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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. | |
| **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. |
| 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. |
| *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) | | |