

# **Netherton Necessities**



**Number, Reading, Writing**

**YEAR 3**

### **Netherton Necessities for Year 3**

**The Netherton Necessities are the key skills that have been identified as priority skills for each child in Numeracy and Literacy in each year group. They are skills set out in the 2014 National Curriculum for schools.**

**We know that if a child is working at their age expected levels they will have secured all of these skills by the end of the year and may well be achieving more.**

**It is important that these skills have not just been covered, but are securely understood and known by the children. These are the key skills that will be the bedrock of the work they do in Year 4.**

**We will be learning these in school, but please find any and every opportunity to teach, practise and consolidate these skills at home.**

**Find interesting and exciting ways to do it; if your child likes singing, then encourage them to learn tables or number facts to the tune of their favourite songs. Write interesting stories or create a blog...**

**Time spent on these areas will not be time wasted. Please try to ensure that these skills are available at the tip of the tongue – by doing so your child will grow in confidence, know success and will be greatly helped in their learning.**

**Thank You.**

**Year 3**

## **Netherton Necessities Number Key Skills and Knowledge**

### **Place Value**

- Count from 0 in multiples of 4, 8, 50 and 100
- Find 10 or 100 more than a given number
- Compare and order numbers to 1000
- Read and write numbers up to 1000 in numerals and in words
- Know value of each digit in a 3 digit number (hundreds, tens, ones)
- Solve simple problems involving place value e.g.  $146 = 100 + 46$  or  $130 + 16$
- Use money and measures to become fluent in place value with numbers up to 1000

### **Number – Addition and Subtraction**

- Know by heart addition & subtraction facts to 20 and use these related facts to solve problems up to 100
- Add and subtract mentally three-digit numbers and ones, tens or hundreds e.g.  $325 - 7$ ,  $382 - 30$ ,  $367 - 200$
- Add and subtract numbers with up to three digits, using formal column written methods
- Use pairs of numbers that total 100 (and subtraction facts) to solve money problems
- Use partitioning to solve simple addition and subtraction problems
- Add and subtract mentally two-digit numbers (including where the addition answer can exceed 100)

### **Number – Multiplication and Division**

- Know by heart  $\times 2$ ,  $\times 3$ ,  $\times 4$ ,  $\times 5$ ,  $\times 8$  and  $\times 10$  (and related division facts).
- Use doubling to connect the 2, 4 and 8 times tables
- Understand the relationship (commutativity) between multiplication and division facts e.g.  $2 \times 3 = 6$  so  $6 \div 3 = 2$
- Use multiplication and division facts to calculate with larger numbers e.g.  $2 \times 4 = 8$  so  $20 \times 4 = 80$  and  $80 \div 40 = 2$
- Develop formal written methods for short multiplication and division, starting with two and one-digit numbers
- Solve simple word problems e.g. Share 12 sweets between 4 children or 4 cakes shared equally between 8

### **Fractions**

- Count up and down in tenths
- Understand that one tenth is the result of dividing an object, shape or quantity into ten parts

	<ul style="list-style-type: none"> <li>• Understand one tenth as the decimal value of 0.1</li> <li>• Use decimal notation of money and know value of amounts. (introducing decimals)</li> <li>• Find a fraction of a quantity, shape or number, using simple fractions e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math> etc by dividing the quantity by the denominator</li> <li>• Add and subtract simple fractions of the same denominator and relate these to worded problems e.g. <math>\frac{3}{7} + \frac{2}{7} = \frac{5}{7}</math></li> </ul>
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<b>Year 3 and 4</b>	<b>Netherton Necessities Reading</b>
	<p><b>Reading words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of words they meet (Y3 +Y4 Wordlist)</li> <li>• Read further exception words, noting unusual spelling and sounds</li> <li>• Test out different pronunciations that may fit the new words they meet e.g. the tech (tek not tetch) in technical</li> <li>• <b>Comprehension</b></li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>• Use dictionaries to check meanings</li> <li>• Prepare poems and play scripts to read aloud</li> <li>• Recognise different forms of poetry</li> <li>• Checking that the text they read makes sense to them</li> <li>• Work out how characters feel and why they might act in certain ways</li> <li>• Find and record information from non-fiction sources, using elements e.g. contents, indexes, sub-headings etc to locate key information</li> </ul>

Year 3 and 4	Netherton Necessities Writing		
	Spelling and Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use a greater range of prefixes and suffixes</li> <li>• Spell further homophones</li> <li>• Spell correctly words that are commonly misspelt</li> <li>• Place the possessive apostrophe correctly for plurals e.g. the girls' and group plurals e.g. children's</li> <li>• Use up to the first three letters of a word to check its spelling in a dictionary</li> </ul> <p>Write from dictation that includes words and punctuation taught</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes to join letters</li> <li>• Improve the consistency and quality of writing by making downstrokes of letters parallel and spacing lines so that ascenders and descenders do not touch</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearse sentences orally to build up a rich vocabulary and variety of sentence structures</li> <li>• Organise paragraphs around a theme</li> <li>• Use sub-headings in factual writing</li> <li>• Proof read and edit writing to improve it and check for consistency e.g. pronouns, tense, spelling and punctuation</li> <li>• Read own writing aloud, using expression to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of conjunctions e.g. when, if, because, although</li> <li>• Use conjunctions to express time and cause</li> <li>• Choosing pronouns for clarity and to avoid repetition</li> <li>• Change the order of words so that the action comes second e.g. 'The day after tomorrow, we will be going to the seaside'</li> <li>• Using the apostrophe for plural nouns</li> <li>• Punctuate direct and indirect speech</li> <li>• Use the grammar terms: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (speech marks), determiner, pronoun, possessive pronoun, adverbial</li> </ul>

## Word Lists

### First 100 words

the	was	that	what	not	do	look	get	put	if
and	you	with	there	then	me	don't	just	could	help
a	they	all	out	were	down	come	now	house	Mrs
to	on	we	this	go	dad	will	came	old	called
said	she	can	have	little	big	into	oh	too	here
in	is	are	went	as	when	back	about	by	off
he	for	up	be	no	it's	from	got	day	asked
I	at	had	like	mum	see	children	their	made	saw
of	his	my	some	one	looked	him	people	time	make
it	but	her	so	them	very	Mr	your	I'm	an

### Next 200 words

water	away	good	want	over	how	did	man	going	where
would	or	took	school	think	home	who	didn't	ran	know
bear	can't	again	cat	long	things	new	after	wanted	eat
everyone	our	two	has	yes	play	take	thought	dog	well
find	more	I'll	round	tree	magic	shouted	us	other	food
fox	through	way	been	stop	must	red	door	right	sea
these	began	boy	animals	never	next	first	work	lots	need
that's	baby	fish	gave	mouse	something	bed	may	still	found
live	say	soon	night	narrator	small	car	couldn't	three	head
king	town	I've	around	every	garden	fast	only	many	laughed
let's	much	suddenly	told	another	great	why	cried	keep	room
last	jumped	because	even	am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window	sleep	feet	morning	queen
each	book	its	green	different	let	girl	which	inside	run
any	under	hat	snow	air	trees	bad	tea	top	eyes
fell	friends	box	dark	grandad	there's	looking	end	than	best
better	hot	sun	across	gone	hard	floppy	really	wind	wish
eggs	once	please	thing	stopped	ever	miss	most	cold	park
lived	birds	duck	horse	rabbit	white	coming	he's	river	liked
giant	looks	use	along	plants	dragon	pulled	we're	fly	grow

## Word List Year 3 and 4

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

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

