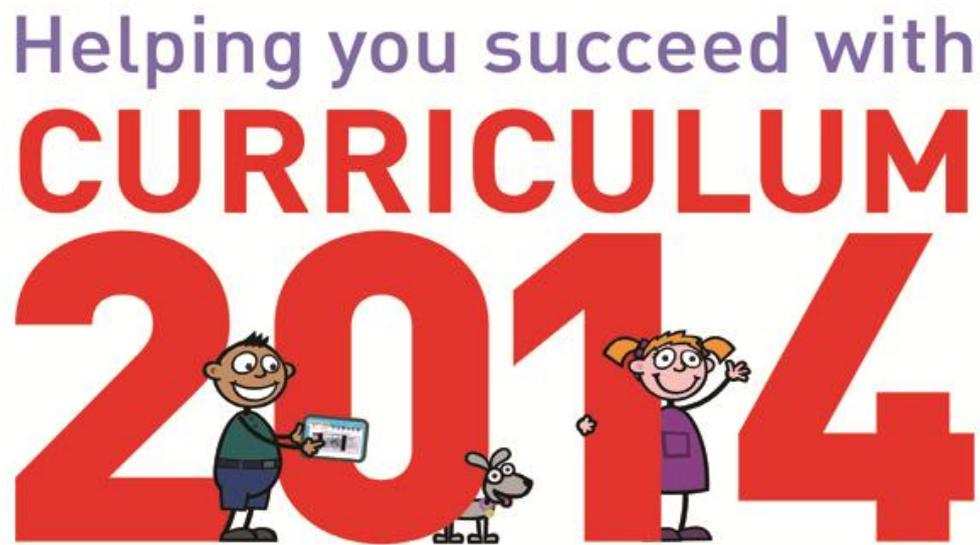


National Curriculum 2014



*What the changes mean for
your child!*

*This booklet is to tell you more about
the changes to your child's education
in Year Three and what they will need
to know by the end of Year Three.*

ENGLISH

Reading



Word Reading

- Is developing a positive attitude to reading and understanding:
 - listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference texts.
 - has an increasing familiarity with a wide range of stories and can retell orally.
 - has learnt the conventions of different types of text e.g. letter, a diary in the first person, instructions.
 - uses dictionaries to check word meaning.
 - has read some different forms of poetry e.g. free verse, narrative, poetry
 - has prepared poems to read aloud and perform, showing understanding through intonation, tone, volume and action.
 - recognises some different forms of poetry e.g. free verse, narrative, poetry

Comprehension

- Understand what is read in books read independently by:
 - Justifying inference with evidence
 - Predicts what might happen from what is stated and implied
 - Draws inferences e.g. inferring characters' feelings and thoughts.
- Retrieve and record information from non-fiction by:
 - Can suggest which section might contain certain asked-for information by using sub-headings.
 - Can identify key words by scanning.
- Participates in discussions about books read independently and read to them and takes turns;
 - Can answer more complex questions about a text giving evidence from the text.
 - Ask questions about the text in a way which shows they have engaged with the text at a deeper level.
 - Evaluates rules for effective discussion in which all take part



Writing



Vocabulary, Grammar and Punctuation

- Uses the present perfect tense form of verbs instead of the simple past (correct use of the verb 'to be').
- Uses adverbs at the start of sentences.
- Uses apostrophe to show contractions.
- Uses commas to mark adverb openers.
- Uses other single word openers with commas used correctly (e.g. Cackling, Winnie stirred her cauldron. Finally, add the frog's eyes and mix well.).
- Uses commas to mark one word openers.
- Uses inverted commas accurately for direct speech
- Uses a range of sentences with more than one clause by using a wider range of connectives: when, if, because, but, so.

Composition

- Writes for a range of real purposes and audiences across the curriculum.
- Creates setting, characters and plot in narrative (in detail).
- Uses simple organisational devices (e.g. heading, sub-headings)
- Reads aloud own writing to a whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

- Assess the effectiveness of their own and others' writing and suggests improvements in line with a given success criteria.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Transcription and Spelling

- Writes sentences dictated by the teacher, which contain a few examples of words and punctuation taught so far;
 - capitals,
 - full stops,
 - possessive apostrophes,
 - apostrophes for contraction,
 - inverted commas for speech,
 - commas to mark fronted adverbials,
 - exclamation marks
 - and question marks.
- Can spell common words from Year 3 word list in independent writing.



Handwriting

- Uses joined handwriting throughout independent writing.
- Lower and upper case letters are consistently the same height.
- Ascenders and descenders are consistently the same length.

MATHS

Counting

- Count from 0 in multiples of 50 and 100
- Find 10 or 100 more or less than a given number
- Count from 0 in multiples of 4 and 8



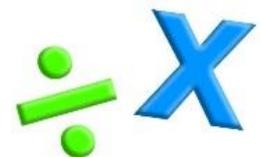
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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91	92	93	94	95	96	97	98	99	100

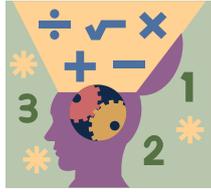
Place Value

- Recognise the place value of each digit in a four - digit number
- Compare and order numbers up to 1000

Number

- Identify, represent and estimate numbers using different representations.
- read and write numbers up to 1000 in numerals and in words.
- Recall and use multiplication and division facts for the 3, 4, 6, 7, 8 and 9 multiplication tables.





Mental Maths

- add and subtract numbers mentally, including: HTU + U, T and H.
- Calculate mathematical statements for multiplication and division, including two digit numbers times one digit numbers, using mental methods.

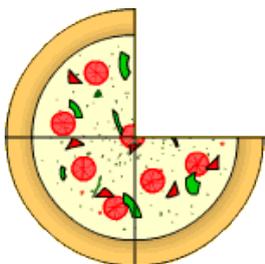
Written Calculations

- Add and subtract numbers with up to four digits, using a formal written method.
- Write and calculate mathematical statements for multiplication and division using two-digit numbers times one-digit numbers, using efficient written methods.



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



- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Problem Solving

- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

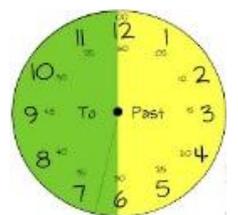


Money

- add and subtract amounts of money to give change, using both £ and p in practical contexts.

Time

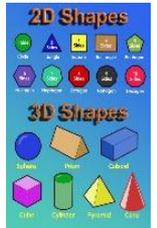
- Use Vocabulary a.m / p.m
- Know the number of days in each month, year and leap year.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks.



- Record and compare time in terms of seconds, minutes and hours.
- Compare durations of events.

Shape

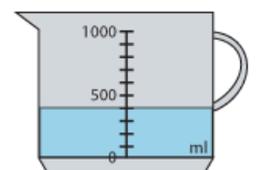
- Identify and describe the properties of 2D and 3D shapes.
- Draw 2D shapes and make 3D shapes using modelling materials.
- Recognise angles as a property of shape or a description of a turn.
- Measure the perimeter of simple 2D shapes.
- Recognise 3-D shapes in different orientations and describe them.
- Identify whether angles are greater or less than a right angle.
- Identify horizontal and vertical, perpendicular and parallel lines in relation to other lines.



Measure and Angles



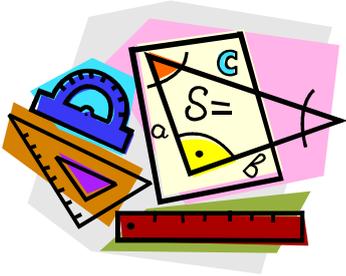
- Measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).



- Add and subtract: lengths; mass; volume and capacity (as above)

Position and Direction

- Recognise that two right angles make a half-turn, three make a three quarter of a turn and four a complete turn.



Data Handling

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and tables.



I.C.T.

- *design and write programs that accomplish specific goals, including controlling or simulating physical systems.*
- *use sequence, selection, and repetition in programs; work with variables and various forms of input and output*
- *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *use search technologies effectively,*
- *select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information*
- *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*



HOMework

Every Thursday your child will be given a piece of homework in their bookbag which will be for you to support them with at home. The homework will be Literacy, Numeracy or Topic based and may also include Talk for writing homework. Alongside this homework your child will need to read for at least 20 minutes every day and have their reading journal commented in, by yourself, so we can see the discussion which has taken place. They will continue to work through their tricky word spelling books before moving onto the year 3 statutory word list, again these should be practised every day. Your child will also be bringing home mental maths challenges to complete.

By supporting your child with their homework you will be helping them to achieve the end of year expectations.

Websites to support your child at home:

www.mrthorne.com

www.phonicsplay.co.uk

scratch.mit.edu/ - select the parents tab

www.bbc.co.uk/bitesize/ks2/literacy

www.bbc.co.uk/bitesize/ks2/numeracy

www.nrich.maths.org

www.ictgames.co.uk