

## **YEAR 3 OBJECTIVES**

### **ENGLISH**

**3.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)**

**3.1.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word**

**3.2.a.1 Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**

**3.2.a.2 Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes**

**3.2.b.1 Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally**

**3.2.b.2 Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing**

**3.2.c.1 Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**

**3.2.c.2 Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry, (e.g. free verse, narrative poetry )**

**3.2.d.1 Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read**

**3.2.e.1 Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**

**3.2.e.2 Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text**

**3.2.e.3 Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these**

**3.2.f.1 Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**

3.2.g.1 Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

3.2.h.1 Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

3.2.h.2 Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning

3.2.i.1 Retrieve and record information from non-fiction

3.2.j.1 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

3.1.a.1 Spell further homophones

3.1.a.2 Spell words that are often misspelt

3.1.b.1 Place the possessive apostrophe accurately in words with regular plurals: e.g. *girls'*, *boys'* and in words with irregular plurals: e.g. *children's*

3.1.b.2 Use further prefixes and understand how to add them

3.1.b.3 Use further suffixes and understand how to add them

3.1.b.4 Use the first two or three letters of a word to check its spelling in a dictionary

3.1.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

3.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

3.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar

3.2.b.1 Plan their writing by: discussing and recording ideas

3.2.b.2 Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

3.2.b.3 Draft and write by: organising paragraphs around a theme

3.2.b.4 Draft and write by: in narratives, creating settings, characters and plot

3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and sub-headings

3.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements

3.2.c.2 Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

3.2.c.3 Proof-read for spelling and punctuation errors

3.2.d.1 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

3.3.a.1 Form nouns using prefixes (super-, anti-)

**3.3.a.2 Word families based on common words (solve, solution, dissolve, insoluble)**

**3.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**

**3.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although**

**3.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause**

**3.3.b.4 Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense**

**3.3.b.5 Use the correct form of 'a' or 'an'**

**3.3.c.1 Inverted commas to punctuate direct speech**

## **MATHS**

**3.1.a.1 Count from 0 in multiples of 100**

**3.1.a.2 Find 10 or 100 more or less than a given number**

**3.1.a.3 Count from 0 in multiples of 4, 8 and 50**

**3.1.b.1 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**

**3.1.b.2 Read and write numbers up to 1000 in numerals and in words**

**3.1.b.3 Identify, represent and estimate numbers to 1000 using different representations and partitioning in different ways**

**3.1.c.1 Compare and order numbers up to 1000**

**3.1.d.1 Solve number problems and practical problems with number and place value from the Year 3 curriculum**

**3.1.e.1 Round whole numbers up to 100 to the nearest 10**

**3.2.a.1 Use understanding of place value and partitioning to develop methods for addition and subtraction with larger numbers**

**3.2.a.2 Understand the structure of situations that require addition or subtraction**

**3.2.a.3 Use commutatively and associativity and multiplication facts to derive related facts**

**3.2.a.4 Understand the structure of situations that require multiplication**

**3.2.b.1 Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds**

**3.2.b.2 Continue to use addition and subtraction facts to 20 and derive related facts up to 100**

**3.2.b.3 Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers times one- digit numbers**

**3.2.c.1 Solve problems including missing number problems, using place value and more complex addition and subtraction**

**3.2.c.2 Solve problems including missing number problems, using number facts and more complex addition and subtraction**

**3.2.c.3 Solve calculation problems involving multiplication and division, including missing number problems, simple positive integer scaling and simple correspondence problems in which n objects are connected to m objects**

**3.2.d.1 Develop recall of number facts linking addition and multiplication**

**3.2.d.2 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**

**3.2.e.1 Add and subtract numbers with up to three digits, using formal columnar methods of addition and subtraction**

**3.2.e.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods**

**3.2.f.1 Check addition calculations using subtraction and addition and subtraction calculations using rounding**

**3.3.a.1 Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators**

**3.3.a.2 Recognise, find and write fractions of a discrete set of objects, non- unit fractions with small denominators**

**3.3.a.3 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**

**3.3.b.1 Recognise and show, using diagrams, equivalent fractions with small denominators**

**3.3.b.2 Connect tenths to decimal measures and place value**

3.3.c.1 Compare and order unit fractions, and fractions with the same denominators
3.3.c.2 Add and subtract fractions with the same denominator within one whole [for example $5/7 + 1/7 = 6/7$ ]
3.3.c.3 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
3.3.d.1 Solve problems with fractions from the Year 3 curriculum
3.1.1 Convert between analogue and 12-hour digital clocks
3.1.2 Know the number of seconds in a minute and the number of days in each month, year and leap year
3.1.3 Become confident in exchanging between £ and p when handling money
3.1.4 Record measurements using mixed units, e.g. 1 kg 200 g
3.2.1 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
3.2.2 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
3.2.3 Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures
3.2.4 Measure the perimeter of simple 2-D shapes
3.3.1 Compare durations of events [for example to calculate the time taken by particular events or tasks]
3.3.2 Continue to solve problems involving combinations of coins and notes

3.3.3 Add and subtract amounts of money to give change, recording £ and p separately
3.3.4 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
3.3.5 Measure the distance around shapes in the classroom and outside environment
3.1.1 Draw 2-D shapes with straight sides measured in cm
3.1.2 Make 3-D shapes using modelling materials
3.2.1 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
3.2.2 Describe 2-D shapes using accurate language, including lengths of lines and angles greater or less than a right angle
3.2.3 Recognise 3-D shapes in different orientations and describe them
3.3.1 Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
3.3.2 Identify whether angles are greater than or less than a right angle
3.3.3 Recognise angles as a property of shape or a description of a turn
3.4.1 Mark a given square on a grid, e.g. A3
3.4.2 Continue to recognise and devise patterns and sequences in shapes
3.5.1 Give and follow multi- step directions in own environment

**3.1.1 Interpret bar charts, pictograms and tables**

**3.2.1 Present data in bar charts, pictograms and tables**

**3.3.1 Solve problems with one or two steps using scaled bar charts, pictograms and tables**

**3.3.2 Continue to count the number of objects in each category and sort the categories by quantity**