



QEGS KEY OBJECTIVES

End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these objectives as being the minimum requirements your child must meet in order to ensure suitable progress through to the following year.

Development throughout the year

The key objectives in this booklet are intended to be achieved by the end of the current academic year. The 'Key Skills' are the skills that will underpin your child's start in the Junior School, progressing through them onto the Year 3 objectives as the year progresses. Your child's progress on these objectives will be tracked throughout the year by the teachers. The children will also follow their own development using their Progress Tracker booklets, and feedback will be given on Parents' Evening regarding your child's progress.

The curriculum we follow is designed to ensure that the children have a thorough understanding of each objective and subject, and can apply them in a variety of academic situations.

Any extra support you can provide in helping your children to achieve these is greatly valued.



READING

Key Skills

- Read ahead to help with fluency and expression.
- Identify past/present tense and why the writer has used a tense.
- Read aloud with some expression.
- Comment on plot, setting and characters in familiar and unfamiliar stories.
- Recount main themes and events.

Year 3 Objectives

- Recognise how commas are used to help meaning.
- Recognise inverted commas for speech and quotations.
- Recognise collective nouns, adverbs, plurals and pronouns.
- Explain the difference that the choice of adjectives and verbs make.
- Know which words are essential in a sentence to retain meaning.
- Read aloud with appropriate expression and intonation.
- Comment on the way characters relate to one another.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Identify key plot points in narrative.

WRITING

Key Skills

- Write different kinds of sentence: statement, question, exclamation, command.
- Write with correct and consistent use of present tense and past tense.
- Write with correct and consistent use of capital letters and full stops.
- Use commas in a list.

Year 3 Objectives

- 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 1st, 2nd and 3rd person.
- Use verb tenses correctly.
- Write with correct and consistent use of: capital letters, full stops question marks and exclamation marks.
- Use apostrophe to mark omission and singular possession in nouns.



- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.
- Spell the words on the Year 3 spelling lists correctly.

MATHEMATICS

Key Skills

- Compare and order numbers up to 100.
- Recall and use +/- facts to 20.
- Recognise and use inverse (+/-).
- Count in steps of 2, 3 and 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication and division facts for 2, 5 and 10 tables.

Year 3 Objectives

- Compare and order numbers up to 1000.
- Read and write all numbers to 1000 in digit s and words.
- Find 10 or 100 more/less than a given number.
- Recognise place value of any 3-digit number.
- Add and subtract 3-digit numbers and ones.
- Add and subtract 3-digit numbers and tens
- Add and subtract 3-digit numbers and hundreds
- Add numbers with up to 3-digits using a written column method.
- Estimate and use inverse to check.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division fact s for 3, 4, 8 tables.
- Multiply a 2-digit number by 1-digit number.
- Compare and order fractions with same denominator.
- Add and subtract fractions with the same denominator.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.
- Measure, compare, add and subtract: simple lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Recognise 2D and 3-D shapes in different orientations and describe them.
- Interpret and present data using bar charts, pictograms and tables.



SCIENCE

- Ask sensible questions and use different types of scientific investigations to try to answer them.
- Set up simple experiments and know how to make them a fair test.
- Make logical and careful observations.
- Take accurate measurements using a range of equipment.
- Collect, record, organise and present information in a variety of ways to help me to answer questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on my findings from investigations, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to make simple conclusions and make predictions.
- Think how investigations could be improved and ask further questions.
- Talk about differences, similarities or changes related to simple scientific ideas and processes.
- Use scientific evidence to answer questions or to support findings.

Tracking Progress

The teachers use the following terminology to help track your child's progress through a particular subject. The aim is for every child to be secure in each subject area by the end of the academic year.

Beginning – This indicates your child is currently working towards the majority of the objectives contained in this booklet. This is very common in the Michaelmas term, as many objectives are still to be covered.

Developing – This indicates your child has achieved some of the key objectives and is currently working towards others.

Secure – This indicates your child has achieved the majority of the key objectives in a subject. As it is based on the objectives for the whole year, this is a level more likely to be achieved towards the end of the academic year.

Exceeding – This indicates that your child has achieved all of the key objectives and is working at a level beyond the majority of the key objectives.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

