

End of year expectation for Year 3



This page provides information for parents and carers on the end of year expectations for children at St Barnabas.

The National Curriculum outlines these expectations as being the minimum requirements 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.

Reading

I can use my existing knowledge to help myself read aloud.

I am aware that some words sound different to how they are spelt.

I have understood a range of texts I have read.

I am able to choose from a range of books to find the information I require.

I use a dictionary to check the meaning of words.

I can talk about some different types of stories I have read.

I can identify some themes in a range of books I read.

I will perform poems and play scripts to read aloud.

I will discuss words and phrases that interest me.

I know that poetry comes in different forms.

I think about what I read to make sure I understand it and it makes sense.

I ask questions about a text or book.

I can predict events in stories from what has happened up to now.

I can tell what the main ideas are from reading a number of paragraphs.

I can see that books are set out in ways that help the reader to read the texts.

I can use non-fiction books to find information.

I can take turns when discussing books I have read.

Writing

I use some prefixes and suffixes and understand how to use them in my writing.

I can spell some homophones.

I am able to spell some words that are often misspelt.

I know how to use the possessive apostrophe in some plurals.

When using a dictionary, I am able to use the first two letters of a word to check its' meaning.

I can write simple sentences that have been read to me, using the correct punctuation.

I am beginning to join my letters when writing.

I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.

I plan my writing by looking at similar texts written before.

I am able to make notes about what I will write about.

I use different sentence structures and some better vocabulary in my writing.

I can draft my work into short paragraphs.

I can organise my writing using settings, characters and plot.

I can organise my writing by using headings.

I can edit my own work add some improvements to the texts.

I can edit written work to improve the use of vocabluary.

When I finish a piece of work I will read it through to correct some spelling and punctuation errors.

I can read my writing out to an audience in a clear manner.

I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can use the grammar rules set out in my grammar list.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.

I know when to use 'a' or 'an' depending on what the next word begins with.

I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.

I group ideas I write about into paragraphs.

I use headings and sub-headings to structure and present my work.

I know that inverted commas are used to open and close what some one is saying in a text.

Spoken Language

I listen and respond appropriately to adults and his peers up to the standard of spoken

<i>language expected by the end of Year 3.</i>
<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 3.</i>
<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 3.</i>
<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 3.</i>
<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 3.</i>
<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 3.</i>
<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 3.</i>
<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 3.</i>
<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 3.</i>
<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 3.</i>
<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 3.</i>

Mathematics
<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>
<i>I can find 10 or 100 more or less than a given number.</i>
<i>I know what each digit means in three-digit numbers such as 204.</i>
<i>I can compare and order numbers up to 1000.</i>
<i>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</i>
<i>I read and write numbers up to 1000 in numerals and in words.</i>
<i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i>
<i>I can add and subtract numbers in my head, including questions such as 432 - 7.</i>
<i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i>
<i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i>

I can use written methods to add or subtract two three-digit numbers.
I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.
I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction.
I know my 3, 4 and 8 times tables.
I can answer multiplication and division questions such as 16×5 or 45 divided by 9.
I can solve more complex problems and missing number questions involving multiplication and division.
I can count up and down in tenths.
I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.
I can find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects.
I know how to find fractions of a number or shape - such as $\frac{3}{5}$, $\frac{1}{4}$ or $\frac{4}{6}$.
I can show that some fractions have the same value - such as $\frac{1}{2}$, $\frac{3}{6}$ and $\frac{5}{10}$ or $\frac{1}{3}$ and $\frac{3}{9}$.
I can add and subtract fractions with the same denominator [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
I can compare and order unit fractions, and fractions with the same denominators.
I solve problems that finding, ordering or comparing fractions.
I can measure and compare in these units: lengths (m,cm,mm), weight (kg,g) and capacity (l,ml).
I can measure the perimeter of a 2-D shape such as a square or triangle.
I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.
I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.
I can tell the time accurately to the nearest minute.
I can measure and record time passing in seconds, minutes and hours.
I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.
I know the number of seconds in a minute and the number of days in each month, year and leap year.
I can calculate how long an event or task took to complete.
I draw 2-D shapes and make 3-D shapes using modelling materials.
I recognise and can describe 3-D shapes even when they have been turned about in different ways.
I know an angle is used to measure how far something turns. An angle is also the point

<i>in a 2-D shape.</i>
<i>I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i>
<i>I can tell whether an angle is greater than or less than a right angle.</i>
<i>I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.</i>
<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i>
<i>I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.</i>

Science

<i>I use my results to draw a conclusion and make predictions for answering a different question.</i>
<i>I can identify some simple differences or similarities when making comparisons.</i>
<i>I support my answers by pointing out the scientific evidence.</i>
<i>I can report my conclusion from the results of my experiment.</i>
<i>I can gather the data I need to answer a scientific question and then present them in a table, grid or graph.</i>
<i>I can record my findings in simple labelled diagrams, keys, bar charts or tables.</i>
<i>I can set up a simple fair test experiment to answer a scientific question.</i>
<i>I can make observations and record measurements (for example in mm or g).</i>
<i>I can ask relevant scientific questions.</i>
<i>I know the different parts of a flowering plant (roots, stem/trunk, leaves and flowers) and what each part does.</i>
<i>I know what a plant needs to live and grow, and that some plants need more or less air, light, water, nutrients from the soil, and room to grow, depending on the plant variety.</i>
<i>I can tell you how water is transported in a plant.</i>
<i>I know that a flower is important in the life cycle of a plant as the flower helps the plant to pollenate, create a seed and then disperse the seed.</i>
<i>I know that animals (including humans) need the right types of nutrition and they get nutrition from what they eat.</i>
<i>I know that humans and some other animals have skeletons and muscles for support, protection and movement.</i>
<i>I can group and compare different rock types based on their appearance and properties.</i>

<i>I know how fossils are formed.</i>
<i>I know that soil is made from rocks and rotting materials such as leaves or plants.</i>
<i>I understand that we need light to see things around us, and that if there is no light, then we have darkness.</i>
<i>I know that light is reflected from surfaces.</i>
<i>I know that light direct from the sun can be dangerous and our eyes should be protected.</i>
<i>I know that a shadow is made when light is blocked by an object.</i>
<i>I can describe the pattern in the way a shadow changes when I move the object or the light.</i>
<i>I can describe how the same object may move differently on different surfaces - such as on a road, on ice, on a table or on the carpet.</i>
<i>I know that many forces need contact between objects to pass on a force (such as pushing or pulling an object), but some forces (such as magnetic forces or gravity) do not need to have contact.</i>
<i>I know that magnets can attract and repel each other and that magnets attract some materials but not all materials.</i>
<i>I can group together materials that are attracted by a magnet and others that are not. I know some materials that are always attracted to magnets.</i>
<i>I know that magnets have two poles.</i>
<i>I know that like poles on a magnet repel and opposite poles on magnets attract.</i>