

## Maths

1. I can count in multiples of 4, 8, 50, 100 from differing starting points
2. I can find 1, 10 or 100 more or less than a given number.
3. I can recognise the place value of each digit in a 3 digit number and use it to compare and order numbers up to 1000.
4. I can add and subtract mentally a 3-digit number and ones, tens and hundreds and can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
5. I can solve a range of mathematical problems, including more complex addition and subtraction - some of which involve measures - and I am beginning to estimate answers and check by using the inverse operation.
6. I can recall and use multiplication and division facts for the 3, 4, 6, 8 x tables.
7. I can write and calculate mathematical statements for multiplication and division, recall and apply multiplication and division facts and progress to formal written methods for 2 digit numbers.
8. I can compare and order unit fractions, non-unit fractions with the same denominator and I can add and subtract fractions with the same denominator within one whole.
9. I can count, recognise and write fractions and decimal equivalents of any number of tenths.
10. I can measure and compare lengths using m, cm and mm, mass using kg and g and volume/capacity using l and ml.
11. I can tell and write the time to five minutes, using digital and analogue clocks.
12. I recognise that two right angles make a half-turn, three make a three-quarter turn and four a complete turn.
13. I can identify horizontal and vertical lines, pairs of perpendicular and parallel lines and angles as a property of a shape.
14. I can interpret and present data using bar charts, pictograms and tables.

### Greater Depth Criteria

I can consistently apply my knowledge in a wide range of contexts, including abstract situations
I can consistently identify the correct equation necessary to solve multi-step word problems
I can efficiently decide when to use mental, jottings or full-written methods; allowing me to solve problems accurately at a greater speed.
I can consistently and effectively explain my methods and reasoning, justifying my approach to a problem.

## Writing

1. I can spell some words with additional prefixes and suffixes and can add them to root words and I can recognise and spell correctly some homophones from the year 2 list and some from the year3/4 list.
2. I can spell some of the words from the Y3/4 word list including commonly mis-spelt/exceptions.
3. I use the diagonal and horizontal strokes that are needed to join letters.
4. I am beginning to write a narrative with a clear structure, setting, characters and plot.
5. I am beginning to use a range of sentences with more than one clause by using a range of conjunctions, adverbs and prepositions.
6. I can use expanded noun phrases.
7. I am beginning to use paragraphs.
8. I am beginning to correctly use inverted commas to punctuate direct speech.

### Greater Depth Criteria

I am becoming more aware of my audience and choose the right style of writing to engage them.
I can write a well-structured narrative which has a clear ending related to its beginning by linking paragraphs carefully
I can use precise word choices, (giving greater emphasis to verbs and adverbs) to add detail to events, setting and characters.
I am beginning to write in different sentence structures and I can start sentences in different ways, including the adverbials of time and place.
I can use the range of punctuation taught accurately to ensure that the meaning of my writing is clear.
I can edit my writing making changes that have a greater impact on the reader and I can proof-read for accuracy.

## Reading

1. I can apply my knowledge of age appropriate root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (link with spelling work)
2. I can read some further exception words, noting the unusual correspondences between spelling and sound.
3. I can ask and answer relevant questions to get a better understanding of a text.
4. I can predict what might happen based on the details I have read.
5. I can draw some inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
6. I can identify the main point of a text.
7. I am beginning to explain how non-fiction books are structured in different ways and can use them effectively.
8. I can use non-fiction texts to retrieve information.

### Greater Depth Criteria

1. I am beginning to skim read in order to find information efficiently in a text.
2. I can compare a book with those that I have previously read.
3. I am beginning to recognise and discuss a range of authorial techniques including sentence structure, similes, metaphors, alliteration, personification and can discuss their impact on the reader.
4. I can make inferences about a character, justifying my opinion.
5. I make predictions and am beginning to justify my views and opinions by using quotes.

## Swavesey Primary School



## End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines minimum expectations your child must meet in order to ensure continued progress.

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 child please talk to your child's teacher.