

Maths Stage 3 Key Learning Objectives

I can count in multiples of 4, 8, 50 and 100

I can compare and order numbers up to 1000

I can add and subtract numbers mentally, including rounding numbers to HTO to estimate

I can add and subtract using the column method

I can estimate answers to calculations and use the inverse to check answers

I can write and calculate number sentences for addition, subtraction, multiplication and division

I know the \times and \div facts for the 3, 4 and 8x tables

I can count up and down in tenths, and understand that tenths are objects or quantities divided into ten equal parts

I can compare and order simple fractions and place on a number line

I recognise and show equivalent fractions

I can find and write fractions of a set of objects

I can add and subtract fractions with common denominators within one whole

I can measure, compare and calculate using standard units, using mixed units eg 1m 35cm, 3l 200ml, 4kg 100g

I can measure the perimeter of simple 2D shapes

I can add and subtract money, including giving change

I can estimate, tell and write the time from an analogue clock to the nearest minute, including using Roman numerals

I can read and convert from and to the 12 and 24 hour clock

I can identify whether angles are greater or less than a right angle

I can identify horizontal, vertical, parallel and perpendicular lines

I can interpret and present data using simple scaled bar charts, pictograms and tables, answering one and two step questions



Stanburn Primary School

Believe Achieve Succeed

Learning Without Limits

End of Year Expectations

Year 3

Reading Stage 3 Key Learning Objectives

I can read aloud and understand words based on knowledge of root words, prefixes and suffixes
I can read further exception words, including those with more unusual spelling/sound links
I attempt to pronounce unfamiliar words drawing on my knowledge of similar looking words
I can explore the ideas and themes and find evidence in the text that supports what I think
I can identify and verbally summarise the main ideas drawn from more than one paragraph
I can retell some fairy tales orally including some interesting detail
I can discuss words and phrases which capture the reader's interest, explaining why they have an impact
I can identify the features of different text types, such as the use of language, structure and presentation
I can use dictionaries to check the meanings of words
I check that what I am reading makes sense to me and explain what I am reading
I can draw inferences about characters' feelings, thoughts and motives, from their actions
I can predict what might happen using details stated in the text
I can identify and discuss the technical language used in information texts
I can explain why the author has used paragraphs
I can find words the author has used to create mood and tension
I can retrieve and record information from a non-fiction text using skimming and scanning
I can use some dramatic effect to engage the listener when I read aloud
I can tell the difference between fact and opinion
I recognise, identify and discuss the features of different types of poetry such as shape poetry, riddles and puns
I can perform plays and poetry aloud using tone, volume and action

Writing Stage 3 Key Learning Objectives

I can spell words from the year 3 spelling list
I can spell words using a range of prefixes and suffixes
I can use a dictionary to check spelling
I can use appropriate handwriting joins, including using unjoined letters
I can adopt the features of existing texts to shape my own writing, e.g. in narratives, non chronological reports, shape poems, describing poems, instructions, adventure stories
I can organise ideas into paragraphs around a theme
I can write a clearly structured narrative with an interesting beginning, more than one interesting event in the middle, and a thoughtful ending
I can rehearse my writing orally, choosing words carefully for effect
I can develop details of characters, settings and plots using adjectives, adverbs and similes
I can use some features of non-fiction writing, such as title, sub headings, captions, pictures or diagrams with labels, introductory 'hook'
I can read through my carefully and edit any spelling and punctuation errors
I can use expanded noun phrases to enrich my vocabulary and to make my meaning more precise
I can use a range of conjunctions to extend sentences, using more than one clause, including when, before, after, while, so, if, because, although
I vary my use of nouns and pronouns
I can use adverbs (e.g., then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, cause and place
I can begin sentences in a variety of ways, including using fronted adverbials
I understand the difference between plural and possessive 's'
I can use the possessive apostrophe accurately with singular nouns
I can use and punctuate direct speech correctly most of the time
I can use the present, past and present perfect tenses (verbs)