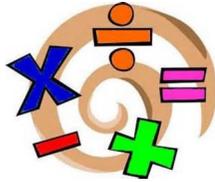


Maths

Number – number and place value

I can:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number;
- recognise, compare and order numbers up to 1000 solving related problems.



Number – addition and subtraction

I can:

- add and subtract numbers mentally, including:
 - a three-digit number and ones;
 - a three-digit number and tens;
 - a three-digit number and hundreds;
- use column addition and subtraction with numbers up to three digits.

Number – addition and subtraction

I can:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables;
- use the multiplication tables that I know to work out $TU \times U$ and $TU \div U$ using jottings or a written method.

Number – fractions

I can:

- count forwards and backwards in tenths and know that tenths come from dividing an object into 10 equal parts;
- recognise, find and write fractions of a set of objects: unit fractions and non-unit fractions with small denominators;
- recognise and show equivalent fractions with small denominators, using a diagram.



Measurement

I can:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g) and volume/capacity (l/ml);
- add and subtract amounts of money to give change, using both £ and p;
- tell and write the time from an analogue clock and 12-hour and 24-hour clocks.

Geometry

I can:

- identify right angles, know how many make a half-turn, three quarters of a turn and a complete turn;
- identify whether angles are greater than or less than a right angle.

Statistics

I can:

- interpret and present data using bar charts, pictograms and tables.

End Of Year Expectations



Year 3

Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (un-, dis-, mis-, sub-, super-, -ation, -ly, -ally);
- I can use a dictionary to check the meaning of words that I have read;
- I can identify and discuss features and organisation of fiction and non-fiction writing;
- I can check that the text makes sense by discussing the meaning of new or unusual words;
- I can self-correct when I have misread words in a sentence;
- I can draw inferences such as inferring characters' feelings and thoughts from what they do;
- I can predict what might happen from details either stated or implied in a text. I can listen to and discuss a range of fiction, poetry, non-fiction and reference books.



Writing

Writing – Composition

- I can begin to organise paragraphs around a theme;
- I can use simple organisational devices (e.g., headings and sub-headings) in non-fiction writing;
- I can create simple settings and plots in narrative writing;
- I can describe characters in narrative writing;
- I can proof-read for spelling and punctuation errors.

Spelling

- I can use prefixes and suffixes from my list and understand how to add them (un-, dis-, mis-, sub-, super-, -ation, -ly, -ally);
- I can place possessive apostrophes accurately in words with regular plurals (girls', boys').

Writing—Vocabulary, Grammar and Punctuation

- I can write more than one clause by using a variety of conjunctions from my list ('when', 'but', 'after', 'so', 'because', 'although');
- I can use the present perfect form of verbs in contrast to the past tense (I am hoping, I hoped);
- I can use conjunctions from my list to express time, cause and place ('then', 'next', 'soon', 'therefore', 'during', 'after', because of');
- I can use and punctuate direct speech by putting inverted commas around spoken words.



Handwriting

- I can join my writing with greater control and fluency.