



All Saints' CE First School



End of Year Expectations for Year 3

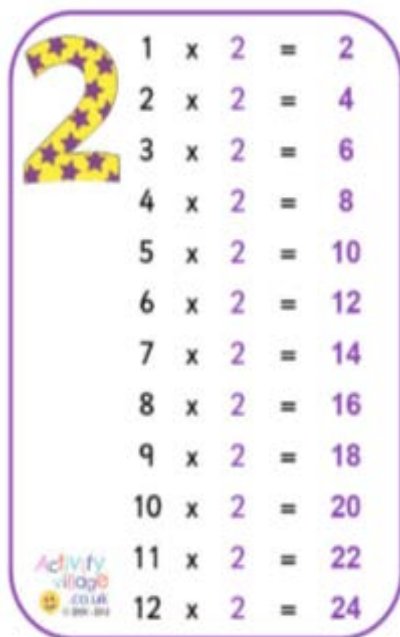
This booklet provides information for parents and carers on the end of year expectations as compiled by the staff using National Frameworks/Curriculum requirements.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Multiplication Tables that all children should know by the end of Year 3.

This means to be able to recall any times table fact and the related division fact from all of these tables.



A multiplication table for the number 2, enclosed in a purple rounded rectangle. The number 2 is written in a large, yellow, dotted font on the left. The table lists multiplication facts from 1 x 2 to 12 x 2. The Activity Village logo is in the bottom left corner.

1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24



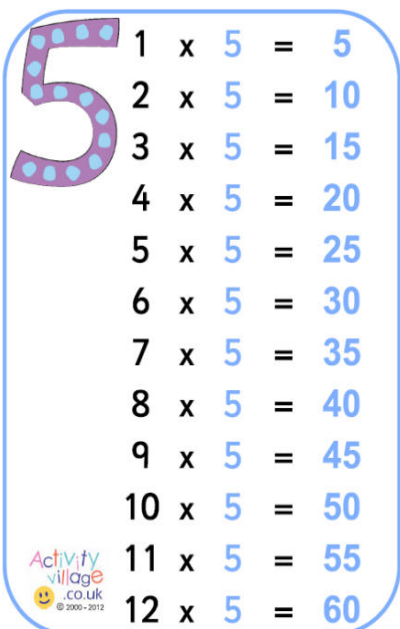
A multiplication table for the number 3, enclosed in an orange rounded rectangle. The number 3 is written in a large, orange, striped font on the left. The table lists multiplication facts from 1 x 3 to 12 x 3. The Activity Village logo is in the bottom left corner.

1	x	3	=	3
2	x	3	=	6
3	x	3	=	9
4	x	3	=	12
5	x	3	=	15
6	x	3	=	18
7	x	3	=	21
8	x	3	=	24
9	x	3	=	27
10	x	3	=	30
11	x	3	=	33
12	x	3	=	36



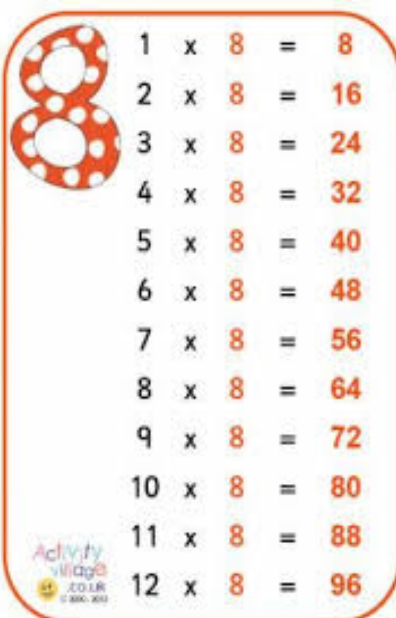
A multiplication table for the number 4, enclosed in a red rounded rectangle. The number 4 is written in a large, red, striped font on the left. The table lists multiplication facts from 1 x 4 to 12 x 4. The Activity Village logo is in the bottom left corner.

1	x	4	=	4
2	x	4	=	8
3	x	4	=	12
4	x	4	=	16
5	x	4	=	20
6	x	4	=	24
7	x	4	=	28
8	x	4	=	32
9	x	4	=	36
10	x	4	=	40
11	x	4	=	44
12	x	4	=	48



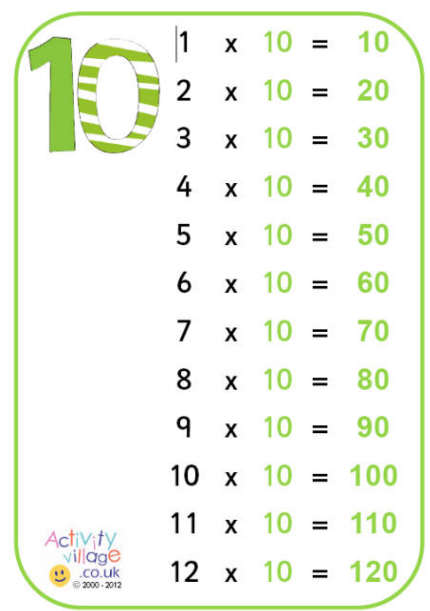
A multiplication table for the number 5, enclosed in a blue rounded rectangle. The number 5 is written in a large, purple, dotted font on the left. The table lists multiplication facts from 1 x 5 to 12 x 5. The Activity Village logo is in the bottom left corner.

1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60



A multiplication table for the number 8, enclosed in an orange rounded rectangle. The number 8 is written in a large, red, dotted font on the left. The table lists multiplication facts from 1 x 8 to 12 x 8. The Activity Village logo is in the bottom left corner.

1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96



A multiplication table for the number 10, enclosed in a green rounded rectangle. The number 10 is written in a large, green, striped font on the left. The table lists multiplication facts from 1 x 10 to 12 x 10. The Activity Village logo is in the bottom left corner.

1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

Mathematics Expectations:

- Know all times tables facts from the 2, 3, 4, 5, 8 and 10 times tables
- Recall all corresponding division facts for the 2, 3, 4, 5, 8 and 10 times tables
- Count in multiples of 6,7,9,25 and 1000
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a 3 digit number
- Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction
- Estimate and use inverse operations to check answers and solve problems
- Find simple fractions of a set of objects e.g. $\frac{1}{4}$ of 20.
- Count up and down in tenths.
- Add and subtract fractions with the same denominator
- Compare numbers with the same number of decimal places up to two decimal places.
- Measure the perimeter and area of shapes
- Read, write and convert time between analogue and digital clocks
- Identify right angles and say whether angles are greater or less than a right angle.
- Interpret and present data in pictograms and bar charts.



Writing Expectations:



- Use past or present tense consistently in one piece of writing.
- Use first or third person consistently in one piece of writing.
- Use accurate punctuation (capital letters, full stops, exclamation marks, question marks, commas in lists)
- Use cursive handwriting which is legible.
- Plan their writing by discussing and recording ideas and follow the plan in longer piece of writing.
- Be able to create settings, characters and a plot and write stories with a clear beginning, middle and end.
- Use language that excites the reader e.g. powerful verbs and adverbs.
- To proof read work for spelling and punctuation errors and edit as necessary.
- Extend sentences using a using a range of conjunctions e.g. and, but, so, because
- Punctuating direct speech correctly with inverted commas
- Use headings and subheadings correctly in non-fiction writing.
- Beginning to write in paragraphs.
- Use an apostrophe for contractions e.g. can't, don't, won't

Cursive Handwriting Example

This is how we form letters in school.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Reading Expectations:

Expected Reading Book Bands:

Autumn Term - Black

Spring and Summer Term – Brown

Please note: This is the book band your child should be reading in school. They may have a different coloured band at home to consolidate skills.

- Use punctuation in the text (commas, question marks & exclamation marks) to vary expression.
- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Increase their familiarity with a wide range of books and genres. (Read different genres of books, not just choose the same types of books to read).
- Read books that are structured in different ways and notice the similarities and differences between these.
- Discuss words and phrases that catch the reader's attention and think about why they have been used.
- Answer questions about a text by drawing ideas from more than one paragraph.
- Make predictions and explain their reasoning using evidence from the text.
- Identify how language, structure and presentation contribute to meaning.
- Retrieve information from non-fiction texts.

Reading Comprehension Questions.

Asking questions similar to these develops the reading skills required in Year 3.

How do you know someone is talking in a story?

How does punctuation (e.g. full stop) help us to read for sense?

Who is the main character in the story? How do you know this?

What happened in the story?

Find some words or phrases which tell you about the setting.

What made you choose this book?

What would you like the story/text to be about?

Which character from the story interests you?

Based on the cover, what do you think the story will be about?

What is the main event in this story?

Were you surprised by the ending? Is it what you expected?

Has the author put certain words in **bold** or *italics*? Why?

Can you find any amazing adjectives?

Can you think of another way to begin this story?

What was the most exciting part of the story? What made it successful?

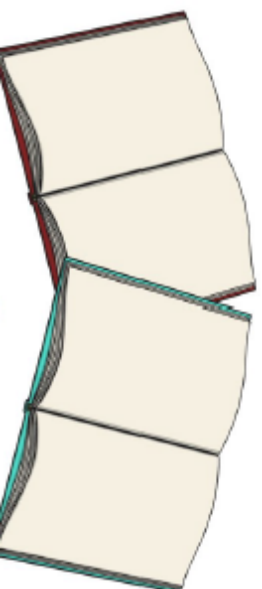
What is the author's view of events in the story? How can you tell?

Did you enjoy the book? Why?

Was there any part of the story or text that you didn't like? Why?

Where and when do you think the story is set?

What sort of book is it? How can you tell?



What features of the text tell you that it is an informative text?

What features of the text tell you that it is a story?

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	thought
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Useful Websites to support learning:

www.ictgames.com

www.phonicsplay.co.uk

www.topmarks.co.uk

www.bbc.co.uk/education

www.crickweb.co.uk

www.nrich.maths.org

www.literacyshed.com

www.oxfordowl.co.uk

www.educationcity.com

www.readtheory.org

www.mymaths.co.uk

