

My End of Year Maths Expectations



I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check.

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a *three-digit number and hundreds* mentally.

I can add and subtract a *three-digit number and tens* mentally.

I can add and subtract a *three-digit number and ones* mentally.

I can solve multiplication and division problems.

I can recall and use multiplication and division facts for the 8 times table.

I can use mental strategies to multiply a 2-digit number by 1 digit.

I can write and calculate statements for \times and \div using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 3 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can use efficient written methods to multiply a 2 digit and a 1-digit number.

I can compare the durations of events.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can estimate and read time with increasing accuracy and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII.

I can tell and write the time from an analogue clock in 12 and 24-hour clocks.

I can add and subtract amounts of money to give change using \pounds and p.

I can measure the perimeter of a 2D shape.

I can measure, compare, add and subtract volume/capacity (l/ml).

I can measure, compare, add and subtract mass (kg/g).

I can measure, compare, add and subtract lengths (m/cm/mm).

I can solve problems involving fractions.

I can compare and order fractions, and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole [$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I can recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make $\frac{3}{4}$ of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shapes using modeling materials.

I can draw 2-D shapes.

I solve two-step problems using presented data.

I solve one-step problems using presented data.

I interpret and present data using tables.

I interpret and present data using pictograms.

I interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

Multiplication and Division

Measurements

Fractions

Geometry

Statistics



My End of Year Reading Expectations



I attempt pronunciation of unfamiliar words drawing on prior knowledge and similar looking words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I can apply more knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Word Reading

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can use non-fiction texts to retrieve information.

I can explain how structure and presentation contribute to the meaning of texts.

I can identify the main point of a text.

I can use a dictionary to check the meaning of unfamiliar words.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can predict what might happen based on the details I have read.

I can ask relevant questions to get a better understanding of a text.

I can describe some of the different types of fiction books.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can read aloud and independently, taking turns and listening to others.

I can discuss what I have read.

I read a range of fiction, poetry, plays and non-fiction texts.

Comprehension

Reading 3

Exceeding Expectations

I can explore the relationship between a poet and the subject of a poem.

I can identify the way a writer sets out to persuade.

I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.

I can work out from the evidence in the text what characters are like.

I can investigate what is known about the historical setting and events and their importance to the story.

I can read ahead to determine direction and meaning in a story.

I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.

I can justify predictions by referring to the story.

I pause appropriately in response to punctuation and/or meaning.

I can skim materials and note down different views and arguments.

Exceeding

My End of Year Writing Expectations



To understand the formation of nouns using a range of prefixes, for example: super-, anti-, mis-, in-, im-, dis-, auto-, etc.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can use the first two or three letters of a word to check its spelling in the dictionary.

I can recognise and spell common homophones.

Spelling

I have a consistent legible style.

I understand which letters should be left unjoined.

I can join my letters using the diagonal and horizontal strokes.

Handwriting

I can use some fronted adverbials to start my sentences.

I can use similes to make my writing more interesting.

I can organise short paragraphs around a theme.

I can make improvements to grammar, vocabulary and punctuation.

I can proof read to check for errors in spelling and punctuation.

I can write non-narrative using simple organisational devices such as headings and sub-headings. headings and sub-headings.

I can write a narrative with a clear structure, setting and character and plot.

I can write using a variety of sentence lengths/types.

I can discuss a range of writing, focussing on its structure, grammatical features and use of vocabulary.

Composition

I can use commas after fronted adverbials.

I can accurately use inverted commas to punctuate direct speech.

I can usually use correct grammatical structures (e.g. noun/verb agreement - e.g. We were / I was).

I can use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play / He went out to play).

I can use ! ? . , A ' accurately.

I can use adventurous adjectives to create impact on the reader.

I can use prepositions to specify and describe (e.g. above, behind, next to, under, in between, along, until, etc.).

I can use linking adverbs (e.g. next, now, soon, then, etc.).

I can use subordinating conjunctions (e.g. after, although, as, before, while, when, if, because, etc.) to join clauses.

I can use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.

Grammar and Punctuation

Transcription

Writing

Exceeding Expectations

I can check punctuation and use inverted commas and apostrophes accurately.

I can choose the most appropriate style of writing to suit the needs of the situations, eg. poems, lists, letters, reports.

I can describe characters and include feelings and emotions where needed.

I can include descriptions of events and characters in a variety of styles and can sometimes use humour.

I can vary sentences, adding phrases to make the meaning more precise.

I can use powerful verbs to show character or add impact.

I use words that have not been used before when describing events, characters and feelings.

I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.

I give careful thought to the planning of writing and re-read it as a matter of course.

I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.

Exceeding