

Mathematics

- 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.
- 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
- 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
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators .
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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 .
- Recognise that angles are a property of shape or a description of a turn
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Interpret and present data using bar charts, pictograms and tables.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction



Year 3

Key Objectives

This booklet provides information for parents and carers on the key objectives taught in each year group.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

The Sky's the Limit

Reading

- Read further exception words.
- Can read independently using a range of strategies appropriately, including decoding, to establish meaning.
- Can read aloud with expression and intonation taking into account a range of punctuation (. ,?!)
- Summarise and explain main points text across, referring back to the text.
- Locates information in a text to support their thoughts and discussions.
- Read between the lines, using clues from the text and pictures, to discuss thoughts, feelings and actions.
- Explain how and why main characters act in certain ways in a story, using evidence from the text.
- Identify the difference between a wider range of non-fiction and fiction types.
- Apply their growing knowledge of root words, prefixes and suffixes when reading.
- Locate information by skimming and scanning.
- Discuss words and phrases that capture the reader's interests and imagination.
- Explore some straightforward underlying themes and ideas.
- Discuss how language structure and presentation link to meaning.
- Explore some straightforward underlying themes and ideas.
- Explore preferences of texts that they want to read.
- Explore where language is used to create mood and build tension.

Writing

- All lower case letters consistent in size and orientation. Ascenders and descenders are parallel and the length carefully controlled.
- All capital letters formed correctly and left joined .
- Use correct punctuation in sentences consistently (! FS & ?).
- Can confidently use commas within lists.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession to nouns e.g. the girl's name.
- Use the determiners 'a' and 'an' correctly
- Use a wide range of subordinating conjunctions used to open and join (when, if, that, because, whilst, although, even though, unless, whereas, once, until).
- Use a range of adverbs [then, next, soon, therefore], or prepositions [before, after, during, in, because of] to express time, place or cause.
- Use paragraphs and other organisational devices used to group information.
- Carefully proof-read writing to ensure that it makes sense and to enable corrections and additions to the text.
- Sequence logically and organise writing (non-fiction and fiction).
- Has an understanding of text genre and the purpose of writing and uses this.
- Show some developing evidence of commas to separate subordinate and main clauses.
- Begin to use inverted commas to punctuation direct speech.
- Spell some Year 3 & 4 common exception words.
- Vary the way verbs are used within writing (present perfect/simple past).
- Use 1st and 3rd person used accurately.
- Use a range of vocabulary to enrich writing (carefully chosen adjectives, verbs, adverbs, noun types).
- Plan in order to carefully structure writing to replicate and explore a specific text type.