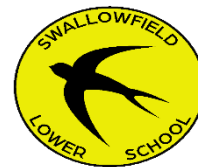




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KEY SKILLS – END OF YEAR 3

MATHS EXPECTATIONS



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Number and Place Value

I can:

- Count from 0 in steps of 4, 8, 50 and 100
- Find 10 or 100 more or less than a given number
- Know what each digit means in a 3-digit number (hundreds, tens and ones, e.g. 265)
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and words
- Solve number problems, working with numbers up to 1000

Number: Addition, Subtraction, Multiplication, Division

I can:

- Add and Subtract 1, 10 or 100 from a 3-digit number in my head
- Use written methods to add or subtract two 3-digit numbers
- Estimate an answer, and use the inverse operation to check my answer is correct
- Solve missing number problems using known addition and subtraction methods; e.g. $478 - ?? = 342$
- Remember number facts for the 3, 4 and 8 times tables (including division facts)
- Answer multiplication and division questions, such as 16×5 or $45 \div 9$
- Solve more complex word problems involving multiplication and division

Fractions

I can:

- Count in tenths, and understand that tenths can be found by dividing a shape, or set of objects, equally into ten parts, or dividing a number by 10
- Find a fraction (such as $\frac{2}{5}$ or $\frac{3}{4}$) of a set of objects, a number or a shape
- Show that some fractions have the same value, e.g. $\frac{5}{10} = \frac{1}{2}$ or $\frac{1}{3} = \frac{3}{9}$
- Add and subtract fractions with the same denominator, e.g. $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$
- Compare and order unit fractions, and fractions with the same denominator.

Measurement

I can:

- Measure and compare using standard units for length (mm, cm, m); mass (g, kg) and capacity (ml, l)
- Measure the perimeter of a 2d shape
- Work on money problems, adding and subtracting amounts of money and working out change. I can use the £ and p symbols
- Tell or write the time from a digital clock (12 and 24 hour) or an analogue clock with numbers or Roman numerals.
- Tell the time accurately to the nearest minute on an analogue clock
- Measure time passing in seconds, minutes or hours and calculate how long a task took
- Use vocabulary such as o'clock, am/pm, morning, noon, afternoon and midnight
- Know how many seconds in a minute, minutes in an hour, hours in a day, days in a week and days/weeks in a year

Shape

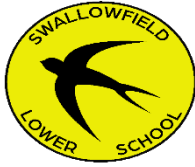
I can:

- Draw 2D shapes and make 3D shapes using modelling materials or nets
- Recognise 3D shapes even if they have been turned
- Know what a right angle is and that they are used to create quarter, half, three-quarter and whole turns
- Tell whether an angle is greater or less than a right angle
- Identify horizontal and vertical lines, and notice when two lines are parallel or perpendicular

Statistics

I can:

- Answer questions about bar charts, tables and pictograms and create my own
- Answer questions such as 'How many more' or 'How many fewer' by finding information in bar charts, tables and pictograms



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KEY SKILLS – END OF YEAR 3 READING EXPECTATIONS



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Spoken Language

I can:

- Listen and respond appropriately to adults and friends
- Ask questions to extend my understanding and knowledge
- Use strategies to build my vocabulary
- Give reasons for my answers, arguments and opinions
- Create descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in conversations, staying on topic and responding to what others say
- Speak loudly enough with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Keep my listener(s) attention while I'm talking
- Listen to and consider other people's viewpoints
- Use the correct tone of voice in different situations

Word Level

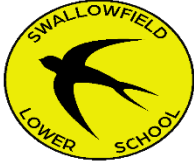
I can:

- Use my word knowledge, including of root words, prefixes and suffixes, to read aloud and understand the meaning of new words
- Notice unusual spelling and sounds in words I read

Comprehension

I can:

- Understand what I have read in a range of different texts
- Find the information I need from a range of books
- Use a dictionary to check the meaning of words and discuss words that interest me
- Talk about different stories I have read and identify their main themes
- Perform poetry and play scripts aloud
- Notice that poetry has different forms
- Recognise that a character does certain things because of the way they feel, or what has happened to them in the story
- Predict events in stories from what has already happened
- Tell what the main idea of the text is by reading a number of paragraphs
- Use non-fiction texts to find information



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KEY SKILLS – END OF YEAR 3 WRITING EXPECTATIONS



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Transcription

I can:

- Add prefixes and suffixes to root words to spell new words and use them correctly in my writing
- Spell some homophones and use them correctly in sentences
- Spell some words that can often be misspelt
- Use the possessive apostrophe correctly in some instances
- Write simple sentences that have been dictated, using the correct punctuation
- Use the first 2 letters of a word to check it's meaning in a dictionary

Handwriting

I can usually:

- Join my letters and write in a fluent style, making sure the letters are the correct size and height
- Understand which letters are best left unjoined

Composition

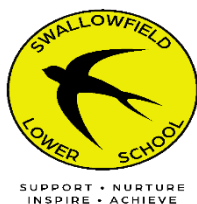
I can:

- Plan my writing using examples of a similar text and style
- Make notes to help me remember what I will write about
- Use different types of sentences and make exciting vocabulary choices in my writing
- Group my ideas and write them in paragraphs effectively
- Organise my writing using headings
- Include setting, characters and plot in my stories
- Check my writing for spelling and punctuation errors
- Edit my work to make any improvements
- Read my writing to an audience in a clear voice

Vocabulary, Grammar and Punctuation

I can:

- Write complex sentences using a range of conjunctions, such as when, if, because etc
- Use different tenses in my writing, including the present perfect
- Use conjunctions, adverbs and prepositions to describe time or reason in my sentences
- Choose whether to use the word 'a' or 'an' depending which letter the next word starts with
- Identify word families and use that knowledge to understand what words could mean
- Sometimes use inverted commas to open and close speech in my writing



KEY SKILLS – END OF YEAR 3

SCIENCE EXPECTATIONS



Working Scientifically

I can:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up practical enquiries, comparative and fair tests
- Make systematic and careful observations & take accurate measurements using equipment
- Gather, record, classify & present data in a variety of ways to help in answering questions
- Record findings using scientific language, drawings, diagrams, keys, charts & tables
- Report findings using oral & written explanations, displays or presentations of results & conclusions
- Use results to draw simple conclusions, make predictions, suggest improvements & ask more questions
- Identify differences, similarities or changes related to simple scientific ideas or processes
- Use straightforward scientific evidence to answer questions or support their findings

Light

I can:

- Recognise that I need light in order to see things, and that dark is the absence of light
- Notice that light is reflected from some surfaces
- Recognise that light from the Sun can be dangerous and that there are ways to protect our eyes
- Recognise that shadows are formed when light is blocked from its source by a solid object
- Find patterns in the way that the size of shadows change

Rocks

I can:

- Compare & group different kinds of rocks based on appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped in rock
- Recognise that soils are made from rock and organic matter

Forces & Magnets

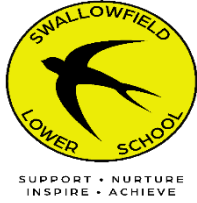
I can:

- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic force acts at a distance
- Observe how magnets attract or repel each other and attract some materials but not others
- Compare & group a variety of everyday materials based on whether they are magnetic or not
- Describe magnets as having two poles
- Predict whether 2 magnets will attract or repel depending on which poles are facing

Plants & Animals

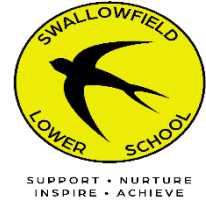
I can:

- Identify & describe the functions of different parts of a flowering plant: roots, stem, leaves & flowers
- Explore the requirements of plants for life (air, light, nutrients & room) and how they vary between plants
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of plants, including pollination, seed formation etc
- Identify that animals need the right types of food and nutrition and cannot make their own food
- Identify that humans and some animals have skeletons and muscles for support, protection & movement



KEY SKILLS – END OF YEAR 3

FOUNDATION SUBJECTS



These are the National Curriculum objectives for KS2 in all of the Foundation Subjects. This means that your child should have a full understanding of them by the time they reach the end of Year 6. All of these objectives will be included in each year group's planning and teaching, but at an appropriate level for that year group to help the child progress towards a full understanding at the end of the Key Stage. Where possible we have included only objectives relevant to this year group. There is a brief description of how this is delivered in Year 3 underneath each subject.

Computing (full KS2 objectives):

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Year 3, Computing is taught using programmes such as: Scratch, Superlogo, Purple Mash and Hour of Code and the children also use Microsoft Office products and the Internet.

History (objectives only taught in Year 3)

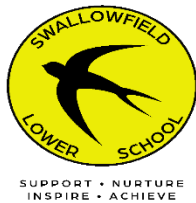
Changes in Britain from the Stone Age to the Iron Age including:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain, including:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

These objectives are taught through the topics of the Stone Age and the Romans.



KEY SKILLS – END OF YEAR 3 FOUNDATION SUBJECTS



Geography (full KS2 objectives)

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

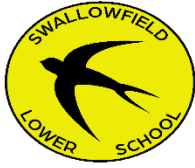
Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

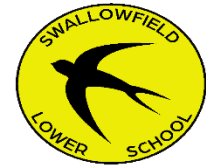
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In Year 3, Geography is taught with some lessons in relation to the Stone Age and the Romans, in the Rainforest topic and with some standalone lessons.



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KEY SKILLS – END OF YEAR 3 FOUNDATION SUBJECTS



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PE (full KS2 objectives)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

In Year 3, PE involves Tennis, Hockey, OAA, Dance, Gymnastics, Athletics and Swimming.

Art (full KS2 objectives)

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

In Year 3, we sketch Stone Age animals and rainforest leaves, use pastels to create rainforest animal pictures, use paint for cave paintings and roman mosaic designs, create clay pots and bone necklaces and learn about the artist Henri Rousseau.

DT

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



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KEY SKILLS – END OF YEAR 3 FOUNDATION SUBJECTS



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Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

In Year 3, we design and create necklaces, clay pots, roman weapons and rainforest totem poles.

Music (full KS2 objectives)

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

In Year 3, we use Sing Up and Charanga websites. This allows us to sing, play and compose music ourselves. We also listen to music from different countries and times in history. We compose and create our own rainforest music.

R.E. (LKS2 Bedfordshire Agreed Syllabus)

- identify and describe the core beliefs and concepts studied
- make clear links between texts/sources of wisdom and authority and the core concepts studied
- offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers
- make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- describe how people show their beliefs in how they worship and in the ways they live



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KEY SKILLS – END OF YEAR 3 FOUNDATION SUBJECTS



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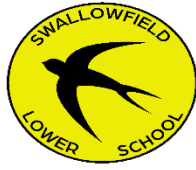
- identify some differences in how people put their beliefs into practice
- raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- give good reasons for the views they have and the connections they make

In Year 3, we explore these questions by looking at the religions of Sikhism, Islam and Hinduism and comparing them to Christianity. We ask the following questions in our study:

- Where, how and why do people worship?
- Why do some people think life is like a journey? How and why do people mark the significant events of life?
- What are the deeper meanings of festivals?
- How and why do people try to make the world a better place?

PHSE (full KS2 objectives)

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- respect for self and others and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives
- a basic understanding of enterprise



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KEY SKILLS – END OF YEAR 3 FOUNDATION SUBJECTS



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French (full KS2 objectives)

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

In Year 3 we learn new words and short phrases orally. We do not read or write in French although written French is shown while the oral learning takes place. We cover numbers, colours, greetings, family, pets, home and food.