

# End of Year Expectations for Year 3

## (Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the 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 child 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 child, please talk to your child's teacher.

### Maths

- Compare and order numbers up to 1000. Read and write all numbers up to 1000 in digits & words
- Find 10 or 100 more/less than a given number
- Count from 0 in multiples of 4, 8, 50 & 100. Recall and use multiplication and division facts for 3, 4 and 8 tables
- Recognise place value of any 3-digit number
- Add and subtract mentally 3-digit numbers & ones, tens & hundreds. Add and subtract numbers with up to 3-digits using efficient written methods (column)
- Multiply 2-digit by 1 -digit numbers
- Count up/down in tenths
- Compare and order fractions with the same denominator
- Add and subtract fractions with the same denominator within whole
- Know pairs of fractions that total 1
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell time using 12 and 24 hour clocks and using Roman numerals.
- Tell time to the nearest minute
- Know number of days in each month
- Recognise angles as a property of shape or a description of a turn

## Reading

- Comments on the way characters relate to one another
- Knows which words are essential in a sentence to retain meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Recognise how commas are used to give more meaning
- Recognise:
  - plurals
  - pronouns and how used
  - collective nouns
  - adverbs
- Can explain the difference that adjectives and verbs make
  
- Use dictionaries to check the meaning of what they have read



## Writing

- Use conjunctions (when, so, before, after, while, because)
- Use adverbs (e.g. then, next, soon)
- Use prepositions (e.g. before, after, during, in, because of)
- Experiment with adjectives to create impact
- Correctly use verbs in 1st, 2nd and 3rd person
- Use perfect form of verbs to mark relationships of time and cause
- Correct use of speech marks for direct speech
- Group ideas into paragraphs around a theme
- Write under headings and sub-headings
- Legible, joined handwriting



## Science

### Plants

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

### 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 other animals have skeletons and muscles for support, protection and movement

### Rocks

- 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

### 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

### Forces and Magnets

- 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. Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- 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

