



***Inspiring, nurturing and achieving  
excellence together.***

End of Year National Expectations for Year 3

For Year Three our pupils follow the National  
Curriculum

([https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY\\_national\\_c  
urriculum.pdf](https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf)).

These expectations reflect the age expected standards  
for Year Three.

## By the end of Year 3 in Mathematics:

### Number

I can count from 0 in multiples of 4, 8, 50, 100.

I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.

I can recognise the value of each digit in a 3- digit number.

I can understand and can count in tenths, and find the fractional value of a given set.

I can add and subtract fractions with a common denominator.

I can find and remember multiplication facts for 3, 4 and 8 times tables.

I can add and subtract mentally combinations of 1-digit and 2-digit numbers.

I can add and subtract numbers with up to 3- digits using formal written methods.

I can write and calculate mathematical statements for multiplication and division using the 2, 3, 4, 5, 8 and 10 times tables.

I can calculate 2-digit x 1-digit. 11. Solve number problems using one and two step problems.

### Measurement, geometry and statistics

I can identify right angles and compare other angles stating whether they are greater or smaller than a right angle.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I can tell the time to the nearest minute and use specific vocabulary, including seconds, and am pm.

I can measure, compare add and subtract using common metric measures.

I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables

### **If your child has met these expectations, the next steps for them are:**

1. Recognise the value of each digit in a 4-digit number and the value of a tenth.
2. Know all multiplication facts up to 10 x 10 and be able to instantaneously answer questions such as, how many 7s in 42?
3. Add and subtract numbers with any number of digits using formal written methods.
4. Begin to have an understanding about negative (e.g. numbers less than zero) numbers recognising they are smaller than zero.
5. Multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'.
6. Can find fractional values (from  $\frac{1}{2}$  to  $\frac{1}{2}$ ) of amounts up to 1000.
7. Use knowledge of number to solve problems related to money, time and measures.
8. Know that the total internal angles of a triangle measure  $180^\circ$  and can measure each.

9. Can relate knowledge of time to problems related to timetables.
10. Measure, compare, add and subtract more complex problems using common metric measures set out in Kg, grams; litres, millilitres; Km and metres, etc.

**By the end of Year 2 in Reading:**

**Word reading**

I can apply knowledge of root words, prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

**Comprehension**

I can read a range of fiction, poetry, plays, and nonfiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively

I can explain some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on given details.

I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions. 9. Use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

**If your child has met these expectations, the next steps for them are:**

1. Skim materials and note down different views and arguments.
2. Pause appropriately in response to punctuation and/or meaning.
3. Justify predictions by referring to the story.
4. Begin to find meanings beyond the literal, e.g. they way impressions of people are conveyed through choice of detail and language.
5. Read ahead to determine direction and meaning to a story.
6. Investigate what is known about the historical setting and events and their importance to the story.
7. Deduce from the evidence in the text what characters are like.
8. Explore figurative language and the way it conveys meaning succinctly.

9. Identify the way a writer sets out to persuade.
10. Explore the relationship between a poet and the subject of a poem.

### By the end of Year 3 in Writing:

#### Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can write non-narrative using simple organisational devices such as headings and subheadings.

I can suggest improvements to own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation. 7.. 8. 9.

I can use a range of sentences with more than one clause by using a range of conjunctions

I can use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors on spelling and punctuation.

#### Spelling

I can spell words with additional prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') and understand how to add them to root words.

I can recognise and spell homophones (words that sound the same but have different meanings)

I can use the first two or three letters of a word to check it's spelling in a dictionary.

I can spell words correctly which are in a family.

I can spell the commonly mis-spelt words from the Year 3/4 word list. 6. Identify the root in longer words.

#### Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters.

I can understand which letters should be left un-joined (capital letters).

I can start each letter with an instroke (except capitals) and end each with an exit point.

I can use capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters.

#### Grammar and punctuation

##### Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

### **Text structure**

- I can start to use paragraphs.
- I can use headings and subheadings.
- I can use the present perfect form of verbs instead of the simple past.

### **Punctuation**

- I can use inverted commas to punctuate direct speech.

### **If your child has met these expectations, the next steps for them are:**

1. Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
2. Give careful thought to the planning of writing and re-read it as a matter of course.
3. Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
4. Use words that have not been used before when describing events, characters and feelings.
5. Use powerful verbs to show character and add impact.
6. Vary sentences, adding phrases to make the meaning more precise.
7. Include descriptions of events and characters in a variety of styles and can sometimes contain humour.
8. Describe characters and include feelings and emotions when needed.
9. Choose the most appropriate style of writing to suit the needs of the situations, e.g. poems, lists, letters, and reports.
10. Check punctuation and use speech marks and apostrophes accurately.

## **By the end of Year 3 in Science:**

### **Working scientifically**

**During Years 3 and 4, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:**

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

### **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; they get nutrition from what they eat
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### **Plants**

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

### **Rocks**

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

### **Light**

- I can recognise that they need light in order to see things and that dark is the absence of light
- I can notice that light is reflected from surfaces
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- I can recognise that shadows are formed when the light from a light source is blocked by an opaque object
- I can find patterns in the way that the size of shadows change.

### **Forces and Magnets**

- I can compare how things move on different surfaces
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance
- I can observe 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