

### 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)