



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 year group staff.

More information can be found at:

School website: <http://www.town-farm.surrey.sch.uk/>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>



Maths

'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.'

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

National Curriculum for Mathematics

By the end of year 3, children will talk about their mathematics using the numbers they are familiar with, applying their understanding of number, measures and shape to a greater range of problems. They will make decisions about calculations and information that is needed to solve problems, for example when a recipe for two people needs to be doubled to make a recipe for four. Children will be expected to prove their thinking through pictures, jottings and conversations. They will be encouraged to pose their own questions, working in an organised way to solve them which will help pupils to identify common patterns or any errors more easily.

Some examples:

- 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.



- Recognise and show equivalent fractions.
- 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.
- Measure, add and subtract lengths (m, cm, mm), mass and volume capacity.
- Interpret and present data using graphs.



Reading

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

National Curriculum for English

Readers in Year 3 will begin to read books with chapters that are often fairly short, but made up of whole pages of text. These books may have an underlying theme (e.g. friendship etc.) and illustrations are used to break up, rather than support, the text. Characters and settings in these books are becoming more complex and some description of characters or settings implies, rather than states.

Some examples:

- Comments on the way characters behave and 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 and make links between their own experiences.
- 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.



Writing

The Year 3 writer develops their competence in writing by using some detail in the description of setting or characters' feelings or motives. They will imitate authorial techniques gathered from their reading and will begin to use figurative language including similes. They are able to select and use formal and informal styles and vocabulary appropriate to the purpose of their writing and in an attempt to engage their reader. They are able to edit and proofread their writing to improve the overall effectiveness for the reader.

Some examples:

- 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.