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*End of Year Expectations  
for a Year Three Child*

## Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What happened from the Stone age to the Iron Age?	Can you trust the wolf? (Peter and the Wolf)	How do you become a weather reporter? (understanding of the world & key geography skills)	Who is your hero? (inc. musical hero)	Why were the pyramids built?	What's it like to be unique? (Human body & Dahl)
Main subject focus	History	Literacy/science	Geography	Literacy/The arts/science	History	Science / literacy



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English

### Being a reader

- I can read further exception words including words that do not follow spelling patterns.
- I can use my knowledge of root words, prefixes (including dis-, mis-, il-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.
- I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
- I can read a wide range of books, including fairy stories and retell some of them to others.
- I can tell you what a book I am reading is about.
- I can ask questions about texts that I have read to help me understand them.
- I can work out what a character in a book is feeling by the actions they take and can explain how I know.
- I can predict what might happen from clues in what I have read.
- I can say how a text is organized to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- I can tell someone about the main ideas in a paragraph.

### Being a speaker

- I can sequence and communicate ideas in an organized 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 can make relevant comments.
- I can present ideas or information to an audience.
- I recognize that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

### Being a writer

- I can use a varied vocabulary
- I can organize writing into paragraphs
- I can use simple organizational features (e.g. headings and sub-headings)
- I can create settings, characters and plot (uses some dialogue)
- I can extend sentences with more than one clause by using conjunctions & subordinate clauses
- I can use adjectives, adverbs, prepositions (including phrases) and conjunctions
- I can use the present perfect form of verbs (e.g. I have walked to school)
- I can choose nouns or pronouns appropriately
- I can use conjunctions, adverbs and prepositions
- I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural
- I can use and punctuate direct speech
- I can use commas after fronted adverbials
- I can use prefixes and suffixes and understand how to add them
- I can spell homophones (e.g. here and hear, break and brake)
- I can spell words that are often misspelt
- I can place the possessive apostrophe accurately in words with regular and irregular plurals
- I can increase the quality of their handwriting
- I can join words and join clauses using subordination (e.g. because, that, if when) and co-ordination (e.g. but, or, and)
- I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can use expanded noun phrases (gives extra detail about the noun)
- I can use tenses accurately
- I can use different sentence structures



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Mathematics

Being a mathematician

Number

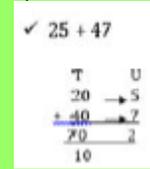
- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and in words.
- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can find 10 and 100 more or less than a given number.
- I can recognize the value of each digit in a 3 digit number.
- I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10.
- I can write and find fractions for a set of data and can recognize fractions with small denominators.
- I can identify and show equivalent fractions.
- I can add and subtract fractions with a common denominator.
- I can derive and recall multiplication facts for 3, 4 and 8 times tables.
- I can add and subtract numbers in my head:
  - ❖ Including a three digit number and ones.
  - ❖ Including a three digit number and tens.
  - ❖ Including a three digit number and hundreds.
- I can add and subtract numbers with up to 3 digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.
- I can solve number and word problems using one or two step problems.

Addition Strategies

Using an addition frame



Expanded column

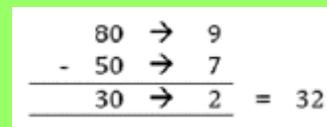


Subtraction Strategies

Using a subtraction frame



Expanded column



Multiplication Strategies

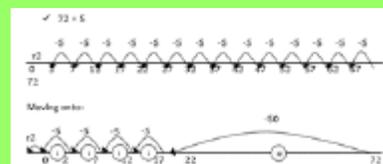
Arrays of linking to Grid Multiplication

14x6



Division Strategies

Repeated subtraction



Being a mathematician

Measurement, geometry & statistics

- I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.
- I know that two right angles make a half turn, three make three quarters of a turn and four make a full turn.
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- I can tell and write the time on a clock face. I can do this if I use Roman Numerals from I to XII, and I can use 12-hour or 24-hour clocks.
- I can measure, compare, add and subtract using common metric measures:
  - ❖ Lengths (m/cm/mm)
  - ❖ Mass (kg/g)
  - ❖ Volume and capacity (l/ml)
- I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.
- I can interpret and present data using bar charts, pictograms and tables.

## Being a Scientist

- I can identify and describe the functions of different parts of flowering plants e.g. Roots, stem/trunk.
- I explore the requirements of plants for life and growth and how they vary from plant to plant.
- I can investigate the way in which water is transported in plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- I can identify that animals, including humans, need the right type and amount of nutrition.
- I can identify that humans and some animals have skeletons and muscles for support, protection and movement.
- I know we need light in order to see and that dark is the absence of light.
- I recognize that light from the sun can be dangerous and that there are ways to protect the eyes.
- I recognize that shadows are formed when the light from a light source is blocked by a solid object.
- I can compare how things move on different surfaces.
- I notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- I can observe how magnets can 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 two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.



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### Being a Geographer

- I can name and locate some personally significant cities of the U.K. (at least four).
- I can name and identify the seas around the U.K.
- I can locate the main countries of Europe Inc. Russia.
- I can name and locate the capital cities of neighboring European countries.
- I can describe how volcanoes are created.
- I can name and locate some of the world's most famous volcanoes.
- I can describe how earthquakes are created.
- I can use the 8 points of a compass.
- I can recognize some standard OS symbols.
- I can use maps at more than one scale.
- I can use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- I can use the index and contents page of atlases.

## Being an Historian

- I can plot events on a timeline and include relevant dates.
- I can place topics covered into different periods (e.g. Stone Age, Bronze Age, Roman).
- I can make some links between and across periods – e.g. Similarities between different clothes, foods, buildings or transport.
- I can describe some of the main events, people and aspects of their lives from a period of the first people in Britain and the time of Roman Britain.
- I can describe how some of the things I have studied from the past affect life today (Roman legacy)
- I can ask my own questions. I can find answers by selecting sources and thinking of why my source is useful.
- I can research in order to find similarities and differences in different periods of history.
- I understand that there may be different accounts/ versions of the same events because different people have different points of view.
- I am developing and understanding that our knowledge of the past is constructed from a range of sources – that ideas may change as new discoveries are made.
- I can give reasons to why people acted as they did (causes).
- I can produce structured writing about historical information using appropriate dates and times.

## Being an Artist

- I can discuss art from different cultures or historical periods.
- I can discuss my opinion about a piece of artwork, listening to the ideas and views of others, modelling correct vocabulary.
- I can use IT to take photographs for discussion.
- I can print onto different materials using at least four colours.
- I can talk about primary, secondary, harmonious and complimentary colours.
- I can compare the work of different artists and their techniques.
- I can explore line/tone and shade using different grades of pencil (HB-6B).
- I can produce sketches leading up to a final piece of art.
- I can say how a piece of artwork makes me feel.



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## Being a Computer User

- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can write simple programs that accomplish specific goals, debugging where necessary.
- I can work with various forms of input and output.
- I can search for information on the web in different ways.
- I can design and create content.
- I can present information, including digital images I have manipulated or improved.
- I use technology respectfully and responsibly.
- I can use a range of software for similar purposes.

## Being a Linguist

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying three or four things.
- I can give a response using a short phrase.
- I can explain the main points in a short message.
- I am beginning to use a bilingual dictionary or glossary to build up new words.
- I am beginning to write phrases from memory.
- I am beginning to write a short sentence on a familiar topic.

## Being a Designer

- I can 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.
- I can generate, develop, model and communicate ideas through discussion, annotated sketches and pattern pieces.
- I can select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) with developing accuracy.
- I can select from and use a wider range of materials and components, including construction materials, and textiles according to their functional properties and aesthetic qualities.
- I can investigate and analyze a range of existing products.
- I can evaluate my ideas and products against design criteria and am beginning to take into account the views of others to improve my work.
- I apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
- I understand and use mechanical systems in my products (e.g. Gears, pulleys, cams, levers and linkages)
- I apply my understanding of computing to program, monitor and control my products.



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### Being a musician

- I can sing a tune with expression.
- I can play clear notes on instruments including the glockenspiel.
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I am beginning to understand and use staff notation.
- I can use musical words to describe what I like and don't like about a piece of music.
- I can recognize the work of at least one famous composer.
- I can improve my own work; explaining how it has been improved.
- Traditions – pentatonic, folk, jazz, blues, baroque, Latin.
- I can improvise and compose music for a range of purposes using inter-related dimensions of music.

### PSE Themes

- Food groups
- Health and hygiene
- Dental hygiene
- Appropriate touches and greetings
- Similarities and differences
- Functions of the brain
- Recycling

### Being a reflective thinker

- I can describe some of the ways in which Christians, Hindus and Muslims describe god.
- I can suggest why having a faith or belief in something can be hard.
- I can make connections between stories in the bible and what Christians believe about the fall and salvation.
- I can give examples and suggest why Christians use the bible today.
- I can discuss my own and others ideas about why humans do bad things and how people try to put it right.
- I can describe and comment on differences and similarities on how Christians, Hindus and Muslims pray.
- I can identify differences and similarities in the way festivals are celebrated within and between religions.
- I can describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and techniques.

### Being a sportsman

#### Games

- I can throw and catch with control
- I am aware of space and use it to support team mates and to cause problems for the opposition.
- I know and use rules fairly.

#### Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

#### Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phases with a partner or in a small group.
- I can repeat, remember and perform phrases.

#### Athletics

- I can run fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and when not to.

#### Outdoor and adventurous

- I can follow a map in familiar context.
- I can use clues to follow a route.
- I can follow a route safely.