

National Standards Expected at the End of Year 3

ENGLISH – In speaking, children can give description and participate actively in conversations. They consider others' viewpoints. In reading children use their knowledge of words and phonics both to read aloud and to understand the meaning of new words they meet. They read a range of fiction and non-fiction and use dictionaries to check meaning. Children prepare plays and poems to perform and are able to check their own understanding of what they are reading. The children can draw inferences and make predictions and can retrieve information from non-fiction books. In writing children use a dictionary to confirm spelling. Handwriting is joined. The children rehearse sentences orally before writing them down and use an increasingly rich, varied vocabulary. In their writing they can create a simple setting and plot. They can use time connectives; a range of conjunctions; perfect tense; a range of nouns and pronouns and speech punctuation.

MATHEMATICS – Children know their 3,4 and 8 times tables, and have secure place value up to 100. They can add and subtract mentally units, tens or hundreds up to 3 digit numbers, and can also use a written method for this. They can solve number problems, including missing number, multiplication and simple division, and use commutativity to help. They can measure and calculate metric measures, including simple perimeters, and add and subtract using money. They can draw and make 2D and 3D shapes, identify and use right angles, horizontal, vertical, perpendicular and parallel lines. They can use and count in tenths, and recognise, find and write fractions, including some equivalents. They can add, subtract and order fractions less than 1, and order those with a common denominator. They can interpret bar charts and pictograms.

SCIENCE – Children can explore the life cycles of plants and their parts and the requirements for life. They investigate and compare animal skeletons and their nutrition. They classify rock types and have a simple understanding of fossilisation. Children investigate sources of light, shadow and reflections and can explain simple forces, including magnetism. They ask relevant questions and start to make their own decisions about the right type of scientific enquiry. They recognise when a simple fair test is necessary and can help decide how to set it up.

COMPUTING - Children use technology safely & responsibly recognising acceptable/unacceptable behaviour; Are beginning to use logical reasoning to explain how simple algorithms work; Can use search technologies effectively, and appreciate how results are selected.

DESIGN & TECHNOLOGY - Children are beginning to research products and use these ideas to inform their designs. They are starting to select from a wider range of equipment and materials and are becoming more confident at evaluating their work and suggesting improvements. Children are learning to prepare healthy foods using a range of techniques and beginning to understand seasonality.

RELIGIOUS EDUCATION – Children can compare and contrast Hinduism and Christianity. Through topics on pilgrimage, symbolism, leadership and celebrations, they can talk about the beliefs, teachings, practices and ways of life central to Hinduism and Christianity. They can explore their own thoughts and opinions on big issues, and how these compare to those of Hindus and Christians.

GEOGRAPHY – Using OS maps and digital media, children are beginning to extend their knowledge beyond their local knowledge by locating and comparing human and physical features of other counties in the United Kingdom. They have observed, measured and recorded physical features of rivers and are beginning to understand how these have changed over time.

HISTORY – Children have an understanding of time through the chronology of the Bronze age, Romans and Egyptians. They can answer questions using a variety of sources about change, cause, similarity and differences of the lives of people in these periods in history.

MUSIC – Children are able to listen to and appraise music from a range of styles and periods. They are able to use their voices and musical instruments to compose, perform and evaluate their own, as well as the work of others, using a growing musical vocabulary.

PE & GAMES – Children continue to apply and develop a broader range of skills (running, throwing, jumping and catching) , learning how to use them in different ways. They can communicate and collaborate as a member of a team when competing and should be beginning to develop an understanding of how to improve in different physical activities.

ART – Children are now beginning to develop their techniques with creativity. They are able to use their sketchbooks to record their observations. They are able to use a variety of materials including pencil, charcoal and 3D sculpture work that is linked within their topics. They are having an increasing awareness of artists, architects and designers and are beginning to reflect the impact this has on society.

FRENCH – Children can listen and engage, asking and answering questions, and speak in sentences using familiar vocabulary. They are developing appropriate pronunciation, and show understanding of words and phrases with a broadening vocabulary.

PSHE – Children recognise the benefits of a healthy lifestyle. They have a deepen understanding of good and not so good feelings. They are able to identify risks indifferent situations and the need to keep themselves and others safe in a range of environments. The children can work collaboratively towards shared goals . They understand that differences and similarities between people arise from a number of factors and they appreciate the range of national, regional, religious and ethnic identities in the UK.