

Goldsworth Primary School

Year 3 End of Year Expectations



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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- reading books that are structured in different ways and reading for a range of purposes
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including Guided Reading focus)
- 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
- 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
- predicting what might happen from details stated and implied
- 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.

Writing

- Choose some words or phrases showing an awareness of the reader
- Can identify and use expanded noun phrases to add interest and detail
- Uses 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...)
- Expressing 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
- Evidence of sustained viewpoint
- Main features of selected form signalled to the reader, including use of language, structure and purpose

Sentence

Expressing 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*]

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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, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

Introduction to inverted commas to **punctuate** direct speech

Maths

NUMBER AND PLACE VALUE

- 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.

CALCULATION

- 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,
- solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

FRACTIONS AND DECIMALS

- 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

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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

MEASURES

- 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]

GEOMETRY

- 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
- identify pairs of perpendicular and parallel lines in shapes

STATISTICS

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables [for example, 'How many more?' and 'How many fewer?']

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Science

ANIMALS INCLUDING HUMANS

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

MATERIALS

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

PLANTS

- Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.
- Investigate the ways in which water is transported within plants.
- Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

FORCES

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

LIGHT

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the sizes of shadows change.

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Computing

- Write programs that accomplish specific goals
- Use sequence in programs
- Work with various forms of input
- Work with various forms of output
- Use search technologies effectively
- Use a variety of software to accomplish given goals
- Collect information
- Design and create content
- Present information
- Use technology responsibly
- Identify a range of ways to report concerns about contact

History

- To know and understand the history of these islands (UK) from the earliest times and how people's lives have shaped this nation.
- To know and understand significant aspects of the history of the wider world.
- Gain and deploy a historically- grounded understanding of the abstract term: civilisation.
- Understand the historical concept of similarity and difference. Frame historically-valid questions and create own structured accounts, including narratives and analyses.
- Understand the methods of historical enquiry. Discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history and short and long-term timescales.

Geography

Location:

Name and locate counties and cities of the United Kingdom, geographical regions and identifying their globally significant human and physical characteristics e.g. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of Greenwich Meridian and time zones (including day and night).

Human geography:

Investigate, understand and describe: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand how places change, reasons for similarities and differences, and the links between people and environments.

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Geographical skills and fieldwork:

Ask and respond to geographical questions, make observations and use resources such as maps, atlases, globes, images and aerial photographs to inform conclusions.

Express opinions and recognise that these will not be shared by all.

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Art & Design

- use sketch books to collect, record and evaluate ideas
- improve mastery of techniques - digital media (computing link), textiles and collage
- learn about great artists, architects and designers

Design & Technology

- use research and criteria to develop products which are fit for purpose
- use annotated sketches and prototypes to explain ideas
- use a wide range of materials - textiles
- evaluate existing products and improve own work
- use mechanical systems in own work – cams, levers and linkages
- understand seasonality, prepare and cook mainly savoury dishes

PE

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis
- Apply basic principles for attacking and defending
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- To develop and improve individual stroke technique and distance swimming

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Music

- play and perform in solo and ensemble contexts, using their voices and playing musical
- play instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related
- understand dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Modern Foreign Languages

- describe people, places, things and actions orally and in writing
- appreciate stories, songs, poems and rhymes in the language
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words