Simonside Primary School

Year 3 Curriculum Expectations

Including Non-Negotiables

A guide for Parents/Carers

End of Year Expectations – Year 3

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Year 3, based on the requirements of the National Curriculum, 2014. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

All of 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 child to achieve these, is greatly valued.

If you have any queries regarding the content of this booklet, or you would like support in knowing how best to help your child, please see your child's teacher and they will be more than happy to help.

SCIENCE

- I can set up simple practical enquiries, comparative and fair tests
- I can identify differences, similarities or changes related to simple scientific ideas and processes
- I have my own ideas about how to find the answer to a question
- I can carry out a fair test with some help
- I think of the equipment I will need to carry out an investigation
- I can carry out tests on rocks in order to identify them
- I can use keys to classify rocks and soils
- I can identify different types of rocks by doing a variety of tests on them
- I can set up an investigation to test the strength of different types of magnets
- I can ask relevant questions and use different types of scientific enquiries to answer them gathering, recording and classifying and presenting data in a variety of ways to help in answering questions
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- I can use straightforward scientific evidence to answer questions or to support my findings

- I work with a small group to carry out an experiment and ensure that the principles of fair testing are in place
- I can direct the work of others during an investigation
- I can persuade others to try my idea, even though they may not readily agree with the idea in the first place

Essential Skills and Knowledge

- I can identify and describe the functions of different parts of flowering plants; roots, stem, trunk, leaves and flowers
- I can 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.
- I can investigate the way in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- I can 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
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- I can recognise that soils are made from rocks and organic matter.
- I can recognise that they need light in order to see things and that dark is the absence
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- I can recognise that shadows are formed when the light from a light source is blocked by a solid object.
- I can find patterns in the way that the size of shadows change.
- I can x objects, but magnetic forces can act at a distance.
- I can observe how magnets attract or repel each other and attract some materials and not others.
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic
- I can describe magnets as having 2 poles.
- I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

MATHEMATICS

- Compare and order numbers up to 1000.
- Read and write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division facts for 3, 4, 8 tables.
- Recognise Place value of any 3-digit number.
- Add & subtract:
  - 3 digit numbers and ones
  - 3 digit numbers and tens
  - 3 digit numbers and hundreds
- Add & subtract:
  - numbers with up to 3 digits using efficient written method (column)
  - use inverse to check
- Multiply:
  - 2 digit by 1 digit
- Count up/down in tenths.
- Compare and order fractions with same denominator.
- +/- fractions with same denominator with whole.
- Know pairs of fractions which total 1.
- Tell time using 12 and 24 hour clocks and using Roman numerals
- Tell time to nearest minute.
- Know number of days in each month.

READING

- Comments on the way characters relate to one another.
- Knows which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise:
  - Plurals
  - pronouns and how they are used
  - collective nouns
  - adverbs
- Explain the difference that adjectives and verbs make.

WRITING

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in the 1st, 2nd and 3rd person
- Use perfect form of verbs to mark relationships of time & cause.
- Correct use of speech marks for direct speech.
- Group ideas into paragraphs around a theme.
- Write under headings & sub-headings legible, joined handwriting.