**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**

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| 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**

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| --- | --- | --- |
| Year  Group | 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 |

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| --- | --- | --- |
| Year  Group | 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**

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| **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 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. 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, + = ] * Compare and order unit fractions, and fractions with the same denominators (including on a number line) * Count on and back in steps of , and * 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

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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 |