

Home learning support and national expectations—Year 3

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 3. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Our home learning tasks are set by teachers weekly and include—
 Practising four calculations;
 Practising four spelling facts;
 Completing some online homework - either Mathematics or Reading Eggs;
 Big Talk;
 Read once a day and read with an adult if you can.

Times tables	I think I can	My parent / carer thinks I can
I can recall and use all multiplication and division facts for the 3 multiplication tables within 5 seconds		
I can recall and use all multiplication and division facts for the 4 multiplication tables within 5 seconds		
I can recall and use all multiplication and division facts for the 8 multiplication tables within 5 seconds		
PLEASE NOTE The 2, 5 and 10 times tables were expected to be learnt at Year 2 as part of the New National Curriculum		
I can recall and use all multiplication and division facts for the 2 multiplication tables within 5 seconds		
I can recall and use all multiplication and division facts for the 5 multiplication tables within 5 seconds		
I can recall and use all multiplication and division facts for the 10 multiplication tables within 5 seconds		

Spellings								
	I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can		I think I can	My parent / carer thinks I can
accident			famous			often		
accidentally			February			quarter		
answer			fruit			question		
arrive			group			reign		
build			heart			remember		
certain			history			straight		
circle			important			though		
decide			island			although		
describe			learn			thought		
different			length			through		
early			minute			weight		
eight			naughty			woman		
eighth			occasion			women		
			occasionally					

Reading		
Word reading	I think I can	My parent / carer thinks I can
1. I can develop a knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet		
2. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		
Comprehension	I think I can	My parent / carer thinks I can
<i>Develop positive attitudes to reading and understanding of what I read by:</i>		
3. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books		
4. With support read books that are structured in different ways and reading for a range of purposes with age appropriate content and interest level		
5. Using a dictionary to check the meaning of words that I have read		
6. Increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		
7. Beginning to identify themes and conventions in a wide range of books		
8. Preparing simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		
9. Discussing words and phrases that capture the reader's interest and imagination		
10. Recognising some different forms of poetry (e.g. free verse, narrative poetry)		
<i>Understand what I have read, in books they can read independently by:</i>	I think I can	My parent / carer thinks I can
11. Beginning to check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context, with some support		
12. Asking retrieval and some inference questions to improve my understanding of a text		
13. Drawing basic inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with increasing accuracy		
14. Beginning to predict what might happen from details stated		
15. Identifying main ideas drawn from more than one paragraph		
16. Beginning to identify how features of a text contribute to meaning		
17. Retrieving and record information from non-fiction		
18. Participating in discussion about both books that are read to me and those I can read for myself		

Writing		
Transcription: spelling	I think I can	My parent / carer thinks I can
1. I can use prefixes and suffixes in writing		
2. I Can spell homophones		
3. I can use the first two or three letters of a word to check its spelling in a dictionary with assistance		
4. I can write from memory simple sentences that include words and punctuation taught so far		
Transcription: handwriting	I think I can	My parent / carer thinks I can
7. I can use the diagonal and horizontal strokes that are needed to join letters		
8. I can increase the legibility, consistency and quality of my handwriting (<i>by ensuring that the downstrokes of letters are parallel and equidistant</i>)		
Writing: composition	I think I can	My parent / carer thinks I can
9. I can plan writing by using other examples as a model for my own writing		
10. I can draft & write by composing & rehearsing sentences orally		
11. I Can begin to organise paragraphs around a theme		
12. In narratives, I can create settings, characters and plot		
13. In non-narrative material, I can use simple organisational devices such as headings and sub-headings with support		
14. I can begin to evaluate and edit by assessing the effectiveness of my own and others' writing		
15. I can evaluate and edit vocabulary choices		
16. I can proof-read for spelling and punctuation errors		
17. I can begin to read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.		
Writing: Vocabulary, Grammar and Punctuation	I think I can	My parent / carer thinks I can
18. I can extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i>		
19. I can use the perfect form of verbs in contrast to the past tense		
20. I can use conjunctions, adverbs and prepositions to express time and cause		
21. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families		
22. I can begin to identify main and subordinate clauses		
23. I can indicate possession by using the possessive apostrophe with singular nouns and regular plurals		
24. I can use inverted commas to punctuate direct speech		
25. I can use and understand the grammatical terminology for Stage 3		

Maths		
Place value	I think I can	My parent / carer thinks I can
1. I can count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.		
2. I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).		
3. I can compare and order nos up to 1000. Read and write nos up to 1000 in numerals and in words.		
4. I can identify, represent and estimate numbers using different representations.		
5. I can solve number problems and practical problems involving these ideas.		

Maths		
Addition and subtraction	I think I can	My parent / carer thinks I can
6. I can add and subtract numbers mentally, including: a 3-digit no and 1s, 10s, 100s.		
7. I can add and sub numbers with up to 3 digits, using formal written methods of columnar add and sub.		
8. I can estimate the answer to a calculation and use inverse operations to check answers.		
9. I can solve probs, including missing no probs, using number facts, place value, and more complex add/sub.		
Multiplication and division		My parent / carer thinks I can
10. I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.		
11. I can write and calc math statements for x and ÷ using the tables I know, including 2-digit numbers times 1-digit numbers, using mental and formal written methods.		
12. I can solve probs and missing number probs, involving x and ÷, including integer scaling probs and correspondence probs in which n objects are connected to m objects.		
Fractions		My parent / carer thinks I can
13. I can 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.		
14. I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.		
15. I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.		
16. I can recognise and show, using diagrams, equivalent fractions with small denominators.		
17. I can add and sub fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).		
18. I can compare and order unit fractions, and fractions with the same denominators.		
Measure		My parent / carer thinks I can
19. I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).		
20. I can measure the perimeter of simple 2-D shapes.		
21. I can add and subtract amounts of money to give change, using both £ and p in practical contexts.		
22. I can tell/write the time from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24-hr clocks.		
23. I can estimate and read time with increasing accuracy to nearest min; record/compare time in secs, mins, hrs and o'clock. Use vocab such as a.m./p.m., morning, afternoon, noon and midnight.		
24. I know the no of seconds in a minute and the number of days in each month, year and leap year.		
Geometry		My parent / carer thinks I can
25. I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.		
26. I can recognise that angles are a property of shape or a description of a turn.		
27. I can identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn. Identify whether angles are greater than or less than a right angle.		
28. I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.		
Statistics		My parent / carer thinks I can
29. I can interpret and present data using bar charts, pictograms and tables.		
30. I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.		