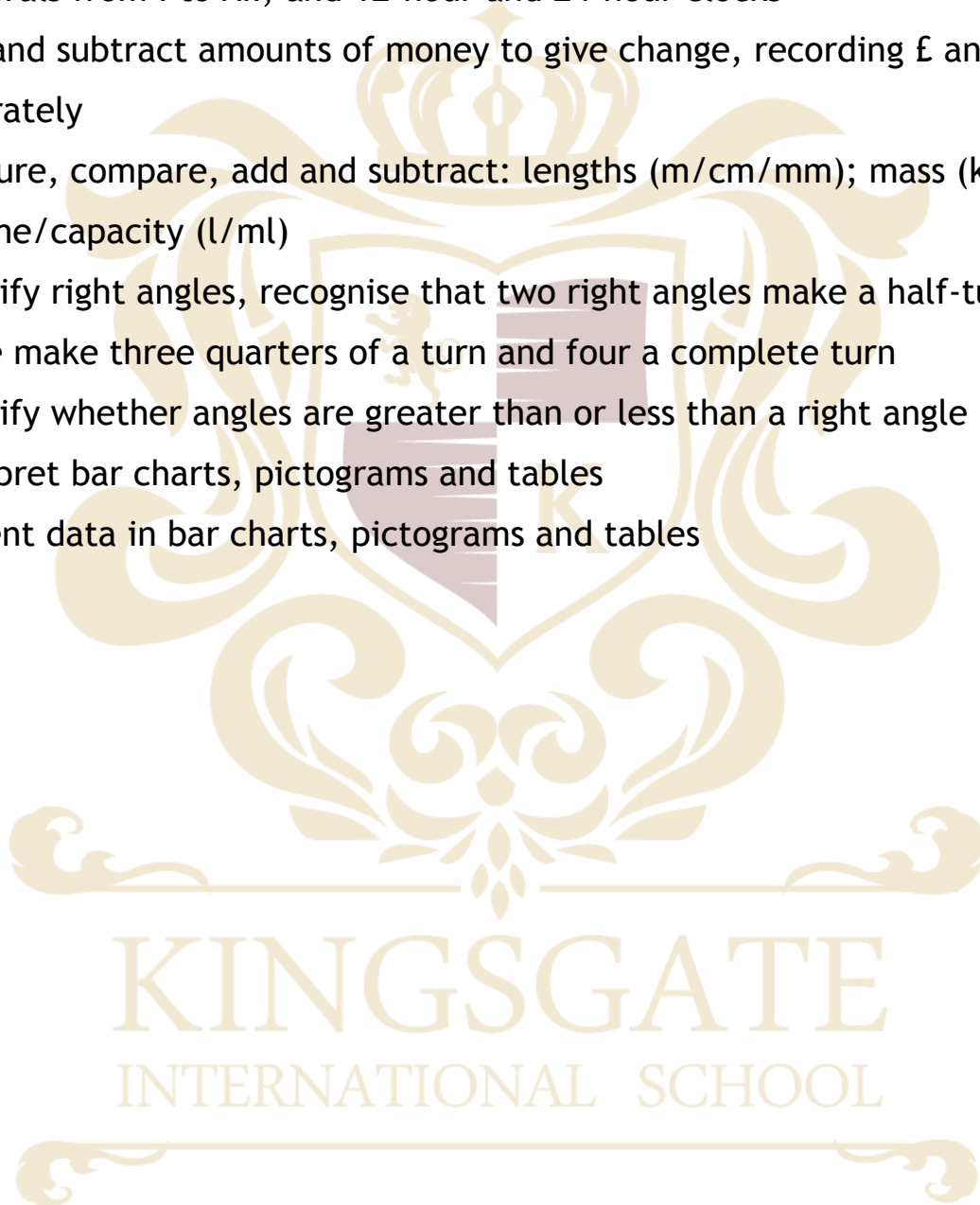


Mathematics

- Count from 0 in multiples of 100
- Find 10 or 100 more or less than a given number
- Count from 0 in multiples of 4, 8 and 50
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Solve number problems and practical problems with number and place value from the Year 3 curriculum
- Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds
- Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers times one-digit numbers
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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
- Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators
- 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
- Recognise and show, using diagrams, equivalent fractions with small denominators

Year Three Learning Objectives

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Add and subtract amounts of money to give change, recording £ and p separately
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
- Identify whether angles are greater than or less than a right angle
- Interpret bar charts, pictograms and tables
- Present data in bar charts, pictograms and tables



Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes to reading and understanding of what they read by:
 - (a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - (b) identifying and discussing themes and conventions in a wide range of writing
- Understand what they read, in books they can read independently, by:
 - (a) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - (b) predicting what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Develop positive attitudes to reading and understanding of what they read by:
 - (a) using dictionaries to check the meaning of words that they have read

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Writing

- Draft and write by:
 - (a) organising paragraphs around a theme
 - (b) in narratives, creating settings, characters and plot
 - (c) in non-narrative material, using simple organisational devices: e.g. headings and sub-headings
- Proof-read for spelling and punctuation errors
- Develop their understanding of the key concepts by:
 - (a) extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - (b) using the present perfect form of verbs in contrast to the past tense
- Use the correct form of 'a' or 'an'
- Inverted commas to punctuate direct speech



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Science

- Ask relevant questions when prompted
- Set up simple and practical enquiries, comparative and fair tests
- Set up comparative tests
- Make systematic observations, using simple equipment
- Use standard units when taking measurements
- Record findings in various ways
- With prompting, suggest how findings may be tabulated
- With prompting, use various ways of recording, grouping and displaying evidence
- With prompting, suggest conclusions from enquiries
- Suggest how findings could be reported
- Gather and record data about similarities, differences and changes
- With prompting, suggest conclusions that can be drawn from data
- Suggest possible improvements or further questions to investigate



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