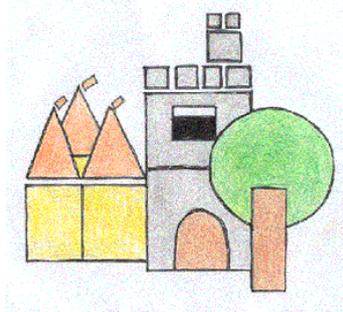


Miers Court Primary School



End of Year Expectations for Year 3

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's class teacher.

Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.
- Recognise inverted commas.
- Recognise plurals, pronouns and how used, collective nouns and adverbs.
- Explain the difference that the precise choice of adjectives and verbs make.

Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (eg. then, next, soon).
- Use prepositions (eg. before, after, during, in, because, of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd and 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility, consistency and fluency.

Mathematics

- Compare and order numbers up to 1,000
- Read and write all numbers to 1,000 in digits and words.
- Find 10 or 100 more/less than a given number
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall and use multiplication and division facts for 3, 4, and 8 multiplication tables.
- Recognise place value of any 3-digit number.
- Add and subtract 3-digit numbers and ones, 3-digit numbers and tens, 3-digit numbers and hundreds and numbers with up to 3-digits using written column method.
- Estimate and use inverse to check.
- Multiply 2-digit numbers by 1-digit numbers and count up/down in tenths.
- Compare and order fractions with same denominator.
- Add and subtract fractions with same denominator.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.
- Know number of days in each month and number of seconds in a minute.

Science

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower.
- 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.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Light

- Recognise that we need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

Forces and magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on what poles are facing.

PE

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis.
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- To develop and improve individual stroke techniques and distance swimming.

Art

- Use sketch books to collect, record and evaluate ideas.
- Improve mastery of techniques – digital media (computing link), textiles and collage.
- Learn about great artists, architects and designers.

Geography

- Describe where the UK is located and name and locate some major urban areas; locate where they live in the UK using locational terminology and the names of nearby counties. Locate and describe some human and physical characteristics of the UK.
- Locate some countries in Europe and North and South America on a map or atlas. Relate to continent, country, state, city. Identify places in North America using a map.
- Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.
- Use simple geographical vocabulary to describe significant physical features and talk about how they change.
- Understand the physical and human geography of the UK and its contrasting human and physical environments. Explain why some regions are different to others.
- Understand how physical processes can cause hazards to people. Describe some advantages and disadvantages of living in hazard-prone areas.
- Use a map or atlas to locate some countries and cities in Europe or North and South America. Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.
- Give direction instructions up to eight compass points.
- Make a map of a short route with features in the correct order and in the correct places.

History

- Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.
- Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.

- Make valid statements about the main similarities, differences and changes occurring within topics.
- Comment on the importance of causes and events for some of the key events and developments within topics.
- Explain why some aspects of historical, themes or periods are significant.
- Comment on a range of possible reasons for differences in a number of accounts.
- Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
- Recognise possible uses of a range of sources for answering historical enquiries.

Modern Foreign Languages

- Describe people, places, things and actions orally and in writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Read carefully and show understanding of words, phrases and simple writing.
- Present ideas and information orally to a range of audiences.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 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.

Music

- Sing with increased control and perform as a class and a group and begin to understand notation.
- Compose for a specific purpose and appreciate different styles of music.

Computing

- Design and write a program using a block language, without user interaction.
- Explore simulations of physical systems on screen and use sequence in programs.
- Write a program to produce output on screen.
- Explain a simple, sequence-based algorithm in their own words.
- Use logical reasoning to detect errors in programs.
- Understand that computer networks transmit information in a digital (binary) format.
- Understand that email and videoconferencing are made possible through the internet.

Information Technology

- Use a range of programs on the computer and design and create content on the computer.
- Collect and present information and search for information within a single site.
- Understand that search engines select pages according to keywords found in the content.

Digital Literacy

- Use digital technology safely and show respect for others when working online.
- Recognise unacceptable behaviour when using digital technology.
- Know who to talk to about concerns and inappropriate behaviour in school.
- Decide whether a web page is relevant for a given purpose or opinion.
- Use email or videoconferencing in class.

RE

- Use and interpret information about religions from a range of sources.
- Investigate and understand the significance of religion in the local, national and global communities.
- Identify and begin to describe the similarities and differences within and between religions.
- Begin thinking about the lives of people living in other places and times, and people with different values and customs.
- Reflect on sources of inspiration in their own and others' lives.

Design and Technology

- Use research and criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Use a wide range of materials – textiles
- Evaluate existing products and improve own work
- Understand seasonality, prepare and cook mainly savoury dishes.