

Dr Walker's C of E Primary School



**An Exceptional
Place to Flourish**

Though your beginning was small,
your future will flourish indeed.
Job 8:7

**Year 3
National Curriculum
Objectives**

Maths National Age Related Expectation – YEAR 3

Number – 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
Number – addition and subtraction
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 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
Number – multiplication and division
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, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Number – fractions
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
add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
recognise and show, using diagrams, equivalent fractions with small denominators
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above (with fractions)
Measurement
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 – properties of shapes
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 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

Mathematics Appendix 1: Examples of formal written methods for addition, subtraction, multiplication and division

This appendix sets out some examples of formal written methods for all four operations to illustrate the range of methods that could be taught. It is not intended to be an exhaustive list, nor is it intended to show progression in formal written methods. For example, the exact position of intermediate calculations (superscript and subscript digits) will vary depending on the method and format used.

For multiplication, some pupils may include an addition symbol when adding partial products. For division, some pupils may include a subtraction symbol when subtracting multiples of the divisor.

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \small{1 \quad 1} \end{array}$$

Answer: 1431

874 – 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 – 457 becomes

$$\begin{array}{r} ^8 ^{12} ^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

932 – 457 becomes

$$\begin{array}{r} ^1 ^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \small{2} \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \small{2 \quad 1} \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \small{4 \quad 2} \end{array}$$

Answer: 16 446

Long multiplication

24 × 16 becomes

$$\begin{array}{r} ^2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: $45\frac{1}{11}$

Long division

432 ÷ 15 becomes

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{150} \\ 12 \end{array}$$

Answer: 28 remainder 12

432 ÷ 15 becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \quad 15 \times 20 \\ \underline{13} \quad 15 \times 8 \\ \underline{12} \\ 12 \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

Answer: $28\frac{4}{5}$

432 ÷ 15 becomes

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{150} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

Answer: 28.8

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English National Age Related Expectation – YEAR 3

READING

Reading – word reading
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading – comprehension
develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• 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• recognising some different forms of poetry [for example, free verse, narrative poetry]
understand what they read, in books they can read independently, by: <ul style="list-style-type: none">• 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• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning
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

English National Age Related Expectation – YEAR 3

WRITING

Writing – transcription
Spelling (see English Appendix 1)
use further prefixes and suffixes and understand how to add them (English Appendix 1)
spell further homophones
spell words that are often misspelt (English Appendix 1)
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
use the first two or three letters of a word to check its spelling in a dictionary
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
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]
Writing – composition
plan their writing by: <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas
draft and write by: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
evaluate and edit by: <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
proof-read for spelling and punctuation errors
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – vocabulary, grammar and punctuation
develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although• using the present perfect form of verbs in contrast to the past tense• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause• using fronted adverbials• learning the grammar for years 3 and 4 in English Appendix 2
indicate grammatical and other features by: <ul style="list-style-type: none">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using and punctuating direct speech
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English National Age Related Expectation – YEAR 3

SPELLING (Years 3 and 4)

- | |
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| <ul style="list-style-type: none">• Revision of work from years 1 and 2.• Pay special attention to the rules for adding suffixes. |
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WORD LIST

accident(ally)	exercise	natural	strength
actual(ly)	experience	naughty	suppose
address	experiment	notice	surprise
answer	extreme	occasion(ally)	therefore
appear	famous	often	though/although
arrive	favourite	opposite	thought
believe	February	ordinary	through
bicycle	forward(s)	particular	various
breath	fruit	peculiar	weight
breathe	grammar	perhaps	woman/women
build	group	popular	
busy/business	guard	position	
calendar	guide	possess(ion)	
caught	heard	possible	
centre	heart	potatoes	
century	height	pressure	
certain	history	probably	
circle	imagine	promise	
complete	important	purpose	
consider	increase	quarter	
continue	interest	question	
decide	island	recent	
describe	knowledge	regular	
different	learn	reign	
difficult	length	remember	
disappear	library	sentence	
early	material	separate	
earth	medicine	special	
eight/eighth	mention	straight	
enough	minute	strange	

English National Age Related Expectation – YEAR 3

VOCABULARY, GRAMMAR AND PUNCTUATION (Year 3)

Word	<ul style="list-style-type: none">• Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>].• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>].• Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>].
Sentence	<ul style="list-style-type: none">• Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]
Text	<ul style="list-style-type: none">• 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, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].
Punctuation	<ul style="list-style-type: none">• Introduction to inverted commas to punctuate direct speech.
Terminology for pupils	<ul style="list-style-type: none">• preposition, conjunction• word family, prefix• clause, subordinate clause• direct speech• consonant, consonant letter vowel, vowel letter• inverted commas (or 'speech marks')

Oxford Owl Writing Assessment

STANDARD 4		Year 3		
	Can produce work which is organized, imaginative and clear (e.g. simple opening and ending).			
	Can usually join their handwriting.			
	Can use a range of chosen forms appropriately and consistently. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three text forms. If it is another genre, it can be ticked).			
	Can adapt their chosen form to the audience (e.g. provide information about characters or setting, make a series of points, use brackets for asides, etc.).			
	Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).			
	Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).			
	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).			
	Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).			
	Can use pronouns appropriately to avoid the awkward repetition of nouns.			
	Can use most punctuation accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, comma, apostrophe.			
	Can structure and organize work clearly (e.g. beginning, middle, end; letter structure; dialogue structure).			
	Is beginning to use paragraphs.			
	Can adapt form and style for purpose (e.g. there is a clear difference between formal and informal letters; use of abbreviated sentences in notes and diaries, etc.).			
	Can write neatly, legibly and accurately, mainly in a joined style.			
	Can use adjectives and adverbs for description.			
	Can spell phonetically regular or familiar common polysyllabic words accurately (sometimes for the 'Developing' category) and most or all of the Year 3 High Frequency Words and the Year 3 words in the National Curriculum Appendix 1.			
	Can develop characters and describe settings, feelings and/or emotions, etc.			
	Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, etc)			
	Can attempt to give opinion, interest or humour through detail.			
	Can use generalizing words for style (e.g. sometimes, never, always, often, mainly, mostly, generally, etc.) and/or modal verbs/ the conditional tense (e.g. might do it, may go, could rain, should win).			
	Is beginning to develop a sense of pace (writing is lively and interesting).			
ASSESSMENT SCORE				
0-5	Not yet working at this Standard (review against Standard 3)	Working BELOW ARE		
6-9	Developing	Working TOWARDS ARE		
10-17	Secure	Working AT ARE		
18-21	Advanced	Greater Depth		
Children with 19 or more ticks may be assessed against Standard 5.				

Essential Standard 3 skills

The following skills must be secured as a priority in Year 3/P4:

- Produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features, responding mainly correctly to stimulus and purpose (not in a retelling, narrative or poem).
- Write sentences which show some variety, at least in the words with which they open, and which include some descriptive language and/or detail, including adjectives, adverbs and associated expanded phrases.
- Use some ambitious words for their age (occasional misuse or 'purple prose' is acceptable).
- Spell all CVC and most common words on the Year R, 1 and 2 word lists correctly, plus most simple compound words. Spelling of unknown complex words should be phonetically logical.
- Use simple past and present tenses mainly correctly.
- Correctly use three or more different connectives and three or more different types of punctuation, with most sentences demarcated with final punctuation followed by a capital letter.
- Produce handwriting which is controlled, mainly regular in size and becoming neat. There may be evidence of joining.

Standard 4: Year 3/P4 – end of year expectation

By the end of Year 3/P4, children should be able to:

- Produce close to a side or more of A4 writing that is clear and coherent with some of the features below.
- Interpret the stimulus and purpose broadly accurately and demonstrate about 75% accuracy in basic skills.
- Show variety in sentence structure, including opening in a range of ways, adding detail and/or description and using a wider range of connectives and punctuation.
- Use interesting language with some use of words that are ambitious for their age (occasional misuse or 'purple prose' is acceptable).
- Use most past and present tense verbs accurately.
- Begin to use direct speech and a wider range of connectives (conjunctions, adverbs and prepositions) to show time, place and cause.
- Begin to use paragraphs.
- Produce handwriting that is neat and mainly joined.
- Initiate edits and improvements to their work by proof reading what they have written.

Children are expected to be a 'Secure Standard 4' by the end of Year 3 in order to be on track to meet national expectations at the end of KS2.