



Phase Team

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Expectations

End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (At National Standard)

Year 3 Maths			
Year 3 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. <input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). <input type="checkbox"/> Compare and order numbers up to 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Read and write numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solve number problems and practical problems involving these ideas. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. <input type="checkbox"/> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimate the answer to a calculation and use inverse operations to check answers. <input type="checkbox"/> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. <input type="checkbox"/> Recognise and show, using diagrams, equivalent fractions with small denominator. <input type="checkbox"/> Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. <input type="checkbox"/> Compare and order unit fractions, and fractions with the same denominators. <input type="checkbox"/> Solve problems that involve all of the above.
Year 3 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). <input type="checkbox"/> Measure the perimeter of simple 2-D shapes. <input type="checkbox"/> Add and subtract amounts of money to give change, using both £ and p in practical contexts. <input type="checkbox"/> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. <input type="checkbox"/> 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. <input type="checkbox"/> Know the number of seconds in a minute and the number of days in each month, year and leap year. <input type="checkbox"/> Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. <input type="checkbox"/> Recognise angles as a property of shape or a description of a turn. <input type="checkbox"/> 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. <input type="checkbox"/> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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?']. <input type="checkbox"/> Use information presented in scaled bar charts and pictograms and tables.

Year 3 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a non-fiction book is often organised and presented. <input type="checkbox"/> Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. <input type="checkbox"/> Predict what might happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 3 Writing

Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. <input type="checkbox"/> Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. <input type="checkbox"/> Write words spelt ei, eigh or ey e.g. vein, weight, obey. <input type="checkbox"/> Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan. <input type="checkbox"/> Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. <input type="checkbox"/> Spell some words from the YR 3-4 statutory word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. <input type="checkbox"/> Writing is usually spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined, according to the school's handwriting approach. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose, and show some features of the genre being taught. <input type="checkbox"/> Create chronological narratives; write in sequence. Write simple beginning, middle, ending. <input type="checkbox"/> With scaffold, organise sections broadly, within a theme. <input type="checkbox"/> Use headings and subheadings to aid presentation. <input type="checkbox"/> Describe characters, settings and/or plot in a simple way, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. <input type="checkbox"/> Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. <input type="checkbox"/> Identify and use a range of prepositions. <input type="checkbox"/> Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. <input type="checkbox"/> Identify direct speech. Begin to use inverted commas for direct speech. <input type="checkbox"/> Consolidate knowledge of word classes: noun, adjective, verb, adverb. <input type="checkbox"/> Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. <input type="checkbox"/> Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.

Year 4 Reading

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. <input type="checkbox"/> Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. <input type="checkbox"/> Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. <input type="checkbox"/> Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. <input type="checkbox"/> Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. <input type="checkbox"/> Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. <input type="checkbox"/> Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. <input type="checkbox"/> Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. <input type="checkbox"/> Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. <input type="checkbox"/> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. <input type="checkbox"/> Predict what might credibly happen from details stated and implied. <input type="checkbox"/> Explain the meaning of words in context; use dictionaries to check meanings. <input type="checkbox"/> Check the text makes sense, reading to the punctuation and habitually re-reading. <input type="checkbox"/> Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. <input type="checkbox"/> Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. <input type="checkbox"/> Retrieve and record information from non-fiction texts. <input type="checkbox"/> Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. <input type="checkbox"/> Discuss words and phrases that capture the reader's interest and imagination. <input type="checkbox"/> During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 4 Writing

Transcription	Composition
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. <input type="checkbox"/> Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. <input type="checkbox"/> Write words spelt ch e.g. scheme, chemist, chef. <input type="checkbox"/> Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. <input type="checkbox"/> Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. <input type="checkbox"/> Spell the majority of words from the YR 3-4 word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. <input type="checkbox"/> Writing is spaced sufficiently so that ascenders and descenders do not meet. <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate letters are joined consistently.
<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using some appropriate features. <input type="checkbox"/> Organise writing into sections or paragraphs, including fiction and non-fiction. <input type="checkbox"/> Appropriately use a range of presentational devices, including use of title and subheadings. <input type="checkbox"/> Use dialogue, although balance between dialogue and narrative may be uneven. <input type="checkbox"/> Describe characters, settings and plot, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. <input type="checkbox"/> Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. <input type="checkbox"/> Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... <input type="checkbox"/> Use expanded noun phrases and adverbial phrases to expand sentences. <input type="checkbox"/> Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. <input type="checkbox"/> Use inverted commas accurately for direct speech. <input type="checkbox"/> Identify the correct determiner e.g. a, an, these, those. <input type="checkbox"/> Usually use the past or present tense, and 1st/3rd person, consistently.

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Year 4 Maths			
Year 4 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. ❑ Count backwards through zero to include negative numbers. ❑ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ❑ Order and compare numbers beyond 1000. ❑ Identify, represent and estimate numbers using different representations. ❑ Round any number to the nearest 10, 100 or 1000. ❑ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ❑ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ❑ Estimate and use inverse operations to check answers to a calculation. ❑ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Recall multiplication and division facts for multiplication tables up to 12×12. ❑ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ❑ Recognise and use factor pairs and commutativity in mental calculations. ❑ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ❑ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ❑ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ❑ Add and subtract fractions with the same denominator. ❑ Recognise and write decimal equivalents of any number of tenths or hundredths. ❑ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. ❑ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ❑ Round decimals with one decimal place to the nearest whole number. ❑ Compare numbers with the same number of decimal places up to two decimal places. ❑ Solve simple measure and money problems involving fractions and decimals to two decimal places.
Year 4 Geometry and Measures			
Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Convert between different units of measure (for example, kilometre to metre; hour to minute). ❑ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ❑ Find the area of rectilinear shapes by counting squares. ❑ Estimate, compare and calculate different measures, including money in pounds and pence. ❑ Read, write and convert time between analogue and digital 12- and 24-hour clocks. ❑ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ❑ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ❑ Identify lines of symmetry in 2-D shapes presented in different orientations. ❑ Complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Describe positions on a 2-D grid as coordinates in the first quadrant. ❑ Describe movements between positions as translations of a given unit to the left/right and up/down. ❑ Plot specified points and draw sides to complete a given polygon. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ❑ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Homework

KS1/ KS2	
When	Task
Daily	Reading together with parents
Twice weekly	Reading to be recorded in reading diaries
Weekly (Set on Friday to be completed by the following Friday)	TT Rockstars, MyMaths, 10 spellings to learn linked to patterns taught/appendices



Dates For Your Diary

Please see the school newsletter for upcoming dates

Forest School

- ▶ 27.9.24 - Year 3
- ▶ 4.10.24 - Year 4

Class Assemblies

Miss C Bennett – 9.12.24

Miss L Bennett – 27.1.25

Mrs Taig Wilkie – 10.3.25



Trips and Visits

- ▶ *Culmington Manor – Year 4*
 - ▶ *Lion Salt Works*
 - ▶ *Formby Beach*
 - ▶ *Chester – Roman Visit*
 - ▶ *Library Visits*
- 