



# YEAR 3 LEARNING EXPECTATIONS

Updated Sept '21

Unit 1 - Who We Are (ongoing) Unit 2 - Where We Are in Place and Time Unit 3 - How the World Works

Term 1

## MATHS

### Number

The base 10 place value system is used to represent numbers and number relationships, and can be extended to represent magnitude.

- ★ Model numbers to hundreds or beyond using the base 10 place value system
- ★ Model addition and subtraction of whole numbers
- ★ Estimate quantities to 100 or beyond
- ★ Round numbers to the nearest 10 and 100
- ★ Read, write, and use whole numbers up to hundreds or beyond in real-life situations

The operations of addition and subtraction are related to each other and are used to process information to solve problems. There are many mental methods that can be applied for exact and approximate computations.

- ★ Develop strategies for memorizing addition and subtraction number facts
- ★ Model addition and subtraction to 100 partitioning tens and units.
- ★ Describe mental and written strategies for adding and subtracting two-digit numbers
- ★ Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations

### Pattern and Function

Functions are relationships or rules that uniquely associate members of one set with members of another set.

- ★ Reliably count by 2, 3, 4, 5, 10s and recognize patterns using a 100s chart
- ★ Recognize, create, describe and extend number sequences, visual and concrete patterns
- ★ Understand and use the inverse relationship between addition and subtraction

### Measurement

Estimation allows us to measure with different levels of accuracy.

- ★ Estimate, measure, label and compare using non-standard units of measurement: length, perimeter, area, time, capacity, mass and temperature
- ★ Estimate and measure using centimetres, metres, grams, kilograms, and litres Understand the relationship between metric units (e.g. centimetres and metres) – Liters and milliliters only
- ★ Estimate and measure using centimetres, metres, grams, kilograms, and litres
- ★ Begin to understand that measures can fall between number on a measurement scale (e.g. 2.5 kg, 3 and 4 cm, etc.)



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- ★ Understand the relationship between metric units (e.g. centimetres and metres)
- Objects and events have attributes that can be measured using appropriate tools.**
- ★ Select the appropriate tool and unit of measurement to solve real life problems
  - ★ Read and write analogue and digital time to the nearest quarter hour, half-hour, hour
  - ★ Understand the relationship between days, weeks, months and years

## Data Handling

**Data can be collected, organized, displayed and analyzed in different ways.**

- ★ Gather data to answer a question, using a simple survey with a limited number of responses (e.g. What is your favorite colour?)
- ★ Collect, organize and interpret data using bar graphs, pictographs, trees and Carroll and Venn diagrams and use mathematical language to describe the data (e.g. three more students walked to school than took the bus)

## LANGUAGE

### Reading

**Different types and texts serve different purposes.**

- ★ **Develop personal preference, selecting books for pleasure and information**
- ★ Read texts at an appropriate level, independently, confidently and with good understanding using a variety of reading strategies
- ★ Understand the differences between fiction and non-fiction and use books for particular purposes; with increasing independence

**Applying a range of strategies helps us to read and understand new texts. Different types and texts serve different purposes. What we already know enables us to understand what we read**

- ★ Read a variety of texts aloud with appropriate fluency, accuracy, pacing, intonation and expression at year level
- ★ Instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols
- ★ Retell the key information from non-fiction texts

**The structure and organization of written language influences and conveys meaning.**

- ★ Understand sound-symbol relationships and apply reliable phonetic strategies when decoding print
- ★ Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation



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## Writing

We write in different ways for different purposes

- ★ Engage with the process of writing
- ★ Write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading
- ★ write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing

The structure of different types of texts includes identifiable features.

- ★ Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- ★ Apply capitalisation and punctuation consistently e.g. full stops, apostrophes, exclamation marks, question marks and quotation marks
- ★ Write legibly and in a consistent style

When writing, the words we choose and how we choose to use them enables us to share our imaginings and ideas.

- ★ Use appropriate writing conventions, for example, word order, word choice as required by the language(s) of instruction
- ★ Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words

## Speaking and Listening

**Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding.**

- ★ Use language for a variety of personal purposes, for example, reflections, questions/answers, and sharing ideas and knowledge
- ★ Express thoughts, ideas and opinions and discuss them, respecting contributions from others
- ★ Follow multi-step directions (2nd term)
- ★ Use language to explain, inquire and compare
- ★ Begin to understand that language use is influenced by its purpose and the audience
- ★ Understand and use specific vocabulary to suit different purposes

## Viewing and Presenting

**Different visual techniques produce different effects and are used to present different types of information.**

- ★ Talk about their own feelings in response to visual messages; show empathy for the way other might feel



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	<ul style="list-style-type: none"> <li>★ Attend to visual information showing understanding through discussion, role play, illustrations</li> <li>★ Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip</li> <li>★ Use a variety of implements to practice and develop handwriting and presentation skills</li> <li>★ Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame</li> </ul>
	<p><b>Social Studies</b>  <u>Strand: Human and Natural Environments</u></p> <ul style="list-style-type: none"> <li>★ The study of the distinctive features that give a place its identity</li> <li>★ How people adapt to and alter their environment; how people experience and represent place</li> <li>★ Students will begin to have an understanding that we need to look at our rights and responsibilities as well as the consequences of our actions.</li> <li>★ Students will identify different types of maps and recognise features in maps</li> <li>★ Students will make connections between where they live and their environment</li> </ul>
	<p><b>Science</b>  <u>Strand: Forces and Energy</u></p> <ul style="list-style-type: none"> <li>★ The study of forces</li> <li>★ The application of scientific understanding through inventions and machines</li> </ul>
	<p><b>PSPE (yearlong)</b>  <u>Strand: Identity</u></p> <ul style="list-style-type: none"> <li>★ How learner's concept of self and feelings of worth affect his or her approach to learning and how he or she interacts with others</li> </ul> <p><u>Strand: Interactions</u></p> <ul style="list-style-type: none"> <li>★ Behaviours, rights and responsibilities of individuals and their relationships with others, communities, society and the world around them</li> <li>★ Students will develop an understanding of being a responsible learner.</li> <li>★ Describe similarities and differences between themselves and other through exploration of cultures, appearance, gender, ethnicity, and personal preferences.</li> <li>★ Describe how personal growth has resulted in new skills and abilities</li> <li>★ Identify feelings and begin to understand how these are related to behavior</li> </ul>
<p>Unit 4 - Sharing the Planet   Unit 5 - How We Organise Ourselves   Unit 6 - How We Express Ourselves</p>	



# YEAR 3 LEARNING EXPECTATIONS

Term 2/3

## MATHS

### Number

The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems. There are many mental methods that can be applied for exact and approximate computations.

- ★ Recall doubling facts.
- ★ Understand number patterns in the multiplication tables to learn and use facts for: 2,3,4,5 and 10
- ★ Multiply one-digit and two-digit numbers by 10 or 100, and describe the outcome
- ★ Model 2 by 1 digit multiplication problems with 1 ten (e.g.  $20 \times 4$ )
- ★ Division using related multiplication table facts. (e.g.  $56 \div 7 = 8$ , etc.)
- ★ Understand situations that involve multiplication and division
- ★ Understand that multiplication is repeated addition
- ★ Model multiplication and division of whole numbers Use the language of multiplication and division (i.e. factor, multiple, product)
- ★ Understand situations that involve multiplication and division
- ★ Understand that multiplication is repeated addition
- ★ Model multiplication and division of whole numbers Use the language of multiplication and division (i.e. factor, multiple, product) Read and write fractions Use fractions in real-life situations

Fractions are ways of representing whole part relationships

- ★ Identify and represent simple fractions with denominators up to 10 using manipulatives, pictures and fractional notation
- ★ Understand a fraction as the quantity when a whole is partitioned into equal parts
- ★ Understand and model the concept of equivalence to 1 whole using common fractions (e.g. 1 whole = two halves, four quarters, three thirds)

### Pattern and Function

Functions are relationships or rules that uniquely associate members of one set with members of another set.

- ★ Reliably count by 2, 3, 4, 5, 10s and recognize patterns using a 100s chart
- ★ Recognize, create, describe and extend number sequences, visual and concrete patterns
- ★ Understand and use the inverse relationship between addition and subtraction
- ★ Begin to understand the inverse relationship between multiplication/ division (with manipulatives)

### Shape and Space

Shapes are classified and named according to their properties. Specific vocabulary can be used to describe an object's



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## position in space

- ★ analyse and describe the relationships between 2D and 3D shapes
- ★ Sort, describe and identify 2D polygons and 3D shapes by geometric properties (e.g number of sides or vertices, number and shape of faces, etc.)
- ★ Identify, describe and model congruency in 2D shapes and combine and transform 2D shapes to make another shape
- ★ Identify and create symmetrical patterns
- ★ understand that geometric shapes are useful for representing real-world situations

Specific vocabulary can be used to describe an object's position in space.

- ★ Locate features on a grid using simple coordinates in the first quadrant
- ★ Give and follow directions to familiar places in the school environment
- ★ Determine the view to be represented when using a simple map, plan or grid to give directions, or to locate or arrange places or objects

## Data Handling

**Data can be collected, organized, displayed and analyzed in different ways.**

- ★ Gather data to answer a question, using a simple survey with a limited number of responses (e.g What is your favorite colour?)
- ★ Collect, organize and interpret data using bar graphs, pictographs, trees and Carroll and Venn diagrams and use mathematical language to describe the data (e.g. three more students walked to school than took the bus)

## LANGUAGE

### Reading

Identifying the main ideas in the text helps us to understand what is important.

- ★ Identify simple structural patterns found in informational text (e.g. main idea and details) with support from graphic organizers
- ★ Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome

Different types and texts serve different purposes. What we already know enables us to understand what we read.

- ★ Understand the differences between fiction and non-fiction and use books for particular purposes; with increasing



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- ★ Use reference books, dictionaries and web-based applications with increasing independence and responsibility

What we already know enables us to understand what we read.

- ★ Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- ★ Recognise unfamiliar words using a variety of decoding skills e.g. base words, prefixes and suffixes, graphemes, phonemes
- ★ Recognising the patterns that make syllables and words

## Writing

The structure of different types of texts includes identifiable features.

- ★ Proofread their own writing and make some corrections and improvements
- ★ Begin to use increasingly accurate grammatical constructs
- ★ Follow a plan for writing familiar genres, using planning, drafting, editing and reviewing processes

Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.

- ★ Begin to sequence paragraphs logically containing information related to the main idea
- ★ With teacher guidance, published written work, in handwritten form or in digital format.

Thinking about storybook characters and people in real life helps us to develop characters in our own stories.

- ★ Use graphic organizers to plan writing, for example, Mind Maps, storyboards
- ★ Use feedback from teachers and other students to improve their writing

When writing, the words we choose and how we choose to use them enables us to share our imaginings and ideas.

- ★ identify and use common nouns, proper nouns, verbs, pronouns, prepositions, adjectives, synonyms and antonyms
- ★ Identify and use prefixes e.g. un, and suffixes e.g. ing, ed, er, est, ment, ness, ful, less, ly
- ★ Use knowledge of written code patterns to accurately spell high-frequency and familiar words





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- ★ Use a wide range of connectors, e.g. when, if, that, because, or, and, but, although

## Speaking and Listening

Spoken language varies according to the purpose and audience. Spoken communication is different from written communication - it has its own set of rules.

- ★ Use language to explain, inquire and compare
- ★ Understand and use specific vocabulary to suit different purposes
- ★ Hear and appreciate differences between languages.
- ★ Begin to communicate in more than one language
- ★ Realize that word order can change from one language to another

Spoken communication is different from written communication - it has its own set of rules.

- ★ Use language for a variety of personal purposes, for example, reflections, questions/answers, and sharing ideas and knowledge
- ★ Follow multi-step directions
- ★ Understand and use specific vocabulary to suit different purposes

People interpret messages according to their unique experiences and ways of understanding.

- ★ Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- ★ Understand and use specific vocabulary to suit different purposes

## Viewing and Presenting

Visual texts provide alternative means to develop new levels of understanding.

- ★ Show their understanding that visual messages influence our behaviour
- ★ Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
- ★ Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip





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	<p>Different visual techniques produce different effects and are used to present different types of information.</p> <ul style="list-style-type: none"> <li>★ Talk about their own feelings in response to visual messages; show empathy for the way others might feel</li> <li>★ Observe visual images and begin to appreciate, and be able to express that they have been created to achieve particular purposes</li> </ul>
	<p><b>Social Studies</b>  <u>Strand: Human Systems and Economic Activities</u></p> <ul style="list-style-type: none"> <li>★ The study of how and why people construct organizations and systems</li> <li>★ The ways in which people connect locally and globally</li> </ul> <p><u>Strand: Resources and the environment</u></p> <ul style="list-style-type: none"> <li>★ The interaction between people and the environment; the study of how humans allocate and manage resources</li> </ul>
	<p>Science  <u>Strand: Living Things</u></p> <ul style="list-style-type: none"> <li>★ Students will understand their responsibility towards sharing natural resources and find solutions to use resources wisely</li> <li>★ Develop awareness of problems associated with the use of natural resources and ways to solve these problems</li> </ul>
	<p><b>PSPE (yearlong)</b>  <u>Strand: Identity</u></p> <ul style="list-style-type: none"> <li>★ How learner's concept of self and feelings of worth affect his or her approach to learning and how he or she interacts with others</li> </ul> <p><u>Strand: Interactions</u></p> <ul style="list-style-type: none"> <li>★ Behaviours, rights and responsibilities of individuals and their relationships with others, communities, society and the world around them</li> <li>★ Students will develop an understanding of being a responsible learner.</li> <li>★ Describe similarities and differences between themselves and other through exploration of cultures, appearance, gender, ethnicity, and personal preferences.</li> <li>★ Describe how personal growth has resulted in new skills and abilities</li> <li>★ Identify feelings and begin to understand how these are related to behavior</li> </ul>