

Barnham Primary School

Learning guide for Year 3



End of year expectations for children in Year 3



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Behaviours for Learning

Children in Year 3 need to continue positive attitudes to education and learning in order to succeed on their journey through the school. Now that they have entered Key Stage 2, we expect that their behaviours for learning, developed in Key Stage 1, will continue. Children will continue to learn through a regular morning routine of Maths and English. In the afternoons, they will learn through other curriculum areas, such as science, geography, history, PE or topic-themed learning.

Throughout their time at school, children are expected to develop a number of speaking and listening skills, building on the skills developed in Key Stage 1. The National Curriculum for English states that 'spoken language underpins the development of reading and writing' and as such, we expect children to be able to:

- **listen** and **respond** appropriately to adults and their peers.
- **ask relevant questions** to extend their understanding and knowledge.
- use relevant strategies to **build their vocabulary**.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- **maintain attention** and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- **speak audibly and fluently** with an increasing command of Standard English.
- **participate in discussions**, presentations, performances, role play/improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- **consider and evaluate different viewpoints**, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.

In class each day, for the majority of lessons, children will be expected to do the following:

- Respond politely to adults' greetings and questions when spoken to, answering in full sentences.
- Sit on the floor or carpet with their legs crossed, with other children.
- Sit properly on a chair to face the person who is talking, maintaining focus for the majority of a 20-30- minute whole class input.
- Follow the flow of a lesson, including speech, visual prompts and discussions with peers.
- Recall key information about what has been taught, including providing a simple definition of key vocabulary.
- Sitting on a chair when working, with feet on the floor and maintain an upright position.
- Hold a pencil or pen using tripod grip to write fluently and for longer periods of time, developing a cursive handwriting style.
- Using correct letter formation to write, joining lower case letters and knowing the position of a letter on the line.

- Use and take care of personal possessions, for example pencil cases, jumpers and coats.

At different points during the day, they will also take part in other activities and the following additional skills are required:

- Manage toileting, use breaktimes as an opportunity to use the facilities, rarely asking to leave the room in lesson time.
- Independently waiting at doors, standing back to let others pass.
- Standing and walking in a line with other children, including waiting in a line.
- Sitting in rows for a whole-school assembly.
- Packing or unpacking a bag with their belongings (water bottle, lunch box and pencil case).
- Using a knife and fork to hold and cut food.
- Sorting and maintaining resources within the classroom, taking increasing responsibility for small tasks which contribute to class life.
- Say 'please' and 'thank-you' at appropriate times.
- Resolving conflicts with peers, listening to others views and compromising.
- Putting on and removing clothing, like coats, trousers, hats, gloves, t-shirts and jumpers.

Rewarding Great Role Models at BPS - Dojo Rewards

At BPS our goal is for children to become self-motivated in their drive to be successful learners, confident individuals and responsible citizens. Our reward system, that includes the reward of Dojo points, helps us to do this. Dojos are given to the children for hard work, extra effort, overcoming learning challenges, being kind and collaborating with their classmates. In each class and year group there will also be specific categories that children can earn more dojos for. For example, reading regularly, completing any homework, or improving learning outcomes.

There may be times as well that a Dojo may be removed if a reminder is required for a child to help them better understand the expectations and goals we are working towards. This happens very infrequently, but can occur.

As the children earn their Dojo points they work towards the achievement of being celebrated by their class and the school, receiving a badge which helps signify that they have reached a milestone of success. The boundaries for this goal are 100 dojos, 200 dojos, 300 dojos and 400 dojos. In the event of a child reaching 500 dojos, which has only happened a handful of times; that child becomes the head teacher for some time and Mr Everett takes on their class work and activities.

It is vital to reward the children and to help them be motivated to achieve; and through the whole school community celebration when a child reaches a dojo milestone, we are able to help make that experience and very memorable one.

End of Year 3 expectations for learning

From the current National Curriculum for England

Reading

For reading, the Lower Key Stage 2 learning objectives are taught across Year 3 and Year 4. By the end of Year 4, the children should demonstrate a greater independence, consistency and depth in application of these elements across a range of contexts and genre.

Reading – comprehension

By the end of Year 3, to meet an expected level, children should be able to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,
 - reading books that are structured in different ways and reading for a range of purposes,
 - using dictionaries to check the meaning of words that they have read,
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally,
 - identifying themes and conventions in a wide range of books,
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action,
 - discussing words and phrases that capture the reader's interest and imagination,
 - recognising some different forms of poetry [for example, free verse, narrative poetry].
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context,
 - asking questions to improve their understanding of a text,
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence,
 - predicting what might happen from details stated and implied,
 - identifying main ideas drawn from more than 1 paragraph and summarising these,
 - identifying 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.

Reading – word reading

By the end of Year 3, to meet an expected level, children should be able to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, 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.

Writing

Writing – transcription

By the end of Year 3, to meet an expected level, children should be able to:

- use further prefixes and suffixes and understand how to add them - see English appendix 1.
- spell further homophones (eg to, too, two).
- spell words that are often misspelt - see English appendix 1.
- 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 2 or 3 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.

Writing – handwriting

By the end of Year 3, to meet an expected level, children should be able to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

By the end of Year 3, to meet an expected level, children should be able to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,
 - discussing and recording ideas.
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2,

- organising 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].
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements,
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proofread for spelling and punctuation errors.
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

By the end of Year 3, to meet an expected level, children should be able to:

- develop their understanding of the concepts set out in English appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although,
 - using the present perfect form of verbs in contrast to the past tense,
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition,
 - using conjunctions, adverbs and prepositions to express time and cause,
 - using fronted adverbials,
 - learning the grammar for year 3 in English appendix 2.
- indicate grammatical and other features by:
 - using commas after fronted adverbials,
 - indicating possession by using the possessive apostrophe with plural nouns,
 - using and punctuating direct speech.
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading.

Maths

Maths – number and place value

By the end of Year 3, to meet an expected level, children should be able to:

- 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 3-digit number (100s, 10s, 1s).
- compare and order numbers up to 1,000.
- identify, represent and estimate numbers using different representations.

- read and write numbers up to 1,000 in numerals and in words.
- solve number problems and practical problems involving these ideas.

Maths – addition and subtraction

By the end of Year 3, to meet an expected level, children should be able to:

- add and subtract numbers mentally, including:
 - a three-digit number and 1s,
 - a three-digit number and 10s,
 - a three-digit number and 100s.
- add and subtract numbers with up to 3 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.

Maths – multiplication and division

By the end of Year 3, to meet an expected level, children should be able to:

- 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.

Maths – fractions

By the end of Year 3, to meet an expected level, children should be able to:

- 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
- compare and order unit fractions, and fractions with the same denominators.
- solve problems that involve all of the above.

Maths – measurement

By the end of Year 3, to meet an expected level, children should be able to:

- 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 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, am/pm, 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].

Maths – geometry

By the end of Year 3, to meet an expected level, children should be able to:

- 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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.

Maths – statistics

By the end of Year 3, to meet an expected level, children should be able to:

- 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.

Reading

Children are provided with one or two reading books linked closely to their developing reading needs and ability. If they have progressed from the staged reading scheme, they will be on The Bridge, before becoming Free Readers and choosing their own reading books with guidance.

They will be encouraged to take ownership of the changing of their books where appropriate and are asked to approach their class teacher/TA or class monitors when they need their books changed.

In school, children are taught reading and writing skills **daily**, through English lessons and lots of other lessons too. We also read on a one-to-one basis with children and aim for an adult (class teacher or TA) to read in school with your child at least once a fortnight. They will also take part in whole class and group reading and discussion sessions each week.

Children will bring home their books every night along with their reading record. We ask for any reading completed at home to be recorded in the reading record, signed by an adult, so we can monitor their reading experiences at home and school. We are that children read to an adult at home **at least three times a week**.

Children will also have access to library books within school. These are chosen by the child and are to share at home, they are not necessarily linked to your child's ability to read but rather reflect their own interests.

As children progress in their reading in Year 3 and become more fluent readers, the focus will shift as there is more emphasis on the skills of **comprehension**. This means that children will spend more time talking about their understanding of the story, answering questions based on the acronym VIPERS which we use in Key Stage 2 to ask questions about:

Vocabulary

- What does this word/phrase/sentence tell you about the character/setting/mood?
- Can you find this word in the dictionary?
- By writing in this way, what effect has the author created?
- What other words/phrases could the author have used here?
- How has the author made you feel by writing...?
- Which word tells you that...?
- Find and highlight the word that is closest in meaning to...?

Inference

- What do you think.... means?
- Why do you think that?
- Why do you think...?
- How do you think....?

- Can you explain why....?
- What do these words mean and why do you think that the author chose them?
- Find and copy a group of words which show...?
- How does the description of ... show that they are...?
- Who is telling the story?
- Why has the character done this at this time?

Prediction

- Can you think of another story with a similar theme?
- Which stories have openings like this?
- Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?
- What happened before this and what do you think will happen after?
- Do you think the setting will have an impact on plot moving forward?

Explanation

- What is similar/different about two characters?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?
- Why do you think they chose to order the text in this way?
- What is the purpose of this text and who do you think it was written for?
- What is the author's viewpoint? How do you know?
- How are these two sections in the text linked?

Retrieval

- Who are the characters in this text?
- When / where is this story set? How do you know?
- Which part of the story best describes the setting?
- What do you think is happening here?
- What might this mean?
- How might I find the information quickly?
- What can I use to help me navigate this book?
- How would you describe the story?
- Whose perspective is the story told from?

Sequence

- What is the main point in this paragraph?
- Sum up what has happened so far in X words or less.
- Which is the most important point in these paragraphs?
- Do any sections/paragraphs deal with the same themes?
- Have you noticed any similarities between this text and any others you have read?
- What do I need to jot down to remember what I have read?

Homework

Homework provides an opportunity for children to consolidate learning at home, as well as providing parents with time to discuss what children have learned in school. At Barnham Primary School, we organise our homework into manageable, termly homework booklets to provide a flexible approach for families. These booklets aim to encourage regular practise of **English, Maths** and **Topic** work at home, practising and building on skills and knowledge taught in class.

Each child in Year 3 will be provided with a homework booklet at the start of each term. Homework at Barnham Primary School is **optional**, but strongly recommended. For each week there is a suggested piece of homework which links with what is taking place in class, or a piece that consolidates what the children have already learnt. We try and make our homework fun, relevant and tailored to the curriculum needs of the children.

If at any point the homework set in your child's home learning journal is unclear, or you need support in how to encourage your child to work at home, please discuss this with your child's class teacher.

Spelling

Spelling is taught in class and supported by weekly spelling homework. New spellings are sent home each Monday and quizzes are given each Friday. At the end of each term, we hold a Spelling Bee, quizzing children on a selection of 25 spellings from across the term.

The word lists sent home consist of words associated with the Year 3 curriculum spelling rules and words from the Year 3 and 4 word lists. When tested, children are often able to spell a group of words that they have learnt for homework. We ask that they focus on the rule or pattern they are learning so that they word build with greater accuracy in their independent writing.

Appendix 1: Word List Year 3 and 4

accident(ally)	fruit	probably
actual(ly)	grammar	promise
address	group	purpose
answer	guard	quarter
appear	guide	question
arrive	heard	recent
believe	heart	regular
bicycle	height	reign
breath	history	remember
breathe	imagine	sentence
build	increase	separate
busy/business	important	special
calendar	interest	straight
caught	island	strange
centre	knowledge	strength
century	learn	suppose
certain	length	surprise
circle	library	therefore
complete	material	though/although
consider	medicine	thought
continue	mention	through
decide	minute	various
describe	natural	weight
different	naughty	woman/women
difficult	notice	
disappear	occasion(ally)	
early	often	
earth	opposite	
eight/eighth	ordinary	
enough	particular	
exercise	peculiar	
experience	perhaps	
experiment	popular	
extreme	position	
famous	possess(ion)	
favourite	possible	
February	potatoes	
forward(s)	pressure	

Appendix 2: National Curriculum for England English Appendix 2

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Glossary of terms new to Y3		
preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like <i>before</i> or <i>since</i> can act either as prepositions or as conjunctions.	<i>Tom waved goodbye <u>to</u> Christy.</i> <i>She'll be back <u>from</u> Australia <u>in</u> two weeks.</i> <i>I haven't seen my dog <u>since</u> this morning.</i> Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]
conjunction	A conjunction links two words or phrases together.	<i>James bought a bat <u>and</u> ball.</i> [links the words <i>bat</i> and <i>ball</i> as an equal pair]

	There are two main types of conjunctions: co-ordinating conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair subordinating conjunctions (e.g. <i>when</i>) introduce a subordinate clause.	<i>Kylie is young <u>but</u> she can kick the ball hard.</i> [links two clauses as an equal pair] <i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause] <i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]
word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	<i>teach – teacher</i> <i>extend – extent – extensive</i> <i>grammar – grammatical – grammarian</i>
prefix	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	<i><u>overtake</u>, <u>disappear</u></i>
clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	<i>It was raining.</i> [single-clause sentence] <i>It was raining <u>but</u> we were indoors.</i> [two finite clauses] <i><u>If you are coming to the party</u>, please let us know.</i> [finite subordinate clause inside a finite main clause] <i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]
subordinate clause	A clause which is subordinate to some other part of the same sentence is a subordinate clause; for example, in <i>The apple <u>that I ate</u> was sour</i>, the clause <i>that I ate</i> is subordinate to <i>apple</i> (which it modifies). Subordinate clauses contrast with co-ordinate clauses as in <i>It was sour <u>but</u> looked very tasty.</i> (Contrast: main clause) However, clauses that are directly quoted as direct speech are not subordinate clauses.	<i>That's the street <u>where Ben lives</u>.</i> [relative clause; modifies <i>street</i>] <i>He watched her <u>as she disappeared</u>.</i> [adverbial; modifies <i>watched</i>] <i><u>What you said</u> was very nice.</i> [acts as subject of <i>was</i>] <i>She noticed <u>an hour had passed</u>.</i> [acts as object of <i>noticed</i>] Not subordinate: <i>He shouted, "<u>Look out!</u>"</i>

consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the bottom lip touching the top teeth] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.	
Fronted adverbial	Words or phrases placed at the beginning of a sentence which is used to describe the action that follows.	<u>Before sunrise</u>, Zach ate his breakfast. <u>After the rain stopped</u>, Sophie went outside to play.

Appendix 3: Year 3 Maths

As a school, we have a comprehensive Mathematics progression curriculum allowing children to build on skills from Year R to Year 6 (Parent guide to the 4 Operations). This sets out what Maths looks like for each year group. Below are the Year 3 steps and what they might look like for your child:

Counting, place value and mental methods of calculation

<u>By the end of Year 3:</u> I can add and subtract two digit numbers mentally.	Children will use knowledge of the number line methods to count on/back in units, then 10s. Children will use knowledge of partitioning. (See written methods of addition and subtraction)
I can use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers.	Children will understand that: $14 + 6 = 20$ So I know that $140 + 60 = 200$ $15 - 8 = 7$ So I know that $150 - 80 = 70$
I can derive associated division facts from known multiplication facts.	Children will use the knowledge that multiplication is the inverse of division: $5 \times 4 = 20$ So I know that $20 \div 4 = 5$ or $20 \div 5 = 4$
I can compare and order numbers up to 1000.	Children can say which number is larger or which number is smaller. They can read the < and > symbols as < less than, > greater than and use these alongside the = equals symbol to compare and order numbers. For example: $167 < 595$, $219 > 123$ or $300 + 300 = 600$
I can read and write numbers to at least 1000 in numerals and words	Children will be able to read and write 3-digit numbers to 1000. Children will be able to read numbers as words to 1000, for example 121 as one hundred and twenty one, 78 as seventy-eight.

Addition

<u>By the end of Year 3:</u> I can add 3-digit numbers using a written method. (These methods build on each other to develop understanding of the written methods leading to column addition.)	<u>Partition method:</u> $592 + 263 = 855$ $\begin{array}{r} 2 + 3 = 5 \\ 90 + 60 = 150 \\ 500 + 200 = 700 \\ \hline 700 + 150 + 5 = 855 \end{array}$	<u>Expanded Column Addition 1 (no exchanging):</u> $592 + 263 = 855$ $\begin{array}{r} 500 \quad 90 \quad 2 \\ + 200 \quad 60 \quad 3 \\ \hline 700 \quad 150 \quad 5 \end{array}$
	<u>Expanded Column Addition 2 (with exchanging):</u> $592 + 263 = 855$ $\begin{array}{r} 500 \quad 90 \quad 2 \\ + 200 \quad 60 \quad 3 \\ \hline 800 \quad 50 \quad 5 \\ 100 \end{array}$	<u>Column Addition:</u> $592 + 263 = 855$ $\begin{array}{r} 592 \\ + 263 \\ \hline 855 \\ 1 \end{array}$

Subtraction

<u>By the end of Year 3:</u> I can subtract 3-digit numbers using a written method.	<u>Expanded Column Subtraction (no exchanging):</u> $645 - 232 = 413$ $\begin{array}{r} 600 \quad 40 \quad 5 \\ - 200 \quad 30 \quad 2 \\ \hline 400 \quad 10 \quad 3 \end{array}$	<u>Expanded Column Subtraction (with exchanging):</u> $721 - 556 = 165$ $\begin{array}{r} 600 \quad 110 \\ 700 \quad 20 \quad 11 \\ - 500 \quad 50 \quad 6 \\ \hline 100 \quad 60 \quad 5 \end{array}$
	<u>Column Subtraction:</u> $645 - 231 = 413$ $\begin{array}{r} 6 \quad 4 \quad 5 \\ - 2 \quad 3 \quad 2 \\ \hline 4 \quad 1 \quad 3 \end{array}$	<u>Column Subtraction (with multiple exchanges):</u> $721 - 556 = 165$ $\begin{array}{r} 6 \quad 11 \\ 7 \quad 2 \quad 11 \\ - 5 \quad 5 \quad 6 \\ \hline 1 \quad 6 \quad 5 \end{array}$

Multiplication

<u>By the end of Year 3:</u> I can multiply two digit numbers by 2, 3, 4 or 5 as well as 10.	<u>Grid Method:</u> $39 \times 3 = 117$ <table border="1" style="margin: 10px auto;"> <tr> <td></td><td>30</td><td>9</td></tr> <tr> <td>x 3</td><td>90</td><td>27</td></tr> </table> $\begin{array}{r} 90 \\ + 27 \\ \hline 117 \\ 1 \end{array}$		30	9	x 3	90	27	<u>Expanded Column Multiplication:</u> $39 \times 3 = 117$ $\begin{array}{r} 39 \\ \times 3 \\ \hline 27 \\ + 90 \\ \hline 117 \end{array}$ 1
	30	9						
x 3	90	27						
I can recall and use multiplication facts (and associated division facts) for the 3x, 4x and 8x tables	Children will be able to recite the 3x, 4x and 8x tables in order, knowing the pattern of numbers as set out below: 3 6 9 12 15 18 21 24 27 30 33 36 4 8 12 16 20 24 28 32 36 40 44 48 8 16 24 32 40 48 56 64 72 80 88 96 When asked, children will be able to swiftly answer times tables questions for 3x, 4x and 8x table, for example 'what is 5 x 8?' and 'what is 40 ÷ 5?'							

Division

<u>By the end of Year 3:</u> I can divide two digit numbers by 2, 3, 4 or 5 as well as 10.	<u>Short Division:</u> $649 \div 3 = 216 \text{ r}1$ $\begin{array}{r} 2 \quad 1 \quad 6 \text{ r}1 \\ 3 \overline{) 6 \quad 4 \quad 9} \end{array}$
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