



SS Peter & Paul Catholic Primary School
National Curriculum 2014 – Reading Age Related Expectations
KEY STAGE 2 – YEAR 3



| Strand | Objective |
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| Word | 1 Apply their improving 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 they meet. |
| | 2 [KEY] Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension | 3 [KEY] Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| | 4 Reading books that are structured in some different ways and reading for a range of purposes. |
| | 5 [KEY] Beginning to use dictionaries to check the meaning of words that they have read. |
| | 6 Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally. |
| | 7 [KEY] Identifying themes and conventions in a range of books. |
| | 8 Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action. |
| | 9 Discussing some words and phrases that capture the reader's interest and imagination. |
| | 10 Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry]. |
| | 11 Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| | 12 Asking simple questions to improve their understanding of a text. |
| | 13 [KEY] Drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| | 14 [KEY] Beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. |
| | 15 Beginning to identify main ideas drawn from more than one paragraph and summarising these. |
| | 16 Beginning to identify how language, structure, and presentation contribute to meaning. |
| | 17 [KEY] Retrieve and record simple information from non-fiction. |
| | 18 Participate with support 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. |



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Writing Age Related Expectations

KEY STAGE 2 – YEAR 3



| Strand | Objective | |
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| Transcription | 1 | Use some prefixes and suffixes and understand how to add them (English Appendix 1). |
| | 2 | Spell some homophones. |
| | 3 | Spell some words that are often misspelt (English Appendix 1). |
| | 4 | Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. |
| | 5 | Use the first two letters of a word to check its spelling in a dictionary. |
| | 6 | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Hand writing | 7 | Beginning to 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. |
| | 8 | Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. |
| Composition | 9 | Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. |
| | 10 | Beginning to discuss and record ideas. |
| | 11 | Composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). |
| | 12 | [KEY] Organising simple paragraphs around a theme. |
| | 13 | [KEY] Creating simple settings, characters and a basic plot in narratives. |
| | 14 | [KEY] Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. |
| | 15 | Beginning to assess the effectiveness of their own and others' writing and suggesting improvements. |
| | 16 | Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. |
| | 17 | [KEY] Proof-read for some spelling and punctuation errors. |
| | 18 | Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. |
| Vocabulary Grammar Punctuation | 19 | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. |
| | 20 | [KEY] Using the present perfect form of verbs in contrast to the past tense. |
| | 21 | Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. |
| | 22 | [KEY] Using conjunctions, adverbs and prepositions to express time and cause. |
| | 23 | Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] |
| | 24 | [KEY] Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. |
| | 25 | Using headings and sub-headings to aid presentation. |
| | 26 | [KEY] Beginning to use inverted commas to punctuate direct speech. |



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Mathematics Age Related Expectations

KEY STAGE 2 – YEAR 3



| Strand | Objective |
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| Number & Place Value | 1 [KEY] Count from 0 in multiples of 4, 8, 50 and 100. |
| | 2 [KEY] Find 10 or 100 more or less than a given number. |
| | 3 [KEY] Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). |
| | 4 Compare and order numbers up to 1000. |
| | 5 Identify, represent and estimate numbers using different representations. |
| | 6 Read and write numbers up to 1000 in numerals and in words. |
| | 7 [KEY] Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units. |
| Addition & Subtraction | 8 [KEY] Add and subtract numbers mentally, including three-digit number and ones. |
| | 9 [KEY] Add and subtract numbers mentally, including three-digit number and tens. |
| | 10 [KEY] Add and subtract numbers mentally, including three-digit number and hundreds. |
| | 11 Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. |
| | 12 Estimate the answer to a calculation and use inverse operations to check answers. |
| | 13 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. |
| Multiplication & Division | 14 [KEY] Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. |
| | 15 [KEY] 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. |
| | 16 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. |
| Fractions | 17 [KEY] Count up and down in tenths. |
| | 18 [KEY] Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. |
| | 19 [KEY] Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. |
| | 20 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. |
| | 21 [KEY] Recognise and show, using diagrams, equivalent fractions with small denominators. |
| | 22 Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. |
| | 23 Compare and order unit fractions, and fractions with the same denominators. |
| | 24 Solve problems that involve my understanding of fractions. |
| Measurement | 25 [KEY] Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume, capacity (l,ml). |
| | 26 Measure the perimeter of simple 2-D shapes. |
| | 27 [KEY] Add and subtract amounts of money to give change, using both £ and p in practical contexts. |
| | 28 [KEY] Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. |
| | 29 Estimate and read time with increasing accuracy to the nearest minute. |
| | 30 Record and compare time in terms of seconds, minutes and hours. |
| | 31 Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. |
| | 32 Know the number of seconds in a minute and the number of days in each month, year and leap year. |
| | 33 Compare durations of events [for example to calculate the time taken by particular events or tasks]. |

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| Shape | 34 | Draw 2-D shapes and make 3-D shapes using modelling materials. |
| | 35 | Recognise 3-D shapes in different orientations and describe them. |
| | 36 | Recognise angles as a property of shape or a description of a turn. |
| | 37 | [KEY] Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. |
| | 38 | [KEY] Identify whether angles are greater than or less than a right angle. |
| | 39 | Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| Statistics | 40 | [KEY] Interpret and present data using bar charts, pictograms and tables. |
| | 41 | 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. |



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Science Age Related Expectations

KEY STAGE 2 – YEAR 3



| Strand | Objective | |
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| Working Scientifically | 1 Beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ↳ GD objective: Beginning to use results to draw a variety of simple conclusions, make focused predictions for new values, suggest improvements and raise further questions. | |
| | 2 Beginning to identify differences, similarities or changes related to simple scientific ideas and processes. ↳ GD objective: Beginning to identify a range of differences, similarities or changes related to simple scientific ideas and processes. | |
| | 3 Beginning to use straightforward scientific evidence to answer questions or to support their findings. ↳ GD objective: Beginning to use straightforward scientific evidence to answer questions or to support their findings independently. | |
| | 4 Beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ↳ GD objective: Beginning to report on wider findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | |
| | 5 Beginning to gather, record, classify and present data in a variety of ways to help in answering questions. ↳ GD objective: Beginning to gather, record, classify and present data in a wider variety of ways to help in answering questions. | |
| | 6 Beginning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ↳ GD objective: Beginning to record findings using wider scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | |
| | 7 Beginning to set up simple practical enquiries, comparative and fair tests. ↳ GD objective: Beginning to set up simple practical enquiries, comparative and fair tests with less adult support. | |
| | 8 Beginning to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ↳ GD objective: Beginning to make more systematic and thought out observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. | |
| | 9 Beginning to ask relevant questions and using different types of scientific enquiries to answer them. ↳ GD objective: Beginning to ask more focused, relevant questions and using different types of scientific enquiries to answer them. | |
| | Plants | 10 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ↳ GD objective: Identify and explain how the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers connect together using scientific vocabulary. |
| | | 11 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. ↳ GD objective: Assess and test the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and evaluate how they vary from plant to plant. |

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| Plants | 12 | Investigate the way in which water is transported within plants. |
| | | ↳ GD objective: Investigate the way in which water is transported within plants, comparing different species. |
| | 13 | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| | | ↳ GD objective: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal using specific examples of different flowers from plants. |
| Animals | 14 | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. |
| | | ↳ GD objective: Identify and explain why animals, including humans, need the right types and amount of nutrition for specific processes within the body. |
| | 15 | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |
| | | ↳ GD objective: Identify that humans and a range of other animals have skeletons and muscles which vary in their role of support, protection and movement. |
| Rocks | 16 | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. |
| | | ↳ GD objective: Compare and organise different kinds of rocks on the basis of their appearance and physical properties. |
| | 17 | Describe in simple terms how fossils are formed when things that have lived are trapped within rock. |
| | | ↳ GD objective: Describe with examples how fossils are formed when things that have lived are trapped within rock. |
| | 18 | Recognise that soils are made from rocks and organic matter. |
| | | ↳ GD objective: Recognise that soils are made from rocks and organic matter and soils from different regions vary. |
| Light | 19 | Recognise that they need light in order to see things and that dark is the absence of light. |
| | | ↳ GD objective: Recognise and explain why they need light in order to see things and that dark is the absence of light. |
| | 20 | Notice that light is reflected from surfaces. |
| | | ↳ GD objective: Notice that light is reflected from surfaces and explain this using scientific terminology. |
| | 21 | Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. |
| | | ↳ GD objective: Recognise that light directly from the sun can be dangerous and evaluate different ways to protect their eyes. |
| | 22 | Recognise that shadows are formed when the light from a light source is blocked by a solid object. |
| | | ↳ GD objective: Explain that shadows are formed when the light from a light source is blocked by a solid or semi-solid object. |
| 23 | Find patterns in the way that the size of shadows change. | |
| | | ↳ GD objective: Independently identify and investigate a pattern in the way that the size of shadows change. |
| Forces | 24 | Compare how things move on different surfaces. |
| | | ↳ GD objective: Compare and independently describe how and why things move differently on different surfaces. |
| | 25 | Notice that some forces need contact between two objects, but magnetic forces can act at a distance. |
| | | ↳ GD objective: Notice and describe how some forces need contact between two objects, but magnetic forces can act at a distance. |

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| Forces | 26 | Observe how magnets attract or repel each other and attract some materials and not others. |
| | | ↳ GD objective: Observe and describe how magnets attract or repel each other and attract some materials and not others, giving specific examples. |
| | 27 | 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. |
| | | ↳ GD objective: Compare, contrast and organise a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify a range of magnetic materials. |
| | 28 | Describe magnets as having two poles. |
| | | ↳ GD objective: Describe magnets as having two poles and use this in investigations to answer or pose questions. |
| | 29 | Predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| | | ↳ GD objective: Predict accurately, based on prior evidence, whether two magnets will attract or repel each other, depending on which poles are facing. |