**Longton Primary School**

 

 **YEAR 3**

**Parents Guide to the National Curriculum**

**2014**

READING

|  |  |
| --- | --- |
| Year Group | Word Reading |
| Y3 | * Use knowledge of root words to understand the meaning of words e.g. terror to understand terrorised
* Use prefixes (before the word) to understand meanings e.g. un-, dis-, mis-, re-
* Use suffixes (endings) to understand meanings e.g. –ation, -ous
* Read and understand the meaning of words on the Year 3/ 4 list ( Appendix 1)
* Use intonation, tone and volume when reading aloud
* Take note of and use punctuation when reading aloud
 |

**Reading**

|  |
| --- |
| Comprehension |
| **Develop pleasure in reading, motivation to read and understanding by:*** Listening to and discussing a variety of fiction, poetry, plays, non- fiction
* Analysing and evaluating texts looking at language, structure and presentation e.g. newspaper reports, recipes
* Recognising different types of poetry e.g. narrative ( story), free verse
* Reading books and texts for a range of purposes e.g. enjoyment, research, reference
* Using dictionaries to check words for meaning
* Sequencing and discussing the main events in stories
* Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales, Rudyard Kipling’s Just So stories
* Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, rich and poor
* Identifying and collecting favourite words and phrases which capture their interest and imagination whilst reading
* Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

 **Understand what they read independently by:*** Discussing their understanding of texts
* Explaining the meaning of unfamiliar words
* Making predictions
* Asking questions whilst reading such as I wonder why the character …. ?
* Making inferences (reading between the lines) about characters thoughts, feelings and actions and back up with evidence from the text
* Discussing the purpose of paragraphs
* Identifying a key idea in a paragraph

**Retrieve and record information from non-fiction by:*** Evaluating how information is organised within a non-fiction text e.g. text boxes, sub- headings, contents, bullet points, glossary, diagrams
* Quickly deciding on the usefulness of a text
* Navigating texts in print and on screen

**Participating in discussion about what is read to them and books they have read independently, taking turns and listening to others by:*** Developing and agreeing on rules for discussion
* Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups
 |

**WRITING**

|  |  |
| --- | --- |
| YearGroup |  Composition |
| 3 | Vocabulary, grammar and punctuation | Composition |
| * Explore and identify main and subordinate clauses in complex sentences e.g

* Explore, identify and create comples sentences using a range of conjunctions e.g if, while, since, after, before, so, although, until, in case
* Use adverbs effectively e.g. suddenly, silently, soon, eventually
* Use inverted commas (speech marks) to punctuate speech
* Use perfect form of verbs using have and had to show a completed action e.g. I have washed my hands. We will have eaten our tea by the time Dad arrives. Jack had watched TV for over two hours!
* Use the determiner a or an depending on whether the next word begins with a consonant or a vowel e.g. a rock, an open box
* Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary
* Explore and collect words with the prefixes super-, anti-, auto-
 | **Plan their writing by:*** Reading and analysing stories, non-fiction and poetry in order to plan and write their own versions
* Identifying and discussing the purpose, audience, language and structures of story, non-fiction and poetry for writing
* Discussing and recording ideas
* Creating story settings
* Creating and developing characters
* Creating and developing plots based on a modeled story
* Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms (word with same meaning) for said
* Grouping related material into paragraphs
* Using headings and sub headings to organise information

**Evaluate and edit by:*** Proofreading to check for mistakes in spelling, grammar and punctuation in own and others’ writing
* Discussing and suggesting changes with partners and in small groups
* Improving writing

**Perform their own compositions by:*** Using appropriate intonation, tone and volume to present their writing to a group or class
 |

|  |  |
| --- | --- |
| YearGroup |  Transcription |
| 3 |  Spelling |  Handwriting |
| * Learn to spell homophones e.g. there, their, they’re
* Spell words that are often misspelt
* Use the first two letters of a word to check its spelling in a dictionary
* Write from memory simple sentences that have been dictated that include words and punctuation taught so far
* Learn to spell new words correctly and have plenty of practice in spelling them
* Understand how to place the apostrophe in words with regular plurals e.g. girls’, boys’
* Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling such as morphology (structure of words) and etymology (origins of words)
 | * Form and use handwriting joins
* Write legibly
 |

**Key Learning in Mathematics – Year 3**

|  |  |  |
| --- | --- | --- |
| **Number – number and place value** | **Number – addition and subtraction** | **Number – multiplication and division** |
| * Count from 0 in multiples of 4, 8, 50 and 100
* Count up and down in tenths
* Read and write numbers up to 1000 in numerals and in words
* Read and write numbers with one decimal place
* Identify, represent and estimate numbers using different representations (including the number line)
* Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
* Identify the value of each digit to one decimal place
* Partition numbers in different ways (e.g. 146 = 100+ 40+6 and 146 = 130+16)
* Compare and order numbers up to 1000
* Compare and order numbers with one decimal place
* Find 1, 10 or 100 more or less than a given number
* Round numbers to at least 1000 to the nearest 10 or 100
* Find the effect of multiplying a one- or two-digit number by 10 and 100, identify the value of the digits in the answer
* Describe and extend number sequences
* involving counting on or back in different steps
* Read Roman numerals from I to XII
* Solve number problems and practical problems involving these ideas
 | * Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
* Select a mental strategy appropriate for the numbers involved in the calculation
* Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context
* Recall/use addition/subtraction facts for 100 (multiples of 5 and 10)
* Derive and use addition and subtraction facts for 100
* Derive and use addition and subtraction facts for multiples of 100 totalling 1000
* Add and subtract numbers mentally, including:

- a three-digit number and ones- a three-digit number and tens- a three-digit number and hundreds* Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
* Estimate the answer to a calculation and use inverse operations to check answers
* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
 | * Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
* Understand that division is the inverse of multiplication and vice versa
* Understand how multiplication and division statements can be represented using arrays
* Understand division as sharing and grouping and use each appropriately
* Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
* Derive and use doubles of all numbers to 100 and corresponding halves
* Derive and use doubles of all multiples of 50 to 500
* 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
* Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
* Solve problems, including missing number problems, involving multiplication and division (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
 |
| **Measures** |
| **Number – fractions** | **Geometry – properties of shapes** | * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
* Continue to estimate and measure temperature to the nearest degree (°C) using thermometers
* Understand perimeter is a measure of distance around the boundary of a shape
* Measure the perimeter of simple 2-D shapes
* Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
* Estimate/read time with increasing accuracy to the nearest minute
* Record/compare time in terms of seconds, minutes, hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon, midnight
* Know the number of seconds in a minute and the number of days in each month, year and leap year
* Compare durations of events [for example to calculate the time taken by particular events or tasks]
* Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence
* Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1
* Add and subtract amounts of money to give change, using both £ and p in practical contexts
* Solve problems involving money and measures and simple problems involving passage of time
 |
| * Show practically or pictorially that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as 3 ÷ 4)
* Understand that finding a fraction of an amount relates to division
* Recognise that tenths arise from dividing objects into 10 equal parts and in dividing one-digit numbers or quantities by 10
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
* Recognise and show, using diagrams, equivalent fractions with small denominators
* Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}$ + $\frac{1}{7}$ = $\frac{6}{7}$]
* Compare and order unit fractions, and fractions with the same denominators (including on a number line)
* Count on and back in steps of $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{3}$
* Solve problems that involve all of the above
 | * Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
* Recognise angles as a property of shape or a description of a turn
* Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
* Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
 |
| **Geometry – position and direction** |
| * Describe positions on a square grid labelled with letters and numbers
 |
| **Statistics** |
| * Use sorting diagrams to compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects
* Interpret and present data using bar charts, pictograms and tables
* Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables
 |

Based on Lancashire guidance

©Copyright Lancashire County Council – Lancashire Mathematics Team

Appendix 1 Year 3/4 words

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