

Year 3 – Maths

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.

Number and Place Value (NPV)	Addition and Subtraction (AS)
<ol style="list-style-type: none"> 1. I can recognise the place value of each digit in a three-digit number 2. Pupils can partition numbers in different ways $140 = 100 + 40 + 6$ and $146 = 130 + 16$ 3. I can count from 0 in multiples of 4, 8, 50 and 100 4. I can describe and extend number sequences involving counting in and back in different steps. 5. I can find 10 or 100 more or less than a given number 6. I can read, write, order, estimate and compare numbers up to 1000 7. I can use $<$ $>$ $=$ signs to compare numbers up to 1000. 8. I can round any number to 10 and 100 9. I can represent numbers using different representations using a number line. 	<ol style="list-style-type: none"> 1. I can add and subtract numbers mentally to and from a 3 digit number including a three digit number and one, a three digit number and tens and a three digit number and hundreds. 2. I can add numbers with up to three digits, using formal written methods and apply this to reasoning and problem solving 3. I can subtract numbers with up to three digits, using formal written methods and apply this to reasoning and problem solving 4. I can recall and use addition and subtraction facts up to 100 (multiples of 5 and 10) 5. I can decide on the most efficient methods to use for addition and subtraction based on the sum. 6. I can estimate the answer to a calculation and use inverse operations to check answers and solve missing number problems
Multiplication and Division (MD)	Fractions, Decimals, Percentage and Ratio and Proportion (FDP)
<ol style="list-style-type: none"> 1. I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 2. I can multiply a one or two-digit number by 10 and 100 3. I know the doubles of all numbers up to a 100 and corresponding halves. 4. I can write and calculate mathematical statements for multiplication and division using mental methods to solve problems 5. I can write and calculate mathematical statements for multiplication using formal written methods to solve problems 6. I can write and calculate mathematical statements for division using formal written methods to solve problems 7. I can understand that division is the inverse of multiplication and vice versa. 	<ol style="list-style-type: none"> 1. I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 2. I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 3. I can recognise equivalent fractions with small denominators, using diagrams. 4. I can understand that finding a fraction of an amount relates to division 5. I can add and subtract fractions with the same denominator within one whole 6. I can compare and order unit fractions, and fractions with the same denominators, recognising equivalence

Statistics (S)	Measure (M)	Geometry (G)
<ol style="list-style-type: none"> 1. I can interpret and present data using bar charts, pictograms and tables 2. I can extract and interpret information represented in simple tables and lists. 3. I can construct and interpret bar charts and pictograms. 4. I can use Venn diagrams and Carroll diagrams to sort and classify information. 	<ol style="list-style-type: none"> 1. I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 2. I can measure the perimeter of simple 2-D shapes 3. I can recognise that ten 10p coins equal a pound. 4. I can add and subtract money (£/p), giving change 5. I can tell and write the time from an analogue clock (to the nearest minute), including using Roman numerals from I to XII 6. I can tell the time on 12-hour and 24-hour clocks 7. I know the relationships between seconds, minutes, days, months and years 8. I can use the vocabulary related to time o'clock, am, pm, morning, afternoon, noon, midnight 9. I can compare durations of events [for example to calculate the time taken by particular events or tasks] 10. I can understand perimeter is a measure of a distance around the boundary of a shape. 11. I can measure the perimeter of a 2D simple shape. 	<ol style="list-style-type: none"> 1. I can identify, describe and compare 2-D shapes 2. I can identify, describe and compare 3-D shapes 3. I can make 3D shapes using modelling materials. 4. I can use sorting diagrams to compare and sort 2D and 3D shapes and everyday objects. 5. I can recognise angles as a property of shape or a description of a turn. 6. I can describe positions on a square grid and label with numbers and letters. 7. I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 8. I can identify and recognise right angles in a turn. 9. I can identify angles that are greater or less than a right angle.



Year 3 – Reading	
Word Reading	Comprehension
<ol style="list-style-type: none"> 1. I can independently read a wider range of age appropriate books, providing a review of what I have read. 2. I show some awareness of punctuation marks when reading aloud; pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue and commas. 3. I can read further common exception words. 	<ol style="list-style-type: none"> 1. I can begin to quote directly from the text to support thoughts and discussions. 2. I can locate information by skimming (for a general impression) and scanning (to locate specific information) to answer retrieval questions. 3. I can explain the meaning of new words read in context, at an age appropriate level. 4. I can orally summarise the main points from a simple passage or text. 5. I can begin to summarise a text providing my personal point of view. 6. I can comment on a text and include references from the text. 7. I can begin to make simple connections between texts (similar themes, plots, topics) 8. I can identify the main theme of a text. 9. I can begin to make plausible predictions based on the text type. 10. I can make predictions about a text using evidence from the text or text type. 11. I can demonstrate an understanding of texts by answering questions related to who, what, where, why, how.
	Inference
	<ol style="list-style-type: none"> 1. I can infer characters’ feelings, thoughts and motives from their actions, description and dialogue, and justify inferences with evidence. 2. I can make plausible predictions about a text using a range of clues.
	Language for Effect
	<ol style="list-style-type: none"> 1. I can comment on the authors’ choice of language and its effect on the reader and atmosphere it creates on a 1-1 basis or in pairs. 2. I can discuss and collect my favourite words and phrases. 3. I can describe and discuss the writer’s choice of vocabulary to create effects. 4. I can comment on technical vocabulary choices (such as in non-fiction texts) 5. I can identify and comment on vocabulary and literacy techniques used such as similes and alliteration.
	Themes and Conventions
	<ol style="list-style-type: none"> 1. I can understand the purpose of paragraphs / chapters. 2. I am beginning to identify non-fiction text types by identifying their language features. 3. I can explore straightforward underlying themes and ideas in age appropriate text. 4. I am beginning to recognise different forms of poetry. 5. I can use knowledge of the alphabet to locate information and check the meaning of words in a dictionary. 6. I am familiar with a wider range of fiction (e.g., myths and legends and fairy stories) and can retell some. 7. I can analyse and evaluate texts looking at language and structure and presentation e.g., newspaper reports and recipes.

Year 3 Writing

Grammar

1. I can express time, place and cause using conjunctions (and, but, so, or, because, when, as if)
2. I can express time, place and cause using adverbs (*then, next, soon, therefore*).
3. I can express time, place and cause using prepositions (where, below, beneath, outside)
4. I am beginning to choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.
5. I can use the determiner a or an.
6. I can use simple past and simple present tense.
7. I can use present perfect form of verbs in contrast to the past tense.
8. I understand the grammatical terminology: *adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)*

Punctuation

1. I can use full stops, capital letters, exclamation marks and question marks.
2. I can use commas for lists.
3. I can begin to use commas to mark the clause.
4. I can begin to use inverted commas for direct speech.

Transcription/Handwriting

1. My writing is sometimes joined and legible with mostly accurate letter formation.
2. Handwriting is legible and often joined with accurate and consistent letter formation.
3. Handwriting is usually joined and is legible with accurate and consistent letter formation.

Composition	Vocabulary	Spelling
<ol style="list-style-type: none"> 1. I can plan my writing to group and sequence my ideas. 2. I can identify the purpose and audience for my writing. 3. I am beginning to use a varied range of sentence structures. 4. I can use expanded noun phrases to describe and specify (<i>for example, the beautiful blue butterfly, plain flour, the man in the moon</i>). 5. I can organise paragraphs around a theme; some attempt to sequence ideas logically. 6. I can discuss and record ideas for planning using a range of formats. 7. I can sequence my work without omitting ideas/events. 8. I can write an effective piece of work with a mixture of simple and compound sentences which are grammatically correct and well-punctuated. 9. I can orally rehearse and write more complex sentences such as using when, if, because. 10. I can create characters, settings and plots. 11. I can create and develop a text based on models from reading. 12. I can improvise create and write dialogue to develop character. 13. I can use simple organisational devices in non-fiction texts such as headings and subheadings. 14. I am beginning to vary my tense forms appropriately (<i>he has gone out to play/he went out to play/he will go out to play</i>) 15. I can proof read for sense, spelling and punctuation errors, with some support. 16. I am beginning to propose changes to grammar and vocabulary including use of pronouns. 	<ol style="list-style-type: none"> 1. I can use some ambitious words for effect. 2. I am beginning to show awareness of purpose and audience when choosing vocabulary. 3. I can use a range of technical and descriptive vocabulary appropriate to text type. 4. I can select and generate adverbs. 5. I can consider appropriate use of common synonyms. 	<ol style="list-style-type: none"> 1. I can apply the spelling of common exception words from KS1. 2. I can spell some words correctly (<i>Wordlist-years 3 & 4</i>). 3. I can apply spelling rules and guidance, as listed in English Appendix 1. 4. I can begin to use the first two or three letters of a word to check its spelling in a dictionary. 5. I can use phonic knowledge and other knowledge or spelling such as morphology to attempt unknown spellings. 6. I can identify and spell some irregular plurals correctly e.g., mouse and mice 7. I can identify and spell some irregular past tense verbs correctly e.g., bring and brought.