

# Maths

The maths curriculum requires children to be fluent with their key number skills and methods, explain their mathematical understanding using their reasoning skills and use these skills to problem solve. Times tables, along with other key number facts, remain important; children must be quick, accurate and able to apply.

- ◆ Count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.
- ◆ Recognise the place value of each digit of a number with hundreds, tens and ones.
- ◆ Solve number and word problems.
- ◆ Add and subtract numbers in my head, including a three-digit number and ones/tens/hundreds.  
 $134 + 1 = 135$ ,  $134 + 10 = 144$ ,  $134 + 200 = 334$ .
- ◆ Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
- ◆ Calculate multiplication and division problems, both mentally and in writing, using the times tables, include two-digit numbers multiplied by a one-digit number.
- ◆ Count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- ◆ Write and find fractions of a set of data and can recognise fractions with small denominators.
- ◆ Identify and show equivalent fractions.  
 $1/2 = 3/6$
- ◆ Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume and capacity (l/ml).
- ◆ Add and subtract money, using pounds and pence.
- ◆ Tell the time on a clock face, including using Roman numerals and both the 12- and 24-hour clock.
- ◆ Identify right angles and know that four right angles make a full turn.



$\frac{3}{4}$   
3 ← Numerator  
4 ← Denominator



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BOREHAM PRIMARY SCHOOL

Friendship School



'Learning and achieving together in a caring and creative environment'

## Boreham Primary School Key learning objectives

### Year 3

*A guide for parents & carers*

## Reading

*These are the key areas for reading that a Year 3 pupil is expected to achieve over the year. Through guided, group and individual reading, as well as comprehension sessions, the children will be provided with opportunities to read a range of texts types. However, the children are expected to read widely at home, recording what they read in their reading records on a regular basis.*

- ◆ **Read words that do not follow spelling patterns.**
- ◆ **Enjoy reading and discussing different types of books.**  
(Often, children find a genre they particularly enjoy, such as information books. We encourage children to read different types of books, as this extends and improves their comprehension skills, as well as enriching their vocabulary.).
- ◆ **Explain what a book is about, summarising the main events. Work out what a character is feeling by the actions they take.**  
(This evidences where a child has understood what they have read. We encourage parents to ask their children to summarise the last paragraph/page/ chapter, picking out key information).
- ◆ **Predict what might happen from clues in what I have read.**
- ◆ **Use non-fiction texts to find out information.**

## Writing

*In Year 3 writing, the application of key skills is expected on a regular basis. Parents are encouraged to engage their children in writing at home, referring to this list when the child completes homework, for example.*

- ◆ **Write from memory simple sentences, dictated by the teacher, that include words and punctuation that I already know.**
- ◆ **Draft and write descriptive work that creates settings, characters and plots.**
- ◆ **Proof-read my work by reading aloud, adding full stops, commas, question marks, exclamation marks and speech marks where needed.**  
(See separate Lower KS2 grammar guide).
- ◆ **Understand when to use 'a' or 'an' in front of a word.**  
A banana, an apple.
- ◆ **Talk about time, place and cause using these words:**  
when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- ◆ **Use headings and sub-headings.**
- ◆ **Use the present perfect form of verbs.**  
He has gone out to play (instead of he went out to play).
- ◆ **Use inverted commas for speech mostly correctly.**  
"Where is the bus stop?" asked Mrs Todd.