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| **Age related expectations for Lower Key Stage Two (Year 3 & Year 4)** |
| **Reading** | **Writing** |
| *Word Reading* * Apply their growing knowledge of root words, prefixes and suffixes, 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.

*Comprehension* * Listen to and discus a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Read books that are structured in different ways and reading for a range of purposes.
* Use dictionaries to check the meaning of words that they have read.
* Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
* Identify themes and conventions in a wide range of books.
* Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
* Discuss words and phrases that capture the reader’s interest and imagination.
* Recognise some different forms of poetry [for example, free verse, narrative poetry].
* Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
* Ask questions to improve their understanding of a text.
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* Predict what might happen from details stated and implied.
* Identify main ideas drawn from more than one paragraph and summarising these.
* Identify how language, structure, and presentation contribute to meaning.
* Retrieve and record information from non-fiction.
* Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
 | *Transcription – Spelling* * Use further prefixes and suffixes and understand how to add them.
* Spell further homophones.
* Spell words that are often misspelt.
* Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].
* Use the first two or three letters of a word to check its spelling in a dictionary.
* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

*Transcription – Handwriting* * Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
* Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

*Composition* * Discus writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
* Discus and record ideas.
* Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
* Organise paragraphs around a theme.
* In narratives, creating settings, characters and plot.
* In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
* Assess the effectiveness of their own and others’ writing and suggesting improvements.
* Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
* Proof-read for spelling and punctuation errors.
* Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*Vocabulary, Grammar and Punctuation* * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
* Use the present perfect form of verbs in contrast to the past tense.
* Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
* Use conjunctions, adverbs and prepositions to express time and cause.
* Use fronted adverbials.
* Use commas after fronted adverbials.
* Indicate possession by using the possessive apostrophe with plural nouns.
* Use and punctuate direct speech.
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| **Age related expectations for Lower Key Stage Two (Year 3)** |
| **Mathematics**  | **Science** |
| *Number – number and place value** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
* Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
* Compare and order numbers up to 1000.
* Identify, represent and estimate numbers using different representations.
* Read and write numbers up to 1000 in numerals and in words.
* Solve number problems and practical problems involving these ideas.

*Number – addition and subtraction** Add and subtract numbers mentally, including:
	+ a three-digit number and ones
	+ a three-digit number and tens
	+ a three-digit number and hundreds
* Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
* Estimate the answer to a calculation and use inverse operations to check answers.
* Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

*Number – multiplication and division** 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.
* Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

*Number – fractions** 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
* Recognise and show, using diagrams, equivalent fractions with small denominators.
* Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7].
* Compare and order unit fractions, and fractions with the same denominators.
* Solve problems that involve all of the above.

*Measurement** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
* Measure the perimeter of simple 2-D shapes.
* Add and subtract amounts of money to give change, using
 | *Working scientifically* * Ask relevant questions and using different types of scientific enquiries to answer them.
* Set up simple practical enquiries, comparative and fair tests.
* Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
* Gather, record, classify and present data in a variety of ways to help in answering questions.
* Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
* Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
* Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
* Identify differences, similarities or changes related to simple scientific ideas and processes.
* Use straightforward scientific evidence to answer questions or to support their findings.

*Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
* Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
* Investigate the way in which water is transported within plants.
* Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

*Animals, including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
* Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

*Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
* Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
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| both £ and p in practical contexts.* Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
* Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock, a.m./p.m., morning, afternoon, noon and midnight.
* Know the number of seconds in a minute and the number of days in each month, year and leap year.
* Compare durations of events [for example to calculate the time taken by particular events or tasks].

*Geometry – properties of shapes** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
* Recognise angles as a property of shape or a description of a turn.
* 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.
* Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

*Statistics** Interpret and present data using bar charts, pictograms and tables.
* Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
 | * Recognise that soils are made from rocks and organic matter.

*Light** Recognise that they need light in order to see things and that dark is the absence of light.
* Notice that light is reflected from surfaces.
* Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
* Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
* Find patterns in the way that the size of shadows change.

*Forces and magnets** Compare how things move on different surfaces.
* Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
* Observe how magnets attract or repel each other and attract some materials and not others.
* Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
* Describe magnets as having two poles.
* Predict whether two magnets will attract or repel each other, depending on which poles are facing.
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| *For further information, including the other subjects, follow the link below to access the national curriculum framework on the Department for Education website:* [*https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4*](https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4) |