



# End of Year Expectations

## Year 3

*This booklet provides information for parents and carers on the end of year expectations for Year 3 children in our school. 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 teacher. Your child will be assessed at working at the expected level for their year group, if they have attained the majority of objectives in a subject area.*

### **Reading**

Children read a range of fiction, poetry, plays, and non-fiction texts and can discuss the texts that they read. They can read aloud and independently, taking turns and listening to others. They can attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. They can also explain how non-fiction books are structured in different ways and can use them effectively. They are able to ask relevant questions to get a better understanding of a text and can predict what might happen based on details they have. They can draw inferences such as inferring a character's feelings, thoughts and motives from their actions. They can also use non-fiction texts to retrieve information. They can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

### **Writing**

Children can write a narrative with a clear structure, setting, characters and plot and non-narratives using simple organisational devices such as headings and sub-headings. They can compose sentences using a wider range of structures and can suggest improvements to their own writing and that of others, including improvements to grammar, vocabulary and punctuation. They are able to use sentences with a range of different conjunctions. They can proof-read to check for errors in spelling and punctuation. They can spell words with additional prefixes and suffixes and understand how to add them to root words. They can recognise and spell homophones and can use the first two or three letters of a word to check its spelling in a dictionary. They are able to spell words correctly which are in a family and can spell the commonly mis-spelt words from the Y3/4 word list\* and can identify the root in longer words.

### **Grammar, punctuation and handwriting**

Children are starting to use paragraphs and can use headings and sub-headings. They can accurately use conjunctions, adverbs and prepositions and are able to use the present perfect form of verbs instead of the simple past. Inverted commas are used to punctuate direct speech. In their handwriting they are able to use the diagonal and horizontal strokes that are needed to join letters. Their handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### **Speaking and listening**

Children can sequence and communicate ideas in an organised and logical way, always using complete sentences. They take a full part in paired and group discussions and can show that they know when Standard English is required. They can retell a story using narrative language and add relevant detail. They can show that they have listened carefully because they make relevant comments and can present ideas or information to an audience. They can perform poems from memory adapting expression and tone as appropriate.

## **Mathematics**

Children can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words. They are able to recognise the value of each digit in a 3-digit number. They understand and can count in tenths and are able to add and subtract fractions with a common denominator. They can derive and recall multiplication facts for 3, 4 and 8 times tables and can add and subtract mentally combinations of 1 -digit and 2-digit numbers. They are able to add and subtract numbers with up to 3 -digits using formal written methods and multiply 2-digit by 1-digit numbers. They can also solve one and two step problems. They are able to identify right angles and can compare other angles stating whether they are greater or smaller than a right angle. They can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. They are able to tell the time to the nearest minute and use specific vocabulary, including seconds, am and pm. They can also measure, compare, add and subtract using common metric measures. They can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

## **Science**

Children are able to ask relevant scientific questions. They can also use observations and knowledge to answer scientific questions. They can set up a simple test to compare two things and explain why a test is fair. They can make careful and accurate observations, including the use of standard units. They can use equipment, including thermometers, to make measurements and can gather, record, classify and present data in different ways to answer scientific questions. They are also able to use diagrams, keys, bar charts and tables. They can use findings to report in different ways, including oral and written explanations. They can draw conclusions and suggest improvements. They can also describe the function of different parts of flowering plants and trees. They can describe the needs of different plants for survival and describe the plant life cycle, especially the importance of flowers. They can explore and describe how objects move on different surfaces. They can explore and explain how objects attract and repel in relation to objects and other magnets and are able to predict whether objects will be magnetic and carry out an enquiry to test this out. They can movement of the earth relative to the Sun in the solar system, the movement of the moon relative to the Earth and can use the idea of the Earth's rotation to explain day and night.

## **Computing**

Children can design a sequence of instructions, including directional instructions. They can write programs that accomplish specific goals. They are able to collect information, design and create content and present information. Information is located on the web in different ways. They can manipulate and improve digital images. Technology is used respectfully and responsibly and they know different ways they can get help if they are concerned. They also understand the need for rules to keep them safe when exchanging learning and ideas online.

## **R.E.**

Children can identify religious artefacts and explain how and why they are used. They can describe religious buildings and explain how they are used and identify religious symbolism in literature and the arts. They can also give some reasons why religious figures may have acted as they did. They can explain how beliefs about right and wrong affect people's behaviour and describe how some of the values held by communities affect behaviour and actions. Stories involving moral dilemmas can be discussed. They are able to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. Bible stories about when miracles have happened can be re-told and they can question whether Jesus really did perform miracles. The key events in the Easter story can be recalled and they understand why Jesus' crucifixion symbolises hope for Christians. They understand the Hindu belief that there is one God with many different aspects and the significance of the River Ganges both for a Hindu and non-Hindu

## **Geography**

Children can explain their own views about locations, giving reasons. They can also use maps, atlases, globes and digital maps to locate countries and describe features studied. They are able to name and locate counties and cities of the U.K., geographical regions and identify some of their human and physical characteristics. They understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom. They can use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.

## **History**

Children can describe events from the past using dates when things happened. They can also place events, historical figures and artefacts on a timeline. They use research skills to find answers to specific historical questions and can research in order to find similarities and differences between two or more periods of history. The concept of change over time is understood and appropriate historical vocabulary is used to communicate, including: era, change, chronology. They are able to use literacy, numeracy and computing skills to communicate information about the past.

## **Art**

Children can use sketches to produce a final piece of art. They can also use different grades of pencil to shade and to show different tones and textures. They can create a background using a wash and use a range of brushes to create different effects in painting. They are beginning to identify the techniques used by different artists. They can also use IT to create art which includes their own work and that of others. They can compare the work of different artists and recognise when art is from different cultures. They can also recognise when art is from different historical periods.

## **Design and Technology**

Children can prove that their design meets some set criteria. They can also follow a step-by-step plan, choosing the right equipment and materials. They can design a product and make sure that it looks attractive. They can select the most appropriate tools and techniques for a given task. They can work accurately to measure, make cuts and make holes. They can also describe how food ingredients come together.

## **French**

Children can name and describe a place and an object. They can have a short conversation saying 3-4 things and give a response using a short phrase. They are also starting to speak in sentences. They can say what they like or dislike about a familiar topic.

## **Personal, Social and Health Education**

Children can tell you about a time when their words affected someone's feelings and what the consequences were. They can give and receive compliments and know how this feels. They are able to evaluate their own learning process and identify how it can be better next time. They are confident in sharing their success with others. They can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe including who to go to for help. They can also express how being anxious or scared feels and can explain how some of the actions and work of people around the world help and influence their life and can show an awareness of how this could affect their choices. They can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

## P.E.

Children can throw and catch with control. They are aware of space and use it to support team-mates. They also know and use rules fairly. In gymnastics they can adapt sequences to suit different types of apparatus and criteria. They can also compare and contrast gymnastic sequences. They can repeat, remember and perform phrases in dance. They are able to run at fast, medium and slow speeds; changing speed and direction and can take part in a relay, remembering when to run and what to do. They can follow a map in a familiar context and can use clues to follow a route safely.

## Music

Children can sing a tune with expression. They can play clear notes on instruments and can create repeated patterns with different instruments. They can also compose melodies and songs and can create accompaniments for tunes. Different sounds can be combined to create a specific mood or feeling and they are able to use musical words to describe a piece of music. They recognise the work of at least one famous composer and they can improve their work; explaining how it has been improved.

## Appendix

### Spelling list –Years 3 and 4

accident(ally)	calendar	early	group
actual(ly)	caught	earth	guard
address	centre	eight/eighth	guide
answer	century	enough	heard
appear	certain	exercise	heart
arrive	circle	experience	height
believe	complete	experiment	history
bicycle	consider	extreme	imagine
breath	continue	famous	increase
breathe	decide	favourite	important
build	describe	February	interest
busy/business	different	forward(s)	island
learn	difficult	fruit	knowledge
length	disappear	grammar	special
library	opposite	probably	straight
material	ordinary	promise	strange
medicine	particular	purpose	strength
mention	peculiar	quarter	suppose
minute	perhaps	question	surprise
natural	popular	recent	therefore
naughty	position	regular	though/although
notice	possess(ion)	reign	thought
occasion(ally)	possible	remember	through
often	potatoes	sentence	various
	pressure	separate	weight
			woman/women