

Reading

Please note the curriculum for each subject is more extensive than the objectives listed in this booklet. This means your child will be taught more than the lists here. These lists are the Key Performance Indicators and must be attained by the end of the academic year, in order for your child to be working at the expected level for their age group.

Word

1. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

2. I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3. I can use a dictionary to check the meaning of words that I am unsure of
4. I can identify themes e.g. *the triumph of good over evil*, and conventions e.g. *the greeting in letters*, in a wide range of books
5. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence
6. I can predict what might happen from details stated and implied
7. I can retrieve and record information from non-fiction e.g. *using contents pages and indexes to locate information*

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Writing

Composition

1. I can organise paragraphs around a theme
2. In narratives, I can create settings, characters and plot
3. In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings]
4. I proofread my work for spelling and punctuation errors

VGP

5. I can write sentences with more than one clause, expressing time, place and cause using a wider range of conjunctions, e.g. *when, before, after, while, so*, adverbs e.g. *then, next, soon, therefore*, or prepositions e.g. *before, after, during*
6. I can use the present perfect form of verbs in contrast to the past tense, e.g. *He has gone out to play* contrasted with *He went out to play*
7. I can use the **form a or an according** to whether the next word begins with a vowel or consonant
8. I can use inverted commas to punctuate direct speech

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Mathematics

Number and Place Value

1. I can count from 0 in multiples of 4, 8, 50 and 100;
2. I know the place value of each digit in a 3-digit number (100s, 10s, 1s)
3. I can find 10 or 100 more or less than a given number

Addition and Subtraction

4. I can add and subtract mentally a three-digit number and 1s; a three-digit number and 10s; and a three digit number and 100s.

Multiplication and Division

5. I can recall and use multiplication and division facts for the 3, 4 and 8 times tables
6. I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions

7. 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
8. I can recognise, find and write fractions of a discrete set of objects: unit fractions e.g. $\frac{1}{3}$ and non-unit fractions $\frac{2}{3}$ with small denominators
9. I can recognise and show, using diagrams, equivalent fractions with small denominators

Measurement

10. I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
11. I can add and subtract amounts of money to give change, using both pounds and pence in practical contexts
12. I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Properties of Shape

13. I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle

Statistics

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

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End of Year Expectations

Year 3



Name: _____

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