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| **Mathematics Year 3** | **English Reading Year 3** | **English Writing Year 3** |
| |  | | --- | | **Key performance indicator** | | **Key performance indicator** | **Key performance indicator** |
| **Number and place value**  Counts from 0 in multiples of four, eight, 50 and 100  Can work out if a given number is greater or less than 10 or 100  Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)  Solves number problems and practical problems involving these ideas  **Addition and subtraction**  Adds and subtracts numbers mentally including:  a three-digit number and ones; a three-digit number and tens; and  a three-digit number and hundreds.  **Multiplication and division**  Recalls and uses multiplication and division facts for the multiplication tables:  three; four; and eight.  Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods  **Fractions (including decimals)**  Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators  Recognises and shows, using diagrams, equivalent fractions with small denominators  **Measurement**  Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  Adds and subtracts amounts of money to give change, using both £ and p in practical contexts  Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks  Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle  **Statistics**  Interprets and presents data using bar charts, pictograms and tables  **With reference to the KPIs**  By the end of Y3, a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers  A child can:  solve a range of number and place value problems;  compare different shapes with reference to its angles;  use measuring instruments, making reference to their units of measure;  tell the time accurately; recall the majority of the multiplication tables; and  read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling.  A child is able to read and write simple fractions and decimals | Develops 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;  using dictionaries to check the meaning of words they have read; and  identifying themes and conventions in a wide range of books.  Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  Understands what they have read independently by:  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied.  Retrieves and records information from non-fiction books  **With reference to the KPIs**  By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level  A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words  A child can:  decode most new words outside the spoken vocabulary;  read longer words with support and test out different pronunciations;  recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;  listen attentively and discuss books and authors that they might not choose themselves;  read, reread and rehearse a variety of texts;  use contents pages and indexes to locate information; and  respond to guidance about the kinds of explanations and questions that are expected from them. | Organises paragraphs around a theme  In narratives, creates settings, characters and plot  Proof-reads for spelling and punctuation errors  Uses the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open box  Expresses time, place and cause using conjunctions  Introduces inverted commas to punctuate direct speech  Uses headings and sub-headings to aid presentation  Uses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’  **With reference to the KPIs**  By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation  A child can:  spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);  spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;  monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;  write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and  understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.  A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)  A child is beginning to use joined handwriting throughout independent writing  A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear  A child is beginning to understand how writing can be different from speech |