

Maths

Number and Place Value

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 ones.

I can solve number and word problems.

Addition and Subtraction

I can add and subtract numbers in my head, including a 3 digit number and ones, tens and hundreds.

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.

Fractions

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 identify and show equivalent fractions.

Measurement

I can measure, compare, add and subtract: lengths (m/cm and mm); mass (kg/g); volume and capacity (l/ml)

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 write the time on a clock face. I can do this if I use Roman numerals from I to XII and I can use 12 hour or 24 hour clocks.

Properties of shape

I can spot right angles. I can spot when angles are greater or less than a right angle.

I know that two right angles make a half turn, three make three quarters of a turn and four make a full turn.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

Brooke Hill Multi Academy Trust



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. We have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Please do not see this as a tick list of things you must do at home, as all of the objectives will be worked on throughout the year at school but any extra support you can provide in helping your child to achieve 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 but the most important thing is to **make learning fun!** Share your child's favourite books and talk about the story, count forwards as you go upstairs and count back as you go down, go for walks and describe the things you can see, encourage children to write birthday cards or shopping lists, cook together or let your child identify numbers in prices and spend money in the shop - your child will be having fun and learning at the same time!

Reading

Word Reading

I can read further exception words including words that do not follow spelling patterns.

Comprehension

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can tell you what a book that I am reading is about.

I can work out what a character in a book is feeling, by the actions they take and I can explain how I know.

I can predict what might happen from clues in what I have read.

I can use non-fiction texts to find out information on a subject.

Writing

Spelling

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Composition

I can draft and write descriptive work that creates settings, characters and plots.

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.

Vocabulary, Grammar and Punctuation

I can understand when to use 'a' or 'an' in front of a word.

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 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 sometimes.