

Year 3 Curriculum expectations

Maths
How can I help?
Count with your child from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
Compare and order numbers up to 1000.
Read and write numbers up to 1000 in numerals and in words.
Addition & Subtraction
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 column addition and subtraction.
Fractions
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
Find half, quarter, third and a fifth of values and sets of objects by using division.
Use pictures to show a half is the same as 2 quarters and other equivalent fractions.
Measurement
Measure, compare, add and subtract lengths using cm and mm. Draw out lengths using a standard 30cm ruler. Measure the sides of shapes and draw them.
Look at food items and order them according to how much they weigh. Add up items in grams and convert to kilograms.
Compare drink containers. Order them using ml, and litres.
Measure the perimeter of simple 2-D shapes.
Add and subtract amounts of money to give change, using both £ and p in practical contexts such as shopping problems.
<i>Tell and write the time from:</i>
an analogue clock and 12-hour and 24-hour clocks; Use roman numerals on a clock face.
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].
Geometry: Properties of Shape
Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes when they are upside down or tilted.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Recognise right angles and half turns.
Statistics
Read simple bar graphs

Useful Websites for further learning

Topmarks.co.uk

woodlandsjunior.co.uk

bbcbitesize.co.uk

Reading How can I help?
Word Reading
Apply their growing knowledge of root words, prefixes and suffixes. Look for words within words
Comprehension
<i>Develop positive attitudes to reading and understanding of what they read by:</i>
listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
reading books that are structured in different ways and reading for a range of purposes;
using dictionaries to check the meaning of words that they have read;
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
Comprehension
<i>Understand what they read, in books they can read independently, by:</i>
checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
asking questions to improve their understanding of a text;
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
Ask your child to predict what might happen next from details stated and implied
identifying main ideas drawn from more than one paragraph and summarising these
identifying how language, structure, and presentation contribute to meaning.
Retrieve and record information from non-fiction. Ask your child to write their own questions or ask you questions about what they have read.
Participate in discussion about both books that are read to them and those they can read for themselves.

Spelling, Grammar and Punctuation How Can I help?
Ask your child to use further prefixes and suffixes (ing, ness, mis, ful,ive,al) and understand how to add them to words. Describe how the meaning changes.
Spell further words that sound the same but have different spellings.
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Look for apostrophes on notices and signs.
Use the first two or three letters of a word to check its spelling in a dictionary.
Vocabulary, Grammar & Punctuation
Formation of nouns using a range of prefixes, such as super-, anti-, auto- ;
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box);
Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve, insoluble).
Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of). Identify these words in sentences.
Introduction to inverted commas to punctuate direct speech. Use a new line for each speaker.
Describe what subject or topic relates to each paragraph in a text.
Use Headings and sub-headings to aid presentation.

