



Year 3 English

Spoken Language

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).

- I can retell a story using narrative language and add relevant detail. I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

Reading

Word Reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

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

- I can discuss the texts that I read.
 - I can read aloud and independently, taking turns and listening to others.
 - I can explain how non-fiction books are structured in different ways and can use them effectively.
 - I can explain some of the different types of fiction books.
 - I can ask relevant questions to get a better understanding of a text.
 - I can predict what might happen based on details I have.
 - I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
 - I can use a dictionary to check the meaning of unfamiliar words.
 - I can identify the main point of a text.
 - I can explain how structure and presentation contribute to the meaning of texts.
 - I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Writing: Spellings

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.



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Writing: Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Grammar and Punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.



Year 3 Maths

Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

Fractions, Decimals and Percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

Calculations

- I can add and subtract mentally, including:
 - A 3-digit number and ones
 - A 3-digit number and tens
 - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Year 3 Maths

Geometry: Properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.

Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.



Year 3 Religious Education

Learning about religion:

- Can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences
- Can make links between beliefs and sources, including religious stories and sacred texts
- Has begun to identify the impact that religion has on believers' lives.
- Can describe some forms of religious expression

Learning from religion:

- Can identify what influences them, making links between aspects of their own and others experiences
- Can ask important questions about religion and beliefs, making links between their own and others' responses
- Can make links between values and commitments, and their own attitudes and behaviour

Hinduism

Do you think there is one God or more than one God?

- Introduce Hinduism - the place of worship (Mandir) and family life
- Gods and Goddesses eg Ganesh
- Story of Rama and Sita
- Diwali
- How many Gods do you think there are and why?

Christianity: Christmas: God with us

Reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.

- In what ways is God with us?
- How does it feel to be in the presence of God?
- How did/does the presence of Jesus have an impact on people's lives?
- In what ways are we in the presence of Jesus in the world today?

Judaism

What do you think a Messiah is?

- Recap Jewish symbols from KS1
- The Torah - look at contents and discuss Genesis and Deuteronomy
- Abraham was the father of the Jewish Nation (Abraham's Journey)
- Read and discuss Abraham and the promise
- Read and discuss the Exodus and giving of the Ten Commandments – write own version of ten commandments for today's society
- Do you think a Messiah will come in your lifetime?

Christianity: Exploring the sadness and joy of Easter

To explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week.

- Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?
- Is the cross a symbol of sadness or joy?
- How do the services held in churches during Holy Week and Easter reflect the sadness and joy?
- Is Good Friday the beginning or the end?
- Is Easter Sunday the end or the beginning?

Islam

Do you think we should have rules?

- Introduce Islam and the place of worship (Mosque) and family life
- There is one God, Allah and Muhammad is his prophet
- The five pillars of Islam
- The Qur'an is the sacred book (look at Qur'an stand)
- Key events in the life of Muhammed; his religious experience and leadership
- What rules would you put on each of the 5 pillars?

Christianity: Rules for Living

To examine Christian rules for living and the source of these rules.

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Is there a difference between rules and laws?
- Who makes the law?
- What would happen if there were no rules/laws?
- Are the Ten Commandments still as relevant today?
- Why did Jesus bring a new commandment?
- Why do religions have rules?



Year 3 Science

Working scientifically

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.

- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology: Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

Biology: Animals and other humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals

Chemistry: Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

Physics: Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected

Databases

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason



Year 3 Computing

Algorithms and Programs	Data retrieving and organising	Communicating
<ul style="list-style-type: none">• Experiment with variables to control models• Use 90 degree and 45 degree turns• Give an on-screen robot directional instructions• Draw a square, rectangle and other regular shapes on screen, using commands• Write more complex programs	<ul style="list-style-type: none">• Review images on a camera and delete unwanted images• Experience downloading images from a camera into files on the computer• Use photo editing software to crop photos and add effects• Manipulate sound when using simple recording story boarding	<ul style="list-style-type: none">• Use the email address book• Open and send an attachment
Using the Internet	Databases	Presentation
<ul style="list-style-type: none">• Find relevant information by browsing a menu• Search for an image, then copy and paste it into a document• Use 'save picture as' to save an image to the computer• Copy and paste text into a document• Begin to use note making skills to decide what text to copy	<ul style="list-style-type: none">• Input data into a prepared database• Sort and search a database to answer simple questions• Use a branching diagram	<ul style="list-style-type: none">• Create a presentation that moves from slide to slide and is aimed at a specific audience• Combine text, images and sounds and show awareness of audience• Know how to manipulate text, underline text, centre text, change font and size and save text to a folder



Year 3 E-Safety

Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology. • I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information



Year 3 Music

Performing

- Sing in tune with expression
- Control their voice when singing
- Play clear notes on instruments

Composing

- Use different elements in their composition
- Create repeated patterns with different instruments
- Compose melodies and songs
- Create accompaniments for tunes
- Combine different sounds to create a specific mood or feeling

Appraising

- Improve their work explaining how it has improved
- Use musical words (the elements of music) to describe a piece of music and compositions
- Use musical words to describe what they like and dislike
- Recognise the work of at least one famous composer



Year 3 History

Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain

Chronological Understanding

- Describe events and periods using the words BC, AD and decade
- Describe events from the past using dates when things happened
- Describe events and periods using the words: ancient and century
- Use a timeline within a specific time in history to set out the order things may have happened
- Use their mathematical knowledge to work out how long ago events would have happened

Knowledge and Interpretation

- Appreciate that the early Brits would not have communicated as we do or have eaten as we do
- Begin to picture what life would have been like for the early settlers
- Recognise that Britain has been invaded by several different groups over time
- Realise that invaders in the past would have fought fiercely using hand to hand combat
- Suggest why certain people acted as they did in history

Historical enquiry

- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use various sources of evidence to answer questions
- Use various sources to piece together information about a period in history
- Research a specific event from the Past
- Use their 'information finding' skills in writing to help them write about historical information
- Through research, identify similarities and differences between given periods in history



Year 3 Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none">• Use correct geographical words to describe a place and the events that happen there.• Identify key features of a locality by using a map• Begin to use 4 figure grid References• Accurately plot NSEW on a map• Use some basic OS map Symbols• Make accurate measurement of distances within 100km	<ul style="list-style-type: none">• Use maps and atlases appropriately by using contents and indexes• Describe how volcanoes are created• Describe how earthquakes are created• Confidently describe physical features in a locality• Locate the Mediterranean and explain why it is a popular holiday destination• Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)	<ul style="list-style-type: none">• Describe how volcanoes have an impact on people's lives• Confidently describe human features in a locality• Explain why a locality has certain human features• Explain why a place is like it is• Explain how the lives of people living in the Mediterranean would be different from their own	<ul style="list-style-type: none">• Name a number of countries in the Northern hemisphere• Locate and name some of the world's most famous volcanoes• Name and locate some well known European countries• Name and locate the capital cities of neighbouring European countries• Aware of different weather in different parts of the world, especially Europe



Year 3 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none">• Show facial expressions in their drawings• Use their sketches to produce a final piece of work• Write an explanation of their sketch in notes• Use different grades of pencil shade, to show different tone and texture	<ul style="list-style-type: none">• Predict with accuracy the colours that they mix• Know where each of the primary and secondary colours sits on the colour wheel• Create a background using a wash• Use a range of brushes to create different effects	<ul style="list-style-type: none">• Make a printing block• Make a 2 colour print	<ul style="list-style-type: none">• Use their sketch books to express feelings about a subject and to describe likes and dislikes• Make notes in their sketch books about techniques used by artists• Suggest improvements to their work by keeping notes in their sketch books
3D Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none">• Add onto their work to create texture and shape• Work with life size materials• Create pop-ups• Use more than one type of stitch• Join fabric together to form a quilt using padding• Use sewing to add detail to a piece of work• Add texture to a piece of work	<ul style="list-style-type: none">• Cut very accurately• Overlap materials• Experiment using different colours• Use mosaic• Use montage	<ul style="list-style-type: none">• Use the printed images they take with a digital camera and combine them with other media to produce art work• Use IT programs to create a piece of work that includes their own work and that of others (using web)• Use the web to research an artist or style of art	<ul style="list-style-type: none">• Compare the work of different artists• Explore work from other cultures• Explore work from other periods of time• Beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work



Year 3 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials	Evaluating processes and product		
<ul style="list-style-type: none">• Show that their design meets a range of requirements• Put together a step by step plan which shows the order and also what equipment and tools they need• Describe their design using an accurately labelled sketch and words• Consider how realistic their plan is	<ul style="list-style-type: none">• Use equipment and tools accurately	<ul style="list-style-type: none">• Explain what they changed which made their design even better		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none">• Choose the right ingredients for a product• Use equipment safely• Make sure their product looks attractive• Describe how their combined ingredients come together• Set out to grow plants such as cress and herbs from seed	<ul style="list-style-type: none">• Join textiles of different types in different ways• Choose textiles both for their appearance and also qualities	<ul style="list-style-type: none">• Select the most appropriate tools and techniques to use for a given task• Make a product which uses both electrical and mechanical components• Use a simple circuit• Use a number of components	<ul style="list-style-type: none">• Use the most appropriate materials• Work accurately to make cuts and holes• Join materials	<ul style="list-style-type: none">• Select the most appropriate materials• Use a range of techniques to shape and mould• Use finishing techniques



Year 3 P.E

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none">• Select and use the most appropriate skills, actions or ideas• Move and use actions with co-ordination and control	<ul style="list-style-type: none">• Explain how their work is similar and different from that of others• With help, do they recognise how performances could be Improved	<ul style="list-style-type: none">• Explain why it is important to warm up and cool-down• Identify some muscle groups used in gymnastic activities	<ul style="list-style-type: none">• Improvise freely, translating ideas from a stimulus into movement• Create dance phrases that communicate ideas• Share and create phrases with a partner and in small groups• Use dynamic, rhythmic and expressive qualities clearly and with control• Recognise and talk about the movements used and the expressive qualities of dance• Suggest improvements to their own and other people's dances
Games	Outdoor/Adventurous	Athletics	Gymnastics
<ul style="list-style-type: none">• Throw and catch with control• Aware of space and use it to support team-mates and cause problems for the opposition• Know and use rules fairly to keep games going• Keep possession with some success when using equipment that is not used for throwing and catching skills	<ul style="list-style-type: none">• Follow a map in a familiar context• Move from one location to another following a map• Use clues to follow a route• Follow a route safely	<ul style="list-style-type: none">• Run at fast, medium and slow speeds, changing speed and direction• Link running and jumping activities with fluency, control and consistency• Make up and repeat a short sequence of linked jumps• Take part in a relay activity• Throw a variety of objects, changing their action for accuracy and distance	<ul style="list-style-type: none">• Use a greater number of their own ideas for movement in response to a task• Adapt sequences to suit different types of apparatus and ability• Explain how strength and suppleness affect performances• Compare and contrast gymnastic sequences, commenting on similarities and differences



Year 3 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Understand short passages made up of familiar language• Understand instructions, messages and dialogues within short passages• Identify and note the main points and give a personal response on a passage	<ul style="list-style-type: none">• Have a short conversation where they are saying 2-3 things• Use short phrases to give a personal response	<ul style="list-style-type: none">• Read and understand short texts using familiar language• Identify and note the main points and give a personal response• Read independently• Use a bilingual dictionary or glossary to look up words	<ul style="list-style-type: none">• Write 2-3 short sentences on a familiar topic• Say what they like and dislike about a familiar topic



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- I show that I know when Standard English is required and use it (beginning).

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- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

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- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Grammar and Punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.



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- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.



Year 3 Science

Working scientifically

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.

- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology: Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

Biology: Animals and other humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals

Chemistry: Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

Physics: Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected

Databases

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason



Year 3 Computing

Algorithms and Programs	Data retrieving and organising	Communicating
<ul style="list-style-type: none">• Experiment with variables to control models• Use 90 degree and 45 degree turns• Give an on-screen robot directional instructions• Draw a square, rectangle and other regular shapes on screen, using commands• Write more complex programs	<ul style="list-style-type: none">• Review images on a camera and delete unwanted images• Experience downloading images from a camera into files on the computer• Use photo editing software to crop photos and add effects• Manipulate sound when using simple recording story boarding	<ul style="list-style-type: none">• Use the email address book• Open and send an attachment
Using the Internet	Databases	Presentation
<ul style="list-style-type: none">• Find relevant information by browsing a menu• Search for an image, then copy and paste it into a document• Use 'save picture as' to save an image to the computer• Copy and paste text into a document• Begin to use note making skills to decide what text to copy	<ul style="list-style-type: none">• Input data into a prepared database• Sort and search a database to answer simple questions• Use a branching diagram	<ul style="list-style-type: none">• Create a presentation that moves from slide to slide and is aimed at a specific audience• Combine text, images and sounds and show awareness of audience• Know how to manipulate text, underline text, centre text, change font and size and save text to a folder



Year 3 E-Safety

Knowledge and Understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology. • I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information



Year 3 Music

Performing

- Sing in tune with expression
- Control their voice when singing
- Play clear notes on instruments

Composing

- Use different elements in their composition
- Create repeated patterns with different instruments
- Compose melodies and songs
- Create accompaniments for tunes
- Combine different sounds to create a specific mood or feeling

Appraising

- Improve their work explaining how it has improved
- Use musical words (the elements of music) to describe a piece of music and compositions
- Use musical words to describe what they like and dislike
- Recognise the work of at least one famous composer



Year 3 History

Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain

Chronological Understanding

- Describe events and periods using the words BC, AD and decade
- Describe events from the past using dates when things happened
- Describe events and periods using the words: ancient and century
- Use a timeline within a specific time in history to set out the order things may have happened
- Use their mathematical knowledge to work out how long ago events would have happened

Knowledge and Interpretation

- Appreciate that the early Brits would not have communicated as we do or have eaten as we do
- Begin to picture what life would have been like for the early settlers
- Recognise that Britain has been invaded by several different groups over time
- Realise that invaders in the past would have fought fiercely using hand to hand combat
- Suggest why certain people acted as they did in history

Historical enquiry

- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use various sources of evidence to answer questions
- Use various sources to piece together information about a period in history
- Research a specific event from the Past
- Use their 'information finding' skills in writing to help them write about historical information
- Through research, identify similarities and differences between given periods in history



Year 3 Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none">• Use correct geographical words to describe a place and the events that happen there.• Identify key features of a locality by using a map• Begin to use 4 figure grid References• Accurately plot NSEW on a map• Use some basic OS map Symbols• Make accurate measurement of distances within 100km	<ul style="list-style-type: none">• Use maps and atlases appropriately by using contents and indexes• Describe how volcanoes are created• Describe how earthquakes are created• Confidently describe physical features in a locality• Locate the Mediterranean and explain why it is a popular holiday destination• Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)	<ul style="list-style-type: none">• Describe how volcanoes have an impact on people's lives• Confidently describe human features in a locality• Explain why a locality has certain human features• Explain why a place is like it is• Explain how the lives of people living in the Mediterranean would be different from their own	<ul style="list-style-type: none">• Name a number of countries in the Northern hemisphere• Locate and name some of the world's most famous volcanoes• Name and locate some well known European countries• Name and locate the capital cities of neighbouring European countries• Aware of different weather in different parts of the world, especially Europe



Year 3 Art

Drawing	Painting	Printing	Sketch Books
<ul style="list-style-type: none">• Show facial expressions in their drawings• Use their sketches to produce a final piece of work• Write an explanation of their sketch in notes• Use different grades of pencil shade, to show different tone and texture	<ul style="list-style-type: none">• Predict with accuracy the colours that they mix• Know where each of the primary and secondary colours sits on the colour wheel• Create a background using a wash• Use a range of brushes to create different effects	<ul style="list-style-type: none">• Make a printing block• Make a 2 colour print	<ul style="list-style-type: none">• Use their sketch books to express feelings about a subject and to describe likes and dislikes• Make notes in their sketch books about techniques used by artists• Suggest improvements to their work by keeping notes in their sketch books
3D Textiles	Collage	Use of ICT	Knowledge
<ul style="list-style-type: none">• Add onto their work to create texture and shape• Work with life size materials• Create pop-ups• Use more than one type of stitch• Join fabric together to form a quilt using padding• Use sewing to add detail to a piece of work• Add texture to a piece of work	<ul style="list-style-type: none">• Cut very accurately• Overlap materials• Experiment using different colours• Use mosaic• Use montage	<ul style="list-style-type: none">• Use the printed images they take with a digital camera and combine them with other media to produce art work• Use IT programs to create a piece of work that includes their own work and that of others (using web)• Use the web to research an artist or style of art	<ul style="list-style-type: none">• Compare the work of different artists• Explore work from other cultures• Explore work from other periods of time• Beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work



Year 3 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials	Evaluating processes and product		
<ul style="list-style-type: none">• Show that their design meets a range of requirements• Put together a step by step plan which shows the order and also what equipment and tools they need• Describe their design using an accurately labelled sketch and words• Consider how realistic their plan is	<ul style="list-style-type: none">• Use equipment and tools accurately	<ul style="list-style-type: none">• Explain what they changed which made their design even better		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none">• Choose the right ingredients for a product• Use equipment safely• Make sure their product looks attractive• Describe how their combined ingredients come together• Set out to grow plants such as cress and herbs from seed	<ul style="list-style-type: none">• Join textiles of different types in different ways• Choose textiles both for their appearance and also qualities	<ul style="list-style-type: none">• Select the most appropriate tools and techniques to use for a given task• Make a product which uses both electrical and mechanical components• Use a simple circuit• Use a number of components	<ul style="list-style-type: none">• Use the most appropriate materials• Work accurately to make cuts and holes• Join materials	<ul style="list-style-type: none">• Select the most appropriate materials• Use a range of techniques to shape and mould• Use finishing techniques



Year 3 P.E

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance
<ul style="list-style-type: none">• Select and use the most appropriate skills, actions or ideas• Move and use actions with co-ordination and control	<ul style="list-style-type: none">• Explain how their work is similar and different from that of others• With help, do they recognise how performances could be Improved	<ul style="list-style-type: none">• Explain why it is important to warm up and cool-down• Identify some muscle groups used in gymnastic activities	<ul style="list-style-type: none">• Improvise freely, translating ideas from a stimulus into movement• Create dance phrases that communicate ideas• Share and create phrases with a partner and in small groups• Use dynamic, rhythmic and expressive qualities clearly and with control• Recognise and talk about the movements used and the expressive qualities of dance• Suggest improvements to their own and other people's dances
Games	Outdoor/Adventurous	Athletics	Gymnastics
<ul style="list-style-type: none">• Throw and catch with control• Aware of space and use it to support team-mates and cause problems for the opposition• Know and use rules fairly to keep games going• Keep possession with some success when using equipment that is not used for• throwing and catching skills	<ul style="list-style-type: none">• Follow a map in a familiar context• Move from one location to another following a map• Use clues to follow a route• Follow a route safely	<ul style="list-style-type: none">• Run at fast, medium and slow speeds, changing speed and direction• Link running and jumping activities with fluency, control and consistency• Make up and repeat a short sequence of linked jumps• Take part in a relay activity• Throw a variety of objects, changing their action for accuracy and distance	<ul style="list-style-type: none">• Use a greater number of their own ideas for movement in response to a task• Adapt sequences to suit different types of apparatus and ability• Explain how strength and suppleness affect performances• Compare and contrast gymnastic sequences, commenting on similarities and differences



Year 3 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Understand short passages made up of familiar language• Understand instructions, messages and dialogues within short passages• Identify and note the main points and give a personal response on a passage	<ul style="list-style-type: none">• Have a short conversation where they are saying 2-3 things• Use short phrases to give a personal response	<ul style="list-style-type: none">• Read and understand short texts using familiar language• Identify and note the main points and give a personal response• Read independently• Use a bilingual dictionary or glossary to look up words	<ul style="list-style-type: none">• Write 2-3 short sentences on a familiar topic• Say what they like and dislike about a familiar topic