

# Whitehouse Primary School



## National Curriculum Objectives

Year 3



# English



## Reading Objectives - Year 3

### Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet **3.01**

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **3.02**

### Comprehension

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks **3.03**

reading books that are structured in different ways and reading for a range of purposes **3.04**

using dictionaries to check the meaning of words that they have read **3.05**

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally **3.06**

identifying and discussing themes and conventions in a wide range of books **3.07**

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action **3.08**

discussing words and phrases that capture the reader's interest and imagination **3.09**

Comments and discusses upon different forms of poetry [for example, free verse, narrative poetry] **3.10**

checking that the text makes sense to them **3.11**

asking questions to improve their understanding of a text **3.12**

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions **3.13**

predicting what might happen from details stated **3.14**

Retrieve and record information from non-fiction **3.15**

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say **3.16**

## Writing Objective - Year 3

use further prefixes and suffixes and understand how to add them including in, ous, ation. **3.01**

Use the first or two letters of a word to check its spelling in a dictionary **3.02**

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far **3.03**

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined **3.04**

increase the legibility consistency and quality of handwriting **3.05**

### Composition

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar **3.06**

discussing and recording ideas **3.07**

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures **3.08**

organising paragraphs around a theme **3.09**

in narratives, creating settings, characters and plot **3.10**

in non-narrative material, using simple organisational devices [for example, headings and sub-headings] **3.11**

assessing the effectiveness of their own and others' writing and suggesting improvements **3.12**

Some attempts to sequence ideas logically **3.13**

Proof-read for spelling and punctuation errors **3.14**

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume **3.15**

### Punctuation / Grammar (Spag)

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although **3.16**

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition **3.17**

using conjunctions, adverbs and prepositions to express time and cause **3.18**

using fronted adverbials **3.19**

using inverted commas to punctuate direct speech **3.20**

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading **3.21**



# Maths

## Maths Objectives - Year 3

### Measurement

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **3.01**

measure the perimeter of simple 2-D shapes **3.02**

add and subtract amounts of money to give change, using both £ and p in practical contexts **3.03**

tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks **3.04**

estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight **3.05**

know the number of seconds in a minute and the number of days in each month, year and leap year **3.06**

compare durations of events [for example to calculate the time taken by particular events or tasks] **3.07**

### 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 **3.08**

recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators **3.09**

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators **3.10**

recognise and show, using diagrams, equivalent fractions with small denominators **3.11**

add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ] **3.12**

compare and order unit fractions with the same denominator **3.13**

solve problems that involve all of the above **3.14**

### Addition & Subtraction

add and subtract numbers mentally, including a three-digit number and ones **3.15**

add and subtract numbers mentally, including a three-digit number and tens **3.16**

add and subtract numbers mentally, including a three-digit number and hundreds **3.17**

add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction **3.18**



# Maths

estimate the answer to a calculation and use inverse operations to check answers **3.19**

solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **3.20**

### Multiplication & Division

recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables **3.21**

write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods **3.22**

solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects **3.23**

### Number & Place Value

count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **3.24**

recognise the place value of each digit in a three-digit number (hundreds, tens, ones) **3.25**

compare and order numbers up to 1000 **3.26**

identify, represent and estimate numbers using different representations **3.27**

read and write numbers up to 1000 in numerals and in words **3.28**

solve number problems and practical problems involving these ideas **3.29**

### Statistics

interpret and present data using bar charts, pictograms and tables **3.30**

solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables **3.31**

# Maths

## Maths Objectives Year 3

### Geometry

draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **3.32**

recognise angles as a property of shape or a description of a turn **3.33**

identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle **3.34**

identify horizontal and vertical lines and pairs of perpendicular and parallel lines **3.35**

# Science ctd.

Compare how things move on different surfaces **3.21**

Notice that some forces need contact between two objects, but magnetic forces can act at a distance **3.22**

Observe how magnets attract or repel each other and attract some materials and not others **3.23**

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials **3.24**

Describe magnets as having two poles **3.25**

Predict whether two magnets will attract or repel each other, depending on which poles are facing **3.26**

### Chemistry

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties **3.27**

Describe in simple terms how fossils are formed when things that have lived are trapped within rock **3.28**

Recognise that soils are made from rocks and organic matter **3.29**

# Science

## Science Objectives - Year 3

### Working Scientifically

Use different ideas and suggest how to find something out **3.01**

Plan a fair test and explain why it was fair **3.02**

Set up simple practical enquiries, comparative and fair tests **3.03**

Explain why they need to collect information to answer a question **3.04**

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units **3.05**

Record their observations in different ways, for example, labelled diagrams, charts etc. **3.06**

Explain what they have found out and use their measurements to say whether it helps to answer their question **3.07**

Use a range of equipment, (including a thermometer and data-logger) **3.08** Suggest how, and use prompts, to find things out **3.08**

### Biology

Identify and describe the functions of different parts of flowering plants, for example, roots, stem/trunk, leaves and flowers **3.09**

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant **3.10**

investigate the way in which water is transported within plants **3.11**

Explore the part that flowers play in the life cycle of flowering Plants, including pollination, seed formation and seed dispersal **3.12**

Identify that animals, including humans, need the right types and amount of nutrition **3.13**

Understand that that they cannot make their own food; they get nutrition from what they eat **3.14**

Identify that humans and some other animals have skeletons and muscles for support, protection and movement **3.15**

### Physics

Recognise that they need light in order to see things and that dark is the absence of light **3.16**

Notice that light is reflected from surfaces **3.17**

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes **3.18**

Recognise that shadows are formed when the light from a light source is blocked by a solid object **3.19**

Find patterns in the way that the size of shadows change. **3.20**