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This booklet has been produced to provide parents and carers with information about the end of year expectations for Y3. These are academic expectations but also personal and social ones too.

We work hard in school to teach your child the knowledge and skills they will need to be 'Y4 ready'.

Please could we ask you to help during the holidays with the following areas of learning to ensure they are ready for next year.

If you need any advice or further help, please get in touch with the class teacher.

Thank you!

## Ryhill Junior, Infant and Nursery School

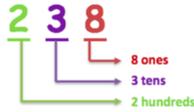


Things you need to know before starting Year 4

## Maths

- I can compare & order numbers up to 1000.
- I can read & write all numbers to 100 in digits and words.
- I can find 10 or 100 more/less than a given number.
- I can count from 0 in multiples of 4,8,50 and 100.
- I can recall & use multiplication & division facts for 3,4,8 tables.

- I can recognise place value of any 3-digit number.



- I can add and subtract: Numbers with up to 3-digits using the written column method.

	2	5	6		5	6 <sup>5</sup>	12
+	1	2	7		-	3	1
	3	8	3			2	4

- I can estimate and use inverse to check.

Question	Estimate	Exact answer
705 - 194	700 - 200 = 500	511

Inverse example:  
 $500 - 285 = 215$

- I can multiply a 2-digit by 1-digit.

	T	O
	2	4
x		2
	4	8

- I can count up and down in tenths.

- I can compare and order fractions with the same denominator.

$$\frac{3}{5} \leftarrow \text{numerator}$$

$$\frac{3}{5} \leftarrow \text{denominator}$$



- I can add and subtract fractions with same denominator.

$$\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$$

- I can tell the time using 12 and 24 hour clock

- I can tell the time to the nearest minute.

- I know the number of days in each month and number of seconds in a minute.

## Reading

- I can read 4 times each week.
- I can comment on the way characters relate to one another.
- I know which words are essential in a sentence to retain meaning.
- I can talk about characters' feelings, thoughts and motives from their actions.
- I can recognise how commas are used to give more meaning.
- I can recognise: plurals, pronouns (e.g. *I, you*), collective nouns (e.g. *assembly, family, crew*) and adverbs. (slowly).

## Writing

- I can use conjunctions (when, so, before, after, while, because).
- I can use adverbs (e.g. then, next, soon).
- I can use prepositions (e.g. before, after, during, in, because of).
- I can experiment with adjectives to create impact.
- I can correctly use verbs in 1st, 2nd and 3rd person.
- I can use inverted commas to punctuate direct speech.
- I can write under headings and sub-headings.
- I can write with increasing legibility, consistency and fluency.

## Personal, Social and Emotional development

- I can walk sensibly to the playground without an adult.
- I can solve problems with my peers both in and out of lessons without using an adult.
- I can look after the equipment in my pencil case without losing it.
- I can make sure I walk across roads and car parks safely on the way to and from school.
- I can use technology in school responsibly and to store and organise my digital documents.
- I can pack and organise my own school equipment including PE kit and homework.
- I can pass on messages from school to an adult.
- I can work effectively with a variety of peers.
- I can concentrate on my learning for 40 minutes.

