

Year 3

Core Subjects



Year 3 Writing Toolkit

statement

A sentence that tells the reader a fact, idea or opinion.

The sky is blue.

My favourite colour is green.

command

A sentence that gives an instruction or tells you to do something.

Please can you pass me your book.

Line up quietly.

exclamation

A sentence that shows intense feeling or surprise. Ends with an exclamation mark.

Oh dear!

What a great friend you are!

question

A sentence that asks something. Always ends with a question mark.

What time is lunch?

How are you going to get there?

1st, 2nd or 3rd Person

shows the narrative point of view

1st person: I, we, me, my, mine, our, ours.

2nd person: you, your yours.

3rd person: he, his, him, she, her, hers, it, its, their, theirs

present perfect form

Used to describe past actions which are related to the present.

He has gone out to play.

I have finished my work.

inverted commas

Inverted commas are used to indicate direct speech.

"Did you hear that noise?" whispered Sam.

pronouns

Using pronouns avoids repetition of the noun and helps cohesion

She waved to him.
His mother is over there.
This will be an overnight visit.

apostrophe for possession

the girl's eyes (shows singular possession)

the girls' eyes (shows plural possession)

expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.

beautiful, blue sky

The adjectives must not be synonyms and must have a comma to separate them.

the fox in the playground

coordinating conjunctions

Connects two main clauses.

for, and, nor, but, or, so, yet

subordinating conjunctions

Connects a subordinate clause to a main clause

when, if, because, although

fronted adverbials

Used at the start of a sentence to describe manner, time or place. Must be followed by a comma.

In the early morning,
With great caution,

All can be used to inform time, place and cause.

Conjunctions link words and phrases together.

Adverbs modify verbs, adjectives and clauses.

Preposition describes location, place or time - before a noun.

A **full stop** comes at the end of a sentence that is complete and finished. The boy ran across the road.
A **question mark** comes at the end of a sentence that is asking a question. What time is lunch?
An **exclamation** is something you say or shout that shows you are very happy, angry, or surprised. Oh dear!
A comma can be used to separate items in a list. I like cheese, lettuce and tomato in my sandwich. There is no comma before 'and'.

A noun phrase adds detail to the noun. *the **big** bear…a **black** dog…an **old, wooden** boat…the bird with **golden feathers**…*
*It does not need to be 2 adjectives + noun, a noun can be modified by a noun. *bed socks…history book…ankle boots*

First, second, and third person show the narrative point of view.
1st person: I, we, me, my, mine, our, ours.
I went shopping. The picnic is ours for lunch.
We had a great time.
2nd person: you, your yours.
You are kind. The gift is all yours.
3rd person: he, his, him, she, her, hers, it, its, their, theirs…
He is running fast.
They preferred to play football.
Sally watched the game.

The present perfect verb form, instead of the simple present.

- She **has worked** in the bank for five years.
- They **have lived** in that house for years.

Inverted commas (also known as speech marks) show when people are actually speaking: this is known as direct speech.
"I'm beginning to understand," he said.

" " At the start and end of what is being said.

Year 3

- Use capital letters, full stops, question marks, exclamation marks and commas for lists.
- Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause
  - Use conjunctions (when, so, before, after, while, because).
  - Use adverbs (e.g. then, next, soon).
  - Use prepositions (e.g. before, after, during, in, because of).
- Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use punctuation mostly accurately, including some use of inverted commas to indicate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility.

A group of linked sentences that are usually about the same thing. A new **paragraph** starts when you are writing about a new idea, person, place or event. Start the new paragraph on a new line.
In stories this could be the **beginning**, **middle** and **end**.

In a report, this could be a new paragraph for each section of the report using headings and subheadings.
Heading = All about Cats
Subheadings = **Diet of a Cat** **Cat Breeds**

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text. 	Make inferences from the text. 	Predict what you think will happen based on the information that you have been given. 	Explain your preferences, thoughts and opinions about the text. 	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence the key events in the story. 
Example questions • What does the word ..... mean in this sentence? • Find and copy a word, which means ..... • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ..... is repeated in this section?	Example questions • Why was..... feeling.....? • Why did ..... happen? • Why did ..... say .....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does ..... make you feel?	Example questions • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?	Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	Example questions • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did ..... happen? • How did .....? • How many.....? • What happened to.....?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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

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TIMES TABLES

THE KEY TO MATHS SUCCESS

1x	2x	3x	4x	5x	6x
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5	6 × 1 = 6
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10	6 × 2 = 12
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15	6 × 3 = 18
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20	6 × 4 = 24
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25	6 × 5 = 30
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30	6 × 6 = 36
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35	6 × 7 = 42
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40	6 × 8 = 48
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45	6 × 9 = 54
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50	6 × 10 = 60

7x	8x	9x	10x	11x	12x
7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120



PRACTICE EVERY DAY
AND YOU WILL SUCCEED!

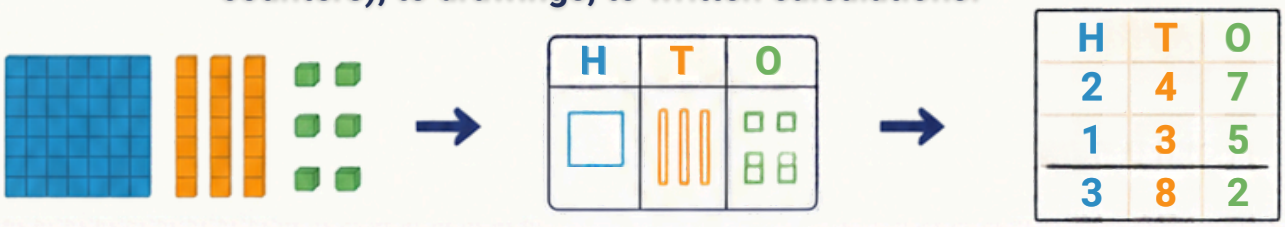


LOWER KEY STAGE 2 | YEARS 3–4:

HOW WE DO WRITTEN MATHS

HUNDREDS TENS ONES

Children move from practical resources (Base 10 place-value counters), to drawings, to written calculations.



1 COLUMN ADDITION | WITH EXCHANGING

247 + 135 = 382

H	T	O
2	4	7
+ 1	3	5
3	8	2
	1	

1. Align digits by place value.
2. Add ones first.
3. Exchange 10 ones for 1 ten.
4. Then add tens and hundreds.



2 COLUMN SUBTRACTION | WITH EXCHANGING

352 − 178 = 174

H	T	O
2 ~~3~~	1 ~~4~~ 5	1 ~~2~~
- 1	7	8
1	7	4

- Align place values.
- Exchange 1 ten for 10 ones and regroup as needed.
- Subtract ones, then tens, then hundreds.



★ The total value stays the same.

3 MULTIPLICATION | PARTITIONING → GRID → COLUMN

4 × 15 = (4 × 10) + (4 × 5) = 40 + 20 = 60

Partition first; use a grid; progress towards the formal column method.

Partition

15

10 | 5

4 × 10 = 40 | 4 × 5 = 20

40 + 20 = 60

Grid

X	10	5
4	40	20

40 + 20 = 60

Column

23 × 3

9 ← 3 × 3 ones = 9 ones

60 ← 3 × 2 tens = 6 tens

69

3 × 23 = 69

4 DIVISION | SHARING & GROUPING → SHORT DIVISION

48 ÷ 4 = 12

Share and group with practical resources before recording short division.

4 tens shared as 1 ten each

8 ones shared as 2 ones each

12

13 ÷ 4 = 3 remainder 1



3 in each group | 1 left over

$$4\overline{)13}\quad 3,\ 12,\ 1$$

WHAT TO SAY AT HOME

- What does each digit represent?
- Can you show it with counters or a drawing?
- Where did you exchange?
- How can you check your answer?

YEAR 3 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
product	result of two factors multiplied against each other	3 x 5 = 15
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36…

Roman numerals

1	I	7	VII
2	II	8	VIII
3	III	9	IX
4	IV	10	X
5	V	11	XI
6	VI	12	XII

Measurement conversions

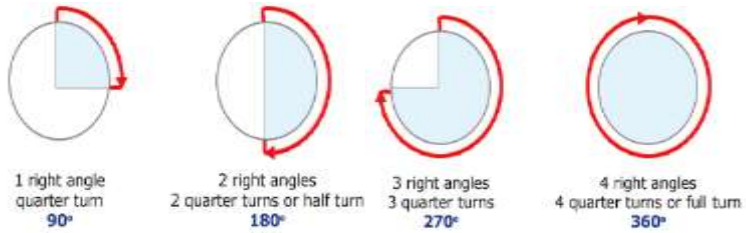
Month	Days
January	31
February	28 (29 in leap year)
March	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (≈ 52 weeks) Leap year = 366 days	

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,4) = go right 3, down 4.

Angles



2D shapes

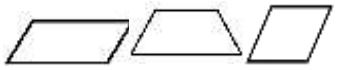
Name	No. of sides
triangle	3
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle



Types of quadrilateral



PERIMETER

Is the total distance around a shape.

AREA

Is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

3D shapes





	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Fractions & decimals

$^1/_{10}$	0.1
$^2/_{10}$	0.2
$^3/_{10}$	0.3
$^4/_{10}$	0.4
$^5/_{10}$	0.5
$^6/_{10}$	0.6
$^7/_{10}$	0.7
$^8/_{10}$	0.8
$^9/_{10}$	0.9
$^{10}/_{10}$	1.0
$^1/_2$	0.5
$^1/_4$	0.25
$^3/_4$	0.75

Time

60 seconds = 1 minute

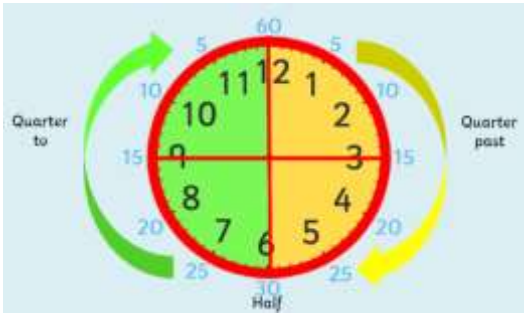
60 minutes = 1 hour

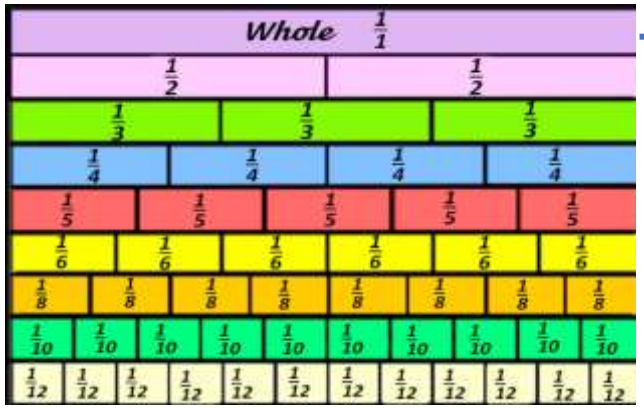
24 hours = 1 day

7 days = 1 week

365 days = 1 year

52 weeks = 1 year





Numerator

Denominator

Equivalent

Fraction

Part

Whole

Equal