

## **Year 3 – Key Areas of learning**

### **Key Objectives for Reading**

- Show a developing understanding and knowledge of root words, prefixes & suffixes
- Read further exception words, including those with unusual spelling/sound links
- Retell some fairy tales or traditional tales orally
- Begin to identify themes and conventions in a range of books
- Perform plays and poetry aloud using increasing intonation, tone, volume and action
- Recognise some different forms of poetry
- Use dictionaries to check the meanings of words
- Check that a text makes sense, including explaining the meaning of words in context
- Identify and summarise the main ideas drawn from a paragraph
- Begin to draw inferences about feelings thoughts and motives
- Begin to use evidence to justify inferences
- Discuss words and phrases which capture the reader's interest
- Begin to identify how language contributes to meaning
- Begin to identify how structure and presentation contribute to meaning
- Begin to retrieve and record information from non-fiction texts

### **Key Objectives for Writing**

- Spell accurately words with prefixes and suffixes identified in the Y3 curriculum
- Begin to use the possessive apostrophe accurately with plurals
- Use a dictionary to check a spelling
- Use appropriate handwriting joins
- Begin to adopt the features of existing texts to shape own writing
- Build sentences with an increasing variety of vocabulary and structures
- Begin to organise paragraphs around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- Suggest simple improvements to grammar and vocabulary
- Proofread own work for spelling and punctuation errors
- Read aloud using appropriate intonation, tone and volume
- Use a range of conjunctions to extend sentences with more than one clause
- Begin to choose nouns and pronouns for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause & place
- Begin to use fronted adverbials
- Begin to understand the difference between plural and possessive '-s'
- Begin to recognise and use standard English verb inflections
- Use extended noun phrases
- Use a range of punctuation taught in current and previous years

### **Key Objectives for Maths**

- Count in multiples of 4, 8, 50 and 100
- Compare and order numbers up to 1000
- Add and subtract numbers mentally, including round numbers to HTU
- Add and subtract using standard column method

- Estimate answers to calculations and use the inverse to check answers
- Know 3×, 4× and 8× tables and division facts
- Solve  $TU \times U$  &  $TU \div U$  using mental strategies progressing to formal written methods
- Count up and down in tenths
- Understand that tenths are objectives or quantities divided into ten equal parts
- Compare and order simple fractions
- Recognise and show equivalent fractions
- Find and write fractions of a set of objects
- Measure, compare and calculate measures using standard units
- Measure the perimeter of simple 2-D shapes
- Add and subtract money, including giving change
- Tell and write the time from an analogue clock
- Estimate and read time to the nearest minute
- Identify horizontal, vertical, parallel and perpendicular lines
- Identify whether angles are greater or less than a right angle
- Interpret and present data using bar charts, pictograms and tables

### **Key Objectives for Science**

- Set up simple fair tests
- Collect and present data from scientific experiments
- Use results from experiments to draw simple conclusions or suggest improvements
- Describe the main requirements for plant growth (air, light, water, nutrients, room to grow)
- Explain the main stages of plant reproduction (pollination, fertilisation, seed dispersal)
- Explain some functions of skeletons and muscles in animals
- Identify the three main rock types and describe their properties
- Notice that light is reflected from surfaces
- Find patterns in the way that the sizes of shadows change
- Group materials according to their magnetic properties