and horizontal strokes that are needed to join letters
Increase the legibility, consistency and quality of their handwriting (*by ensuring that the downstrokes of letters are parallel and equidistant*)

Spelling:

1. Use further prefixes and suffixes and understand how to add them
2. Spell further homophones
3. Spell words that are often misspelt
4. Use the first two or three letters of a word to check its spelling in a dictionary
5. Write from memory simple sentences that include words and punctuation taught so far

1. Writing Composition:

2. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar
3. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures
4. Organise paragraphs around a theme
5. In narratives, create settings, characters and plot
6. In non-narrative material, using simple organisational devices such as headings and sub-headings
7. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
8. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
9. Proof-read for spelling and punctuation errors
10. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation:

1. **Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although**
2. Use the perfect form of verbs in contrast to the past tense
3. Use conjunctions, adverbs and prepositions to express time and cause
4. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families
5. Begin to identify main and subordinate clauses
6. Indicate possession by using the possessive apostrophe with singular nouns and regular plurals
7. Use inverted commas to punctuate direct speech
8. Use and understand the grammatical terminology for Stage 3.