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| **Mathematics Year 3** | **English Reading Year 3** | **English Writing Year 3** |
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| **Key performance indicator** |

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| **Number and place value**Counts from 0 in multiples of four, eight, 50 and 100Can work out if a given number is greater or less than 10 or 100Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)Solves number problems and practical problems involving these ideas**Addition and subtraction**Adds and subtracts numbers mentally including:a three-digit number and ones; a three-digit number and tens; anda three-digit number and hundreds.**Multiplication and division**Recalls and uses multiplication and division facts for the multiplication tables:three; four; and eight.Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods**Fractions (including decimals)**Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominatorsRecognises and shows, using diagrams, equivalent fractions with small denominators**Measurement**Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)Adds and subtracts amounts of money to give change, using both £ and p in practical contextsTells and writes the time from an analogue clock and 12-hour and 24-hour clocksIdentifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle**Statistics**Interprets and presents data using bar charts, pictograms and tables**With reference to the KPIs**By the end of Y3, a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbersA child can:solve a range of number and place value problems;compare different shapes with reference to its angles;use measuring instruments, making reference to their units of measure;tell the time accurately; recall the majority of the multiplication tables; andread and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling.A child is able to read and write simple fractions and decimals | Develops positive attitudes to reading and understanding of what they read by:listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;using dictionaries to check the meaning of words they have read; andidentifying themes and conventions in a wide range of books.Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the wordUnderstands what they have read independently by:drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied.Retrieves and records information from non-fiction books**With reference to the KPIs**By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest levelA child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual wordsA child can:decode most new words outside the spoken vocabulary;read longer words with support and test out different pronunciations;recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;listen attentively and discuss books and authors that they might not choose themselves;read, reread and rehearse a variety of texts;use contents pages and indexes to locate information; andrespond to guidance about the kinds of explanations and questions that are expected from them. | Organises paragraphs around a themeIn narratives, creates settings, characters and plotProof-reads for spelling and punctuation errorsUses the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open boxExpresses time, place and cause using conjunctionsIntroduces inverted commas to punctuate direct speechUses headings and sub-headings to aid presentationUses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’**With reference to the KPIs**By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuationA child can:spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; andunderstand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)A child is beginning to use joined handwriting throughout independent writingA child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clearA child is beginning to understand how writing can be different from speech |