

Cherry Orchard Primary School



Year 3 Expectations

The National Curriculum for all primary pupils is based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets many opportunities not only to practise the skills, but also to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Maths

- I can count from 0 in steps of 4, 8, 50 and 100.
- I can find 10 or 100 more or less than a given number.
- I know what each digit means in Hundred Tens and Unit numbers such as 204.
- I can solve number problems, working with numbers up to 1000 and in different units of measurement.
- I can add and subtract numbers in my head, including questions such as $432 - 7$.
- I can add and subtract numbers in my head, including questions such as $432 - 70$.
- I can add and subtract numbers in my head, including questions such as $432 - 300$.
- 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 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 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 measure and compare in these units: lengths (m, cm, mm), weight (kg, g) and capacity (l, ml).
- 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 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 can tell whether an angle is greater than or less than a right angle.
- I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.

At home, try using My Maths to support your child's mathematical understanding through lessons, games and activities. Don't forget TTRS to help your child learn their 2, 3, 4, 5, 8 and 10 times tables.

<https://www.mymaths.co.uk/>



<https://ttrackstars.com/>



Check your child's planner for their log in and password alternatively ask your child's teacher.

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.
- When I finish a piece of work, I will read it through to correct some spelling and punctuation errors.
- I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.
- I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
- I know when to use 'a' or 'an' depending on what the next word begins with.
- I know that inverted commas are used to open and close what someone is saying in a text.

Try writing a report on an imaginary product that has come to you for testing - perhaps a new type of school bag or trainer or a new design for a toy.

A report is broken up into headings and sub headings, as well as the following:
An opening statement - what is the report being written about?

Detailed information - broken into sub headings of different information
A closing statement.

Will your report cover all positive issues or are there areas of weakness?

Reading

- I am aware that some words sound different to how they are spelt.
- I have understood a range of texts I have read.
- I use a dictionary to check the meaning of words.
- I can identify some themes in a range of books I read.
- I know a character does certain things because of how the character is feeling or what has happened to them in the story.
- I can predict events in stories from what has happened up to now.
- I can use non-fiction books to find information.

Find a quiet time when you can share the book undisturbed.

Keep reading the books that are sent home as well as other types of reading material including leaflets, packaging, signs, letters, newspapers, atlases, maps, favourite websites and so on.

All these different reading experiences can help to broaden your child's general knowledge. Encourage your child to bring home information books as well as storybooks. Ask your child to summarise what they have found out. Keep praising and encouraging!