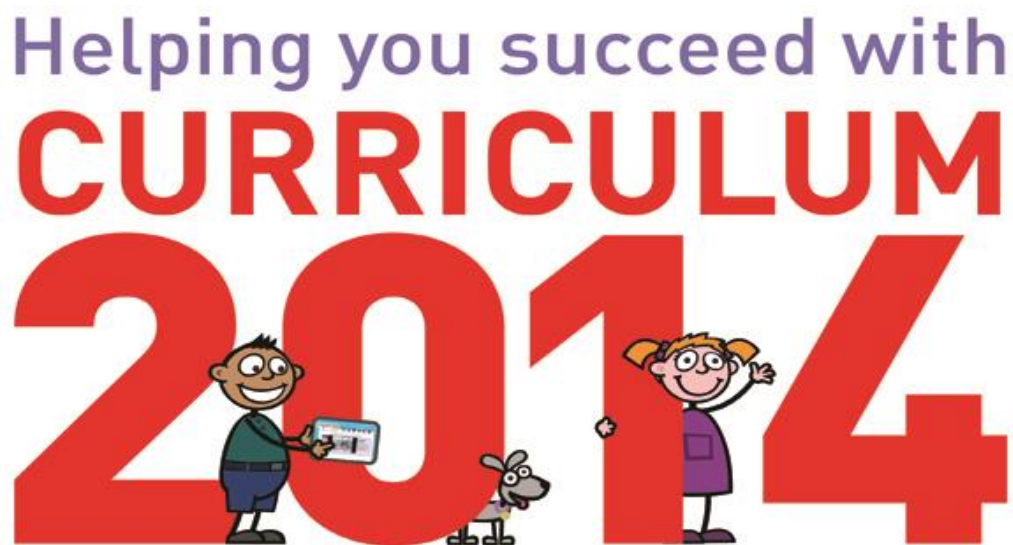


# National Curriculum 2014



*What the changes mean for  
your child!*

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

# ENGLISH

## Reading

Word reading will see the development of a positive attitude to reading and understanding so your child will be able to:



- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference texts.
- Have an increasing familiarity with a wide range of stories and can retell orally.
- Learn the conventions of different types of text e.g. letter, a diary in the first person, instructions.
- Use dictionaries to check word meaning.
- Read some different forms of poetry e.g. free verse, narrative, poetry.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Recognise some different forms of poetry e.g. free verse, narrative, poetry.

## Comprehension

For comprehension, to demonstrate that they understand what is read in books they read independently your child will need to:

- Justify inference with evidence.
- Predict what might happen from what is stated and implied.
- Draw inferences e.g. inferring characters' feelings and thoughts.

To retrieve and record information from non-fiction your child will need to:

- Suggest which section might contain certain asked-for information by using sub-headings.
- Identify key words by scanning.

To participate in discussions about books read both independently and to them and takes turns your child will need to:

- 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.
- Evaluate rules for effective discussion in which all take part.

## Writing

Vocabulary, Grammar and Punctuation



*Your child will need to:*

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

## *Composition*

*Your child will need to:*



- *Write for a range of real purposes and audiences across the curriculum.*
- *Create settings, characters and plots in narrative (in detail).*
- *Use simple organisational devices (e.g. heading, sub-headings).*

- Read aloud their 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

Your child will be asked to write 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 the Year 3 word list in independent writing.



# Handwriting



Your child will need to:

- Use joined handwriting in independent writing.
- Make sure lower and upper case letters are consistently the same height.
- Make sure that ascenders and descenders are consistently the same length.

# MATHS

For counting your child will need to:


- 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
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

For place value your child will need to:

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

For number your child will need to:

- 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 multiplication tables.

In mental maths your child will need to:



- 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.

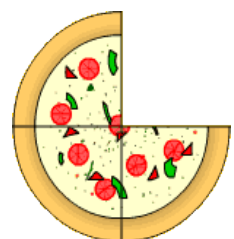
In written calculations your child will need to:

- 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.



For fractions your child will need to:

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and divide 1 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 e.g.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ .
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

In problem solving your child will need to:

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

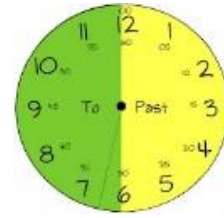


For money your child will need:

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



For time your child will need to:

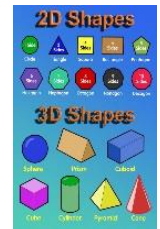


month,

- Use Vocabulary a.m./p.m.
- Know the number of days in each year and leap year.
- Tell and write the time from an analogue clock, including using Roman Numerals from I to XII, and 12/24 hour clocks.
- Record and compare time in terms of seconds, minutes and hours.
- Compare durations of events.

For shape your child will need to:

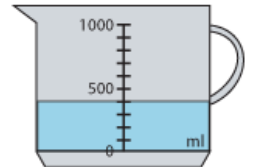
- Identify and describe the properties of 2D and 3D shapes.
- Draw 2D shapes and make 3D shapes using modelling materials.
- Recognise angles as a property of shape or a description of a turn.
- Measure the perimeter of simple 2D shapes.
- Recognise 3-D shapes in different orientations and describe them.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



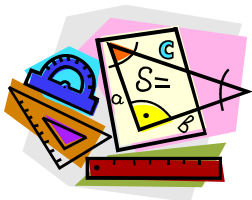
For measure and angles your child will need to:



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



For position and direction your child will need to:



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

For data handling your child will need to:

- 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.**

By the end of Year Three your child will need to:

- 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.



## HOME LEARNING

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](http://www.mrthorne.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/bitesize/ks2/literacy](http://www.bbc.co.uk/bitesize/ks2/literacy)

[www.bbc.co.uk/bitesize/ks2/numeracy](http://www.bbc.co.uk/bitesize/ks2/numeracy)

[www.nrich.maths.org](http://www.nrich.maths.org)

[www.ictgames.co.uk](http://www.ictgames.co.uk)