

# Marine Park First School



## End of Year Expectations

### Year 3

- We hope that parents will find the following information useful in supporting their child's progress throughout Y3.
- This booklet outlines the 2014 National Curriculum minimum expectations a child should meet by the end of Y3 in Maths.
- The Reading and Writing expectations in the National Curriculum are the same in Y3 and Y4. Here we show what we feel are the appropriate skills required by our Y3 pupils in order for them to meet age related expectations by the end of Y4

## Reading

### Word Reading

- I can decode automatically and fluently (from Y2)
  - I can use my knowledge of root words , prefixes ( including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words
  - I can read further exception words including words that do not follow spelling patterns

### Comprehension

- I can show that I enjoy reading by reading lots of different types of books
- I can read a wide range of books including fairy stories, myths and legends and retell some of them to others
- I can tell you what a book that I am reading is about
- I can read aloud poems and perform play scripts
- I can discuss words in the books that I read that excite me
- I can understand what I have read, checking that it makes sense by talking to others about it
- I can ask questions about the texts that I have read to help me understand them
- I can work out what a character in a book is feeling by the actions they take and can explain how I know
- I can predict what might happen from clues in what I have read
- I can tell someone about the main ideas in a paragraph
- I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech
- I can use non-fiction texts to find out information on a subject
- I can talk about books and poems

# Writing

## Transcription - Spelling

- I can use the prefixes un-, dis-, mis-, re-, pre-
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
- I can use the suffix -ly
- I can spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature
- I can spell words with endings which sound like "zhun" e.g. division, decision
- I can spell homophones - words which sound the same but have different meanings brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane
- I can spell words that are often misspelt
- I can spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym
- I can spell words containing the "u" sound spelt "ou" e.g. young, touch, double
- I can spell words with the "k" sound spelt "ch" e.g. scheme, school, echo
- I can spell words with the "sh" sound spelt "ch" e.g. chef, machine
- I can spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they
- I can use the first two or three letters of a word to check its spelling in a dictionary
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

[\(see this link for spelling details\)](#)

# Writing

## Transcription - Handwriting

- I can use some of the diagonal and horizontal strokes I need to join letters
- I know which letters, when they are next to one another, are best left unjoined

## Composition

- I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times
- I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because
- I can use paragraphs to organise my writing so that blocks of text group related material
- I can draft and write descriptive work that creates settings, characters and plots
- I can draft and write material such as instructions, using headings and sub-headings to organise my work
- I can re-read my work to improve it for my audience
- I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting
- I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed
- I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice

# Writing

## Vocabulary, Grammar and Punctuation

- I can create new words using a range of prefixes including super-, anti-, auto-
- I can understand when to use 'a' or 'an' in front of a word
- I can identify word families based on root words e.g. solve, solution, dissolve, insoluble
- I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of
- I can use paragraphs
- I can use headings and sub-headings
- I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play
- I can use speech marks correctly
- I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

[\(see this link for grammar details\)](#)

# Mathematics

## Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number
- I can recognise the place value of each digit of a number with hundreds, tens and units
- I can compare and order numbers up to 1001
- I can find, show and estimate numbers using objects and pictures
- I can read and write numbers to 1000 in numbers and words
- I can solve number and word problems using the above.

## Addition and Subtraction

- I can add and subtract mentally, including:
  - A 3-digit number and ones
  - A 3-digit number and tens
  - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits using formal column methods
- I can estimate the answer to a calculation and use this and inverse operations to check answers
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

## Multiplication and Division

- I can recall and use multiplication and division facts for the 3, 4 and 8 times tables
- I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers
- I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio

# Mathematics

## Fractions, decimals and percentages

- I can count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- I can write and find fractions of a set of data and can recognise fractions with small denominators
- I can find and use fractions of numbers such as  $\frac{1}{4}$  of  $8 = 2$  and  $\frac{3}{4}$  of  $8 = 6$
- I can identify and show equivalent fractions
- I can add and subtract fractions with the same denominator to make one whole
- I can compare and order fractions with the same denominator
- I can solve fraction problems

## Statistics

- I can interpret and present data using bar charts, pictograms and tables
- I can solve one-step and two-step questions e.g. "How many more?" and "How many fewer?" e.g. using information presented in scaled bar charts, pictograms and tables

# Mathematics

## Measurement

- I can measure, compare, add and subtract: lengths (m/cm and mm)
- I can measure, compare, add and subtract: mass ( kg/g)
- I can measure, compare, add and subtract: capacity (l/ml)
- I can measure the perimeter of simple 2-D shapes.
- I can add and subtract money giving change, using pounds and pence. I can do this with real coins and notes.
- I can tell the time on a clock face. I can do this if it uses the Roman numerals from I to XII and I can use 12-hour or 24 hour clocks.
- I can estimate and read the time to the nearest minute.
- I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.
- I can tell you the number of seconds in a minute and how many days there in a month, a year, and in a leap year
- I can compare how much time is taken by different events or tasks

## Geometry – properties of shapes

- I can draw 2-D shapes and make 3-D shapes using modelling materials.
- I can recognise 3-D shapes in different orientations
- I can recognise angles as properties of shape. I know that angles are a description of a turn
- I can spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle
- I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines

# Science

## Working scientifically across all areas

- I can ask questions and use different types of scientific enquiries to answer them
- I can set up simple practical enquiries, comparative and fair tests
- I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- I can gather, record, classify and present data in a variety of ways to help in answering questions
- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- I can identify differences, similarities or changes related to simple scientific ideas and processes
- I can use straightforward scientific evidence to answer questions or to support my findings

# Science

## Biology

### Plants

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- I can explore and describe 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
- I can investigate and describe the way in which water is transported within plants
- I can explore and describe the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

### Animals, including humans

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

## Chemistry

### Rocks

- I can compare and group together different kinds of rocks based on their appearance and simple physical properties, giving a reason
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
- I can recognise and explain that soils are made from rocks and organic matter

# Science

## Physics

### Light

- I can recognise and describe that I needs light in order to see things and that dark is the absence of light
- I can explain that light is reflected from surfaces
- I can explain that light from the sun can be dangerous and that there are ways to protect eyes
- I can explain that shadows are formed when the light from a light source is blocked by a solid object
- I can find patterns in the way that the size of shadows change

### Forces and magnets

- I can compare and describe how things move on different surfaces
- I can describe that some forces need contact between two objects, but magnetic forces can act at a distance
- I can describe how magnets attract or repel each other and attract some materials and not others
- I can 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
- I can describe magnets as having two poles
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing