

DEAN VALLEY PRIMARY SCHOOL

END OF YEAR EXPECTATIONS YEAR 3



Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words I meet
- I am more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- I can read books that are structured in different ways and read for a range of purposes – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including Guided Reading focus)
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- I can check that the text makes sense, discussing my understanding and explaining the meaning of words in context
- I can ask questions to improve their understanding of a text
- I can predict what might happen from details stated and implied
- I can retrieve and record information from non-fiction
- I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Writing

- I can choose some words or phrases showing an awareness of the reader
- I can identify and use expanded noun phrases to add interest and detail
- I can use a wider range of conjunctions (e.g. when, if, because, although, however)
- I can use subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...)
- I can express time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during)
- I can use speech marks more accurately to punctuate direct speech
- I can plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- I can evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- I can use openings and closings in a range of writing
- I can draft and write, organising paragraphs around a theme
- I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- I can include detail to add an element of humour, surprise or suspense
- I use evidence of sustained viewpoint

- I can use main features of selected form signalled to the reader, including use of language, structure and purpose

Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech

Maths

Number and Place Value

- I can count from 0 in multiples of 4, 8, 50 and 100
- I can 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

- I can add and subtract numbers mentally, including: 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 formal written methods of columnar 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 that they know, including 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

- I can solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions and Decimals

- 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 [for example, $5/7 + 1/7 + 6/7$]
- I can compare and order unit fractions, and fractions with the same denominators
- I can solve problems that involve fractions and decimals

Measures

- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- I can measure the perimeter of simple 2-D 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
- I can record and compare time in terms of seconds, minutes and hours
- I can use vocabulary such as o'clock, a.m./p.m., 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

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

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 and pictograms and tables [for example, 'How many more?' and 'How many fewer?']

SCIENCE

Animals and humans

- 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 animals have skeletons and muscles for support, protection and movement.

Materials

- 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.*

Living things and their habitats

- I can identify and describe the functions of different parts of plants; roots, stem, 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 ways in which water is transported within plants.
- I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Forces

- 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 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
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

- I can recognise that they need light in order to see things and that dark is the absence of light
- I 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 sizes of shadows change.

Computing

- I can write programs that accomplish specific goals
- I can use sequence in programs
- I can work with various forms of input
- I can work with various forms of output
- I can use search technologies effectively
- I can use a variety of software to accomplish given goals
- I can collect information
- I can design and create content
- I can present information
- I can use technology responsibly
- I can identify a range of ways to report concerns about contact

History

- I know and understand the history of these islands (UK) from the earliest times and how people's lives have shaped this nation.
- I understand significant aspects of the history of the wider world.
- I can gain and deploy a historically- grounded understanding of the abstract term: civilisation.
- I understand the historical concept of similarity and difference.
- I can frame historically-valid questions and create own structured accounts, including narratives and analyses.
- I understand the methods of historical enquiry. Discern how and why contrasting arguments and interpretations of the past have been constructed.
- I can gain historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history and short and long-term timescales.
- I can chronologically sequence historical events that I have a knowledge of - Stone Age/Ancient Egypt/Industrial Revolution and Victorian Britain.

Geography

Location:

- I can name and locate counties and cities of the United Kingdom, geographical regions and identifying their globally significant human and physical characteristics e.g. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- I can identify the position and significance of Greenwich Meridian and time zones (including day and night).

Human geography:

- I can investigate, understand and describe: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- I can understand how places change, reasons for similarities and differences, and the links between people and environments.

Geographical skills and fieldwork:

- I can ask and respond to geographical questions, make observations and use resources such as maps, atlases, globes, images and aerial photographs to inform conclusions.
- I can 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.

Art & Design

- I can use sketch books to collect, record and evaluate ideas
- I can use different hardness of pencils to investigate mark making
- I can use shading to show light and dark
- I can comment on my drawing
- I can use a range of brush techniques when painting to produce shape and line
- I can experiment with colour
- I can use a range of materials to create collages and a range of techniques
- I can use shapes and mouldable resources to create recognisable forms
- I can use layers when printing
- I can use basic shape and stitch materials
- I can improve mastery of techniques - digital media (computing link), textiles and collage learn about great artists, architects and designers

Design & Technology

- I can use research and criteria to develop products which are fit for purpose
- I can use annotated sketches and prototypes to explain ideas
- I can use a wide range of materials - textiles
- I can evaluate existing products and improve own work
- I can use mechanical systems in own work – cams, levers and linkages
- I can understand seasonality, prepare and cook mainly savoury dishes

PE

- I can use running, jumping, throwing and catching in isolation and in combination
- I can play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis
- I can apply basic principles for attacking and defending
- I can develop flexibility, strength, control and balance, for example through gymnastics and athletics
- I can perform dances using a range of movement patterns
- I can compare their performances with previous ones and demonstrate improvement to achieve their personal best
- I can develop and improve individual stroke technique and distance swimming

Music

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

Modern Foreign Languages

- I can describe people, places, things and actions orally and in writing
- I can appreciate stories, songs, poems and rhymes in the language
- I can read carefully and show understanding of words, phrases and simple writing
- I can present ideas and information orally to a range of audiences
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- I can speak in sentences, using familiar vocabulary, phrases and basic language structures 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

Religious Education

Christianity:

- I can explain that Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).
- I can explain what Christians can learn about Jesus from the nativity stories.
- I can describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied.
- I can explain with reference to the creative arts how God has a salvation plan for humans.
- I can explain how the bible is used in the local church by Christians for guidance, devotion & inspiration.
- I can compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.
- I can describe and explain how Christians live their life as disciples, making links between: New Testament Bible stories/teaching; examples from local/global church communities and church worship.

Islam:

- I can explain how Muslims describe Allah.

- I know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).
- I can recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.
- I can recognise a Qur'an and identify it with Islam. I can explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).
- I can make a link between two Muslim artefacts.
- I can explain how Muslims organisations help people in need.

Judaism:

- I can describe three key ways in which Jews celebrate, explaining why at least one festival is important.
- I can explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
- I can explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts.
- I can describe and explain why the Torah is important to Jews.
- I can identify ways in which the Jews show respect for the Torah.

Cross Religious/Non-Religious Viewpoints:

- I can explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them and comparing and contrasting non-religious ceremonies.
- I can explain why the 10 commandments are important to both Jews & Christians.
- I can describe what Christians & Jews can learn about God from Old Testament stories:
- I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions.
- I can raise relevant questions in response to material studied and suggest answers using reasons to support my views.