



Year 3 Standards for Writing

- Identify and use none 'ly' adverbs.
- Know that a sentences has a subject and a verb.
- Write accurate sentences.
- Join two compound sentences with a conjunction e.g. when, and, but, so, before, because, after.
- Vary sentence structure using adverbs and avoiding repetition e.g. then, soon, next, eventually, suddenly.
- Use of apostrophe accurately for contractions.
- Introduce apostrophe for possession.
- Introduce correctly punctuated direct speech.
- Correct use of verbs in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person - emphasise the verb 'to be'.
- Consistent and accurate use of present perfect - use of the verb 'to have'.
- Show awareness of prepositions and their place in a sentence.
- Choose adjectives carefully to create impact.
- Start paragraph on a new line for a new idea or a new theme.
- Know when to use 'a' and 'an' - the sound not the letter that is important.
- Legible and joined hand writing in line with academy policy.
- Begin to assess the effectiveness of their own and others writing and suggesting improvements.



Year 3 Standards for Reading

- Explain why a character acted as they did with reference to what they said, what they did or a description of the character.
- Justify responses by referring to the text.
- Summarise a short passage, showing understanding and identifying the main points.
- Know what inference is and be able to use inference to predict action.
- Recognise how punctuation is used to give meaning and create effect including commas, exclamation mark, question mark, ellipses and direct speech.
- Use intonation when reading aloud using the punctuation above.
- Explain how the author uses powerful verbs and adjectives to describe actions, characters and feelings, e.g. the author uses the word 'scribbled' to show the character is untidy and/or in a hurry.
- Make predictions and share opinions, based on what they have read in, e.g. guided read, 'Tell a Tale'.
- Know the features of instruction texts.
- Identify the features of recounts and reports.
- Recognise the key elements in the structure of a short story (Story Mountain).
- Scan a text for detail.
- Know the key features of fables, fairy tales and adventure stories.
- Generate questions about a text.



Year 3 Standards for Maths

- Recognise the value of any digit in a 3-digit number.
- Compare and order numbers to 1000 and beyond.
- Say, read and write numbers to 1000 in digits and words.
- Find 10 or 100 more or less than a given number to 1000.
- Count in multiples of 4, 8, 50, 100, starting at any given number.
- Recall multiplication facts for the 2, 3, 4, 5, 8, and 10 tables fluently and be able to recall 10 random facts within a given time.
- Use multiplication facts to solve single step problems.
- Add two 3-digit numbers using column addition, with carrying, including changing, e.g.  $136 + 249$  to

$$\begin{array}{r} 136 \\ + 249 \\ \hline \end{array}$$

- Subtract two 3-digit numbers, with exchange, e.g.  
$$\begin{array}{r} 356 \\ - 276 \\ \hline \end{array}$$
- Multiply a 2-digit number by a 1-digit number, e.g.  $14 \times 5$ .
- Divide a 2-digit number by a 1-digit number, e.g.  $15 \div 3$ .
- Solve 2-step word problems using all four operations.
- Solve number problems, using all four operations, e.g.  $45 + \square = 60$ ,  $8 \times \square = 40$ .
- Count up and down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator.
- Know simple pairs of fractions that total 1, e.g.  $\frac{3}{4} + \frac{1}{4}$  or  $\frac{4}{10} + \frac{6}{10}$ .
- Tell the time to the nearest minute.
- Know the number of days in each month.



Year 3 Standards for Art

EXPLORING AND DEVELOPING IDEAS

- Select and record from first hand observation and experience.
- Discuss the work of artists, craftspeople and designers from different times and cultures and give own opinions.

EVALUATING AND DEVELOPING WORK

- Adapt their work following self-assessment and describe the changes made.
- Create a piece of art in response to the work of an artist.

DRAWING

- Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.
  - Begin to develop an awareness of composition, scale and proportion in their artwork e.g. foreground, middle ground and background.
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PAINTING

- Create imaginative work by using different media and painting on different surfaces.
- Discuss the properties of colours, hot, cold, happy, sad and their associations to moods and feelings.

COLLAGE

- Use a range of media and techniques to create collages e.g. rubbings, prints, marbling.
- Use the techniques of stencilling, overprinting and transferring.

PRINTING

- Create printing blocks by simplifying an initial journal idea.
- Create prints with overlays and work into prints with a range of media e.g. pens, colour pens and paints.



## Year 3 Standards for Computing

### INFORMATION TECHNOLOGY

- Use a range of child friendly search engines to locate different media, e.g. text, images or sound.
- Combine and use various software tools to complete a project, problem or task.
- Collect and present information.

### DIGITAL LITERACY

- Use technology safely and respectfully.
- Recognise acceptable/unacceptable behaviour.
- Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

### COMPUTER SCIENCE

- Write programs that accomplish specific goals.
- Use sequences of commands to control physical devices using outputs.
- Use logical reasoning to predict outputs.
- Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.
- Use logical reasoning to detect and correct errors in programs.



Year 3 Standards for DT

DESIGN

- Show that their design meets a range of requirements.
- Produce a step by step realistic plan which shows the order and also the equipment and tools they need.
- Describe their design using accurately labelled sketches and words.

MAKE

- Use tools and equipment accurately.

EVALUATE

- Explain what they changed to make their design even better.
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MATERIALS

- Use the most appropriate materials.
- Work accurately to make cuts and holes.
- Join materials together.

COOKING AND NUTRITION

- Describe the properties of the ingredients they are using and choose the right ingredients for a product.
- Explain what it means to be hygienic.
- Use equipment safely.
- Produce a product that looks attractive.

MECHANISMS

- Add things to their circuits.
- Alter their product after checking it.
- Show confidence when trying out new and different ideas.



### Year 3 Standards for Geography

#### MAPPING

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Create simple maps with titles and recognise key features.
- Use the index and contents page of atlases.
- Recognise that contours show height and slope.

#### FIELDWORK

- Understand the eight points of a compass.
- Observe and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.

#### ENQUIRY AND INVESTIGATION

- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.

#### COMMUNICATION

- Communicate geographical information through a range of methods including sketch maps and plans.

#### ICT

- Draw and follow routes on digital maps.

#### LOCATIONAL KNOWLEDGE

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.
- Name and locate counties and cities of the United Kingdom.



Year 3 Standards for History

**CHRONOLOGY**

- Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.

**EVENTS, PEOPLE AND CHANGES**

- Understand some of the ways in which people's lives have shaped this nation.
- Have some understanding of some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

**COMMUNICATION**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.

**ENQUIRY, INTERPRETATION AND USING SOURCES**

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.





#### ORACY

- Listen and respond to simple rhymes, stories and songs
- Recognise and respond to sound patterns and words
- Perform simple communicative tasks using single words, phrases and short sentences
- Listen attentively and understand instructions, everyday classroom language and praise words

#### LITERACY

- Recognise some familiar words in written form
- Make links between some phonemes, rhymes and spellings, and read aloud familiar words
- Experiment with the writing of simple words

#### INTERCULTURAL UNDERSTANDING

- Learn about the different languages spoken by children in the school
- Locate country/countries where the language is spoken
- Identify social conventions at home and in other cultures
- Make indirect or direct contact with the country/countries where the language is spoken



### Year 3 Standards for Music

#### PERFORMING

- Begin to sing expressively with an awareness of beat and rhythm.
- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.

#### LISTENING

- Listen carefully and recognise patterns.
- Begin to recall and perform simple rhythmic patterns .
- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).
- Recognise the difference between the verse and refrain of a song.

#### CREATING

- Improvise repeated patterns
- Explore sounds using symbols and ICT
- Experiment with, create, select and combine sounds using the inter-related musical dimensions



### Year 3 Standards for PE

#### GAMES

- Able to throw and catch to a partner accurately
- Follows simple rules in a game situation
- Able to find a space to receive the ball

#### GYMNASTICS

- Performs a sequence with fluency
- Performs a routine with a partner which has elements of balance involved
- Understands that each movement needs to be controlled

#### DANCE

- Performs dances using a range of movement patterns
- Able to work independently or with a partner
- Able to repeat moves and is developing accuracy



Year 3 Standards for PSHCE

CELEBRATING DIFFERENCE

- Tell you about a time when my words affected someone's feelings and what the consequences were.

DREAMS AND GOALS

- Evaluate my own learning process and identify how it can be better next time.

HEALTHY ME

- Express how being anxious and scared feels.
- Identify people, things and places that I need to keep safe from.
- Tell you some strategies to keeping myself safe including who to go to for help.

RELATIONSHIPS

- Recognise why people work.
- Identify the range of jobs carried out by the people I know and how it influences my life.

MAKING CHOICES

- Understand that I have choices.
- Understand that accidents happen and I don't always have to blame someone.
- Make decisions giving consideration to the impact it may have on others.



Year 3 Standards for RE

LEARNING ABOUT RELIGION AND BELIEF

- Use religious words and phrases when talking about features of a religion.
- Recognise similarities and differences between religions.
- Recognise and describe how symbols are used to express belief.

LEARNING FROM RELIGION AND BELIEF

- Identify what influences them.
- Respond to questions of right and wrong in life.
- Make links between their own and others' experiences.



Year 3 Standards for Science

INVESTIGATION

- Ask relevant questions.
- With help, set up and carry out simple practical enquiries, comparative and fair tests.
- Suggest what might happen in comparative and fair tests.

OBSERVATION

- Make careful observations and comparisons.
- Recognise what constitutes a fair test.
- Identify simple patterns, changes, similarities and differences.

APPLICATION

- Make measurements using standard units.
- Discuss and describe findings.
- Communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables.
- Use data loggers with help.
- Use thermometers.
- Use results to draw simple conclusions.