

Year 3 - Maths

| Year 3 | Number and place value | Addition and subtraction | Multiplication and division | Fractions | Measurement | Geometry Properties of shape |
|--------|---|--|---|--|---|--|
| Autumn | count from 0 in multiples of 4; find 10 or 100 more or less than a given number | add and subtract numbers mentally, including: a three-digit number and ones three-digit number and hundreds | recall and use multiplication and division facts for the 3, 4 multiplication tables | count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts | measure, compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ ml) | draw 2-D shapes and make 3-D shapes using modelling materials; |
| | recognise the place value of each digit in a three-digit number (hundreds, tens, ones) | estimate the answer to a calculation and use inverse operations to check answers | write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental strategies | recognise, find and write fraction of a discrete set of objects: unit fractions | measure the perimeter of simple 2-D shapes | identify right angles, |
| | identify, represent and estimate numbers using different representations | Statistics: interpret and present data using bar charts, pictograms and tables | | compare and order unit fractions, and fractions with the same denominators | add and subtract amounts of money | identify horizontal and vertical lines |
| Spring | count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number | add and subtract numbers mentally, Including a three-digit number and tens | | recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 | measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) | recognise angles as a property of shape |
| | compare and order numbers up to 1000 | add and subtract numbers with up to three digits, | | recognise and use fractions as numbers: unit fractions | add and subtract amounts of money to give change, using both £ and p in practical contexts | identify right angles, recognise that two right angles make a half-turn, |
| Summer | read and write numbers up to 1000 in numerals and in words | | | recognise and show, using diagrams, equivalent fractions with small denominators | know the number of seconds in a minute, year and leap year | |
| | Count from 0 in multiples of 4, 8, 50 and 100 | solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | recall and use multiplication and division facts for the 4 and 8 multiplication tables | recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | recognise 3-D shapes in different orientations and describe them |
| | | | 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 strategies and formal methods | recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. | 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 | recognise angles as a property of shape or a description of a turn |
| | | | | add and subtract fractions with the same denominator within one whole. (e.g. $5/7 + 1/7 = 6/7$) | know the number of seconds in a minute and the number of days in each month, year and leap year | identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; |
| | | | | | compare durations of events, for example to calculate the time taken by particular events or tasks | identify whether angles are greater than or less than a right angle |
| | | | | | | identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |

Year 3 – Reading

| Year 3 | | READING | | | | | | | |
|--------|--------|---|---|---|--|--|---|---|--|
| | | Word Reading | Comprehension Clarify | Comprehension Monitor and Summarise | Comprehension Select and Retrieve | Comprehension Respond and Explain | Inference | Language for Effect | Themes and Conventions |
| Autumn | | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently</p> | <p>Show understanding of the main points drawn from one paragraph</p> | <p>Uses text features to locate information e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> | <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> | <p>Predict what might happen from details stated and implied</p> <p>Draw plausible inferences, often supported through reference to the text</p> | <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader</p> | <p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p> |
| | Spring | | <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> | <p>Show understanding of the main points drawn from more than one paragraph</p> | <p>Begin to recognise fact and opinion</p> | <p>Begin to use vocabulary from the text to support responses and explanations</p> | <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</p> <p>Justify inferences with evidence</p> | <p>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</p> | <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>Can explore and discuss underlying themes and ideas</p> |
| | Summer | | | | <p>Retrieve and record information from non-fiction</p> <p>Extract information and make notes</p> | <p>Use specific vocabulary and ideas expressed in the text to support own views</p> | | <p>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</p> | |

Year 3 – Writing

| Year 3 | | WRITING | | | | |
|--------|---|--|--|---|---|--|
| | | Transcription | Handwriting | Composition Composition and Effect | Composition Text Structure and Organisation | Composition Sentence Structure |
| Autumn | <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> | <p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> | <p>Writing is clear in purpose</p> <p>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</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> | <p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p> | <p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p> | <p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p> |
| | <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p> | | <p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p> | <p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p> | <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p> | <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> |
| | <p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | | <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p> | <p>Uses varied nouns and pronouns for cohesion</p> | | <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</p> |