



Wyton on the Hill Primary School

“Be the best you can be; excellence through creativity, community, commitment and challenge”

KEY LEARNING AND ASSESSMENT OBJECTIVES for YEAR 3		
Reading	Word reading	<p>When reading age-appropriate texts:</p> <ul style="list-style-type: none"> ▪ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of familiar and 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	<ul style="list-style-type: none"> ▪ I can 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 and plays to read aloud and to perform, and to perform, showing understanding through intonation, tone, volume and action.
Writing	Spelling	<ul style="list-style-type: none"> ▪ I can spell words with additional prefixes and suffixes and understand how to add them to root words. ▪ I recognize 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 Year 3/4 word list covered this year. ▪ I can identify the root in longer words.

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KEY LEARNING AND ASSESSMENT OBJECTIVES for YEAR 3

	Handwriting	<ul style="list-style-type: none"> ▪ I can use the diagonal and horizontal strokes that are needed to join letters. ▪ I show that I understand which letters should be left unjoined.
	Composition	<ul style="list-style-type: none"> ▪ I can discuss models of writing , noting its structure, grammatical features and use of vocabulary. ▪ I can write a narrative text with a clear structure, setting, characters and plot. ▪ I can write non-narrative using simple organizational devices such as headings and sub-headings. ▪ I can suggest improvements to my own writing and that of others. ▪ I can make improvements to vocabulary. ▪ I can use a range of sentences with more than one clause by using a range of conjunctions. ▪ I can proof-read to check for errors in punctuation and spelling and make improvements.
	Grammar and Punctuation	<ul style="list-style-type: none"> ▪ I can express time, place and cause by using conjunctions, adverbs and prepositions. ▪ I can use the present perfect form of verbs instead of the simple past. ▪ I can use the perfect form of verbs to mark the relationship of time and cause. ▪ I can use inverted commas to punctuate direct speech.
Speaking	As a speaker	<ul style="list-style-type: none"> ▪ 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.
Mathematics	Number	<ul style="list-style-type: none"> ▪ I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ▪ I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ▪ I can compare and order numbers up to 1000. ▪ I can identify, represent and estimate numbers using different representations. ▪ I can read and write numbers up to 1000 in numerals and in words. ▪ I can solve number problems and practical problems involving these ideas. I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ▪ I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ▪ I can compare and order numbers up to 1000. ▪ I can identify, represent and estimate numbers using different representations. ▪ I can read and write numbers up to 1000 in numerals and in words. ▪ I can solve number problems and practical problems involving these ideas.

	Calculation	<ul style="list-style-type: none"> ▪ I can add and subtract numbers mentally - a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. ▪ I can add and subtract numbers with up to three digits, using the efficient written methods of column addition and subtraction. ▪ I can estimate the answer to a calculation and use inverse operations 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 8 multiplication tables. ▪ I can write and calculate mathematical statements for multiplication and division using the multiplication tables I know using mental and progressing to formal written methods. ▪ I can write and calculate mathematical statements for multiplication and division for two-digit numbers times one-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.
	Fractions, decimals and percentages	<ul style="list-style-type: none"> ▪ I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ▪ I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ▪ I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ▪ I can recognise and show, using diagrams, equivalent fractions with small denominators. ▪ I can add and subtract fractions with the same denominator within one whole ($5/7 + 1/7 = 6/7$). ▪ I can compare and order unit fractions, and fractions with the same denominators. ▪ I can solve problems that involve all of the above.
	Measurement	<ul style="list-style-type: none"> ▪ I can measure, compare, add and subtract: lengths (m/cm/mm). ▪ I can measure, compare, add and subtract: mass (kg/g). ▪ I can measure, compare, add and subtract: volume/capacity (l/ml). ▪ 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 practical contexts. ▪ I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ▪ I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. ▪ I know the number of seconds in a minute and the number of days in each month, year and leap year. ▪ I can compare durations of events, for example to calculate the time taken by particular events or tasks.
	Geometry	<ul style="list-style-type: none"> ▪ I can draw 2-D shapes and make 3-D shapes using modelling materials. ▪ I can recognise 3-D shapes in different orientations and describe them. ▪ I can recognise angles as a property of shape and associate angles with turning. ▪ I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ▪ I can identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.
	Statistics	<ul style="list-style-type: none"> ▪ I can interpret and present data using bar charts, pictograms and tables. ▪ I can solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Science	Working scientifically	<ul style="list-style-type: none"> ▪ I can ask relevant questions and use different types of scientific enquiries to answer them. ▪ I can set up simple practical enquiries, comparative and fair tests. ▪ I can make systematic and careful observations and where appropriate, take accurate measurements using standard units and a range of equipment including thermometers and data loggers. ▪ I can gather, record, classify and present data in a variety of ways to help in answering questions. ▪ I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ▪ I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ▪ I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ▪ I can identify differences, similarities or changes related to simple scientific ideas and processes. ▪ I can use straightforward scientific evidence to answer questions or to support my findings.
	Biology	<ul style="list-style-type: none"> ▪ I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. ▪ I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ▪ I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. ▪ I can investigate the way in which water is transported within plants. ▪ I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
	Chemistry	<ul style="list-style-type: none"> ▪ I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ▪ I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. ▪ I can recognise that soils are made from rocks and organic matter.
	Physics	<ul style="list-style-type: none"> ▪ I can recognise that I need light in order to see things and that dark is the absence of light. ▪ I can notice that light is reflected from surfaces. ▪ I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. ▪ I can recognise that shadows are formed when the light from a light source is blocked by a solid object. ▪ I can find patterns in the way that the size of shadows change. ▪ I can compare how things move on different surfaces. ▪ I notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. ▪ I can observe how magnets attract or repel each other and attract some materials and not others. ▪ I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. ▪ I can describe magnets as having 2 poles. ▪ I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
History	Chronological Understanding	<ul style="list-style-type: none"> ▪ I can describe events from the past according to the different periods of time when they happened (BC, AD, decade, century). ▪ I can use a timeline within a specific time in history to set out the order things may have happened.
	Knowledge & Interpretation	<ul style="list-style-type: none"> ▪ I can name any of the different groups who have invaded Britain over time. ▪ I can describe how wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences.
	Historical Enquiry	<ul style="list-style-type: none"> ▪ I can use my 'information finding' skills and various sources of evidence to help me write about historical information. ▪ I can research similarities and differences between given periods in history.

Geography	Geographical Enquiry	<ul style="list-style-type: none"> I can use the correct geographical words to describe the main land uses in places that they have studied. I can use maps and atlases appropriately by using contents and indexes, plot NSEW on a map and understand some basic OS map symbols.
	Physical Geography	<ul style="list-style-type: none"> I can describe key physical features in a locality (e.g. climate zones, rivers, mountains, volcanoes and earthquakes).
	Human Geography	<ul style="list-style-type: none"> I can explain the effect that weather has on people and places (e.g. how the lives of people living in different localities would be different from my own). I can describe the impact of key aspects of physical geography on the people who live near me.
	Geographical Knowledge	<ul style="list-style-type: none"> I can name and locate the capital cities of neighbouring European countries.
Art	Drawing & Painting	<ul style="list-style-type: none"> I can make sketches, using different grades of pencil to show different tones and textures, and then use those sketches to produce a final piece of work. I can use a range of brushes to create different effects (e.g. a background wash).
	Printing, 3D, Textiles & Collage	<ul style="list-style-type: none"> I can use printed images taken with a digital camera and combine them with other media to produce a collage or montage.
	Sketch books	<ul style="list-style-type: none"> I can use my sketch book to make notes about techniques used by artists and to describe likes and dislikes.
	Use of IT	<ul style="list-style-type: none"> I can use IT programs to create a piece of work that includes their my own work and that of others.
	Knowledge	<ul style="list-style-type: none"> I can compare the work of artists from different cultures and other periods in time.
Music	Performing	<ul style="list-style-type: none"> I can sing a tune with expression. I can play clear notes on an instrument.
	Composing	<ul style="list-style-type: none"> I can create accompaniments for tunes with different instruments using repeated patterns. I can combine different sounds to create a specific mood or feeling.
	Appraising	<ul style="list-style-type: none"> I can use musical words to describe a piece of music and compositions. I can recognise at least one famous composer's work and say what they think about it.
Design & Technology	Designing	<ul style="list-style-type: none"> I can put together a step-by-step plan that meets a range of requirements, showing what equipment and tools I need.
	Making	<ul style="list-style-type: none"> I can use equipment safely and work accurately.
	Evaluating	<ul style="list-style-type: none"> I can say what I could change to make my design even better.
	Technical Knowledge	<ul style="list-style-type: none"> I can strengthen, stiffen or reinforce a particular structure. I can use mechanical systems (e.g. gears, pulleys, cams, levers and linkages) or electrical systems (e.g. series circuits incorporating switches, bulbs, buzzers and motors) in my products (using computing to programme, monitor or control the product if appropriate). I can cook a healthy seasonal dish.
PE	Acquiring & Developing Skills	<ul style="list-style-type: none"> I can select skills, actions and ideas appropriately.
	Selecting & Applying	<ul style="list-style-type: none"> I can adapt simple tactics and rules to a variety of games.
	Evaluating & Improving	<ul style="list-style-type: none"> I can recognise how performances are similar or different. I can recognise how performances could be improved.
	Health & Fitness	<ul style="list-style-type: none"> I can explain why warming up is important. I can identify some muscle groups used in gymnastic activities

RE	Learning about religion and belief	<ul style="list-style-type: none"> ▪ I can recall the different beliefs and practices of Christianity and at least one other religion. ▪ I can retell some of the religious and moral stories from at least three different religious texts and books. ▪ I understand what it looks like to be a person of faith. ▪ I can use key words and vocabulary related to Christianity and at least one other religion.
	Learning from Religion and belief	<ul style="list-style-type: none"> ▪ I can suggest and find meanings behind different beliefs and practices. ▪ I can suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. ▪ I can ask and respond to questions about what individuals and faith communities do and why. ▪ I can use a range of different media to creatively express my own ideas, thoughts and opinions.
Computing	Understanding Technology	<ul style="list-style-type: none"> ▪ I can use a spell checker. ▪ I can use a touch-screen to navigate an App and enter text using a virtual keyboard. ▪ I can save information in a personal area and retrieve for later use. ▪ I can safely shut-down and/or log-off a device. ▪ I can use child friendly email, social-media or blogging sites. ▪ I can describe and explain the parts of a computer and how they interconnect to make a system. ▪ I can describe and explain the role of the key components of the internet, in particular the role web pages play in providing an access to the information held on it. ▪ I can describe the idea of copyright and ownership, and discuss the use of copied material in own work.
	Programming	<ul style="list-style-type: none"> ▪ I can split an open-ended task into constituent parts. ▪ I can arrange a series of programming commands into a sequence. ▪ I can test 'debug' a program of tasks and identify where improvements need to be made. ▪ I can create an automated closed-loop system. ▪ I can turn a task into an algorithm.
	Digital literacy	<ul style="list-style-type: none"> ▪ I can identify and describe how different audiences need different forms of presentation. ▪ I can combine appropriate text, graphics and sound to communicate a pre-set idea. ▪ I can critique the presentation of others, and provide constructive ideas of how to improve it. ▪ I can describe different tools in which data can be harvested, organised and analysed. ▪ I can search a database or 'wiki' to answer questions or to find data which matches given criteria. ▪ I can use a data logger to record a range of simple data and to monitor changes. ▪ I can understand what a branching database is, using different tables with relational links.
	E-safety	<ul style="list-style-type: none"> ▪ I can describe some risky situations which might be faced online and say what can be done to feel as safe as possible. ▪ I can recognise when feeling uncomfortable online and know how to access help. ▪ I know, understand and am able to apply SMART rules for keeping safe online. ▪ I can inform others of the rules and strategies for keeping safe online.
PD	Self Confidence	<ul style="list-style-type: none"> ▪ I can recognise my own worth and explain my own views confidently.
	Citizenship	<ul style="list-style-type: none"> ▪ I can explain the different kinds of rights and responsibilities within school.
	Healthy, Safe Lifestyles	<ul style="list-style-type: none"> ▪ I can explain the danger that water can pose to children's safety.
	Relationships	<ul style="list-style-type: none"> ▪ I can recognise other people's emotions and feelings and respect them.

French	Listening & Responding	<ul style="list-style-type: none"> I can understand short passages made up of familiar language.
	Speaking	<ul style="list-style-type: none"> I can have a short conversation. I can substitute items of vocabulary to vary questions or statements.
	Reading & Responding	<ul style="list-style-type: none"> I can read and understand short texts using familiar language.
	Writing	<ul style="list-style-type: none"> I can write 2 or 3 short sentences about a familiar topic. I can write familiar words from memory.