

## Speaking and Listening

*In relation to talking to others*

Develop ideas and feelings through sustained talk.

Show good awareness of the listener and organise what is said accordingly.

Understand the need to use a different style, tone and loudness of speech when speaking to a larger audience.

Use special words linked to the topic being discussed.

*In relation to talking with others*

Listen carefully and then make relevant comments in response to what has been said.

Agree about what is the most difficult problem in the task and how to tackle it.

Find it easy to come up with different ideas related to a specific problem.

Summarise the main issues associated with a talk they have listened to.



## Reading

Read on to search for meaning of unfamiliar word.

Use knowledge of alphabet to locate information in dictionaries.

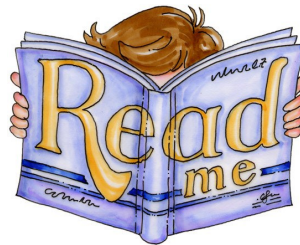
Comment on the way characters relate to each other.

Use a range of strategies to decode unfamiliar words.

Comment on the way non-fiction text is organised.

Develop the depth and breadth of their reading

Develop their understanding and enjoyment of reading stories and poetry and learning to read.



## Writing

Show relationships of time, reason and cause through subordination and use of connectives.

Examples:-

Time - *At first* I felt scared, but *later* I relaxed a little.

Reason - We were hungry, *because* we hadn't eaten all day.

Cause- The children stopped eating sweets, *therefore* they had less fillings.

Be able to group ideas into paragraphs.

Examples:-

In Non-Fiction writing - linking ideas together under a sub-heading:

Killer Dinosaurs

Some dinosaurs were meat eaters. They had huge teeth and claws. These dinosaurs hunted and killed other dinosaurs.

Plant Eating Dinosaurs

The biggest dinosaurs that ever lived were plant eat-ers. These dinosaurs grew so big because they had plenty of food. Plant eating dinosaurs had special ways to keep safe. Some had spikes on their tails and backs.

In Fiction writing - ensuring that the story doesn't jump abruptly from one event to another, but ideas/events are described in detail within a paragraph to engage the reader.

Use exclamation marks.

The comet had changed course and was heading to-wards Earth!

Help!

Use speech marks.

"Help me!" she screamed.

Use apostrophe for omission.

It's not going to hit the Earth after all.

We'll all be safe.

Increase legibility and quality of handwriting e.g. down strokes of letters are parallel.

Ensure that pupils write cursively for all school work and practise writing their names cursively.

Write for a range of real purposes.

## Maths

Read, write and order numbers to 1000; know value of each digit.

Count on and back in 1s, 10s or 100s from any number under 1000.

Know by heart addition and subtraction facts to 20.

Use pairs of numbers that total 100 (and subtraction facts).

Add and subtract one digit and two digit numbers.

Addition and subtraction of numbers with up to 3 digits, on paper.

Know by heart  $\times 2$ ,  $\times 3$ ,  $\times 4$ ,  $\times 5$ ,  $\times 6$ ,  $\times 8$  and  $\times 10$  (and division facts).

Do simple divisions, e.g. 27 divided by 5.

Write and calculate mathematical statements for multiplication and division within the multiplication tables, and for 2-digit numbers  $\times$  1-digit numbers, using mental and written methods.

Identify, name and write unit fractions up to  $\frac{1}{12}$ , compare and order unit fractions and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole, and count up and down in tenths.

Use £, p and know value of amounts.

## Maths Continued

Tell time to nearest 5 minutes.

Make 2D and 3D shapes, recognise in different orientations and describe with increasing accuracy.

Recognise angles as a property of shape and associate angle as an amount of turning identify right angles, recognise that two right-angles make a half-turn and four a complete turn; identify whether angles are greater or less than a right angle.

Identify horizontal, vertical, perpendicular, parallel and curved lines.

Use a compass to draw circles and arcs with a given radius.

Pupils will also be able to tell and write the time from an analogue clock, one with Roman numerals, and digital clocks, and do this to the nearest minute, know the number of seconds in a minute.

Measure, compare and add and subtract lengths, mass, volume and time.

Pupils use both horizontal and vertical representations as well as scales for pictograms, for example, where each picture represents 10 bags.



*"Let your light shine"*

*Matthew 5:16*

Basic Skills for  
Maths and English



Year 3