



**CURRICULUM  
INFORMATION FOR  
PARENTS**

**YEAR 3**

### Year 3 - Overview

<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<p>By the end of Y3, a child should:</p> <ul style="list-style-type: none"> <li>• develop written and mental methods using the four operations including number facts and the concept of place value, and perform calculations with whole numbers</li> <li>• solve a range of number and place value problems</li> <li>• compare different shapes with reference to its angles</li> <li>• use measuring instruments, making reference to their units of measure</li> <li>• tell the time accurately</li> <li>• recall the majority of the multiplication tables</li> <li>• read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling</li> <li>• read and write simple fractions and decimals</li> </ul>	<p>By the end of Y3, a child should:</p> <ul style="list-style-type: none"> <li>• justify their views about books written at an age-appropriate interest level</li> <li>• read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words</li> <li>• decode most new words outside the spoken vocabulary</li> <li>• read longer words with support and test out different pronunciations</li> <li>• recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</li> <li>• listen attentively and discuss books and authors that they might not choose themselves</li> <li>• read, reread and rehearse a variety of texts</li> <li>• use contents pages and indexes to locate information</li> <li>• respond to guidance about the kinds of explanations and questions that are expected from them</li> </ul>	<p>By the end of Y3, a child should:</p> <ul style="list-style-type: none"> <li>• write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</li> <li>• spell common words correctly including exception words and other words that have been learnt (see attached)</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres</li> <li>• use joined handwriting throughout independent writing</li> <li>• begin to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</li> <li>• begin to understand how writing can be different from speech</li> </ul>

### Year 3 and 4 Word List

	<b>Science</b>	<b>Maths</b>	<b>Language of learning</b>	<b>Geography</b>	<b>Literacy language</b>	<b>History</b>	<b>Other</b>
	material natural experiment pressure separate medicine breath/e heart	certain circle centre eight/h quarter weight height group length minute increase opposite century	complete consider continue decide answer describe guide imagine interest knowledge learn purpose remember thought difficult	island earth	library sentence question grammar describe answer address possession	history reign famous century recent woman/women	accident(ally) actual(ly) appear arrive believe bicycle build calendar caught different disappear enough exercise experience extreme favourite forward(s) fruit heard important mention naughty notice particular peculiar popular position potatoes promise special straight strange strength surprise through various
	<b>Time words</b>	<b>Unstressed vowels</b>	<b>Music</b>	<b>Connecting adverbials</b>	<b>Hypothetical language</b>	<b>Rare GPCs</b>	
	regular occasionally often early minute recent calendar	February business interest ordinary separate	rhyme rhythm	though although therefore	perhaps possible probably suppose	guard guide	