

Key End Points - for end of year

Year 3



Ready to Progress Criteria...

The Humanities

Humanities	Knowledge	Skills
History	<ul style="list-style-type: none">I can suggest why certain events happened as they did in history.I recognise that our knowledge of the past is constructed from different sources of evidence.	<ul style="list-style-type: none">I can describe events and periods using BC and AD, century, ancient and prehistoric.I can research similarities and differences between given periods.
Humanities	Knowledge	Skills
RE	<ul style="list-style-type: none">I can start to tell you why Christians believe Jesus' death is important.I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	<ul style="list-style-type: none">I can start to tell you what Christmas means to Christians and what it means to me.I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
Humanities	Knowledge	Skills
Geography	<ul style="list-style-type: none">I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece).I can describe and understand key aspects of physical geography, including: climate zones and rivers.	<ul style="list-style-type: none">I can use sketch maps to demonstrate my observations of the human and physical features in the local area.

The Sciences

Sciences		
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none"> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10. Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. <p>Number Facts</p> <ul style="list-style-type: none"> Secure fluency in addition and subtraction facts that bridge 10, through continued practice. Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Calculate complements to 100. Add and subtract up to three-digit numbers using columnar methods. Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Apply known multiplication and division facts to solve contextual problems with different structures. <p>Fractions</p> <ul style="list-style-type: none"> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. Find unit fractions of quantities using known division facts (multiplication tables fluency). Reason about the location of any fraction within 1 in the linear number system. Add and subtract fractions with the same denominator, within 1. <p>Geometry</p> <ul style="list-style-type: none"> Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. Draw polygons by joining marked points, and identify parallel and perpendicular sides. 	
Sciences	Knowledge	Skills
Science	<ul style="list-style-type: none"> Animals, including Humans: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. Forces and Magnets: 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. Light: I recognise that shadows are formed when the light from a light source is blocked by an opaque object. Plants: I can identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Rocks: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. 	<ul style="list-style-type: none"> Experiments: I can set up simple practical enquiries, comparative and fair tests. Conclusions: I can use straightforward scientific evidence to answer questions or to support my findings.

Sciences	Knowledge	Skills
Computing	<u>Computer Systems & Networks</u> <ul style="list-style-type: none"> I can explore how digital devices can be connected and can explain the role of a switch, server, and wireless access point in a network. <u>Programming</u> <ul style="list-style-type: none"> I know a wider range of commands that can be used to write more complex algorithms. 	<u>Multimedia</u> <ul style="list-style-type: none"> I can combine text, graphics and sound in desktop publishing to suit different purposes. <u>Handling Data</u> <ul style="list-style-type: none"> I can collect and present information in a branching database.

Sciences	Knowledge	Skills
DT	<ul style="list-style-type: none"> Make: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Evaluate: I can begin to modify my original designs based on suitability for purpose. 	<ul style="list-style-type: none"> I can begin to use more complicated joins safely using equipment such as glue guns, junior hacksaws, hand drills and sanding equipment.

The Arts

Arts	Knowledge	Skills
Art	<ul style="list-style-type: none"> They can notice differences between different art movements. 	<ul style="list-style-type: none"> They develop accuracy when completing observational drawings. They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media. They begin to record media explorations and experimentations as well as try out ideas, plan colours and collect ideas for future works.

Arts	Knowledge	Skills
Music	<u>Appraising</u> <ul style="list-style-type: none"> To name some of the instruments they can hear in a song. To know how pulse, rhythm and pitch work together to create a song. <u>Singing and Playing</u> <ul style="list-style-type: none"> To be able to play a simple rhythmic pattern in time to the music. 	<u>Improvisation and Composing</u> <ul style="list-style-type: none"> To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial/graphic notation). To show control when playing musical instruments so that they sound as they should.

Communication and Language

Communication and Language		
Writing	<p>Handwriting</p> <ul style="list-style-type: none"> I understand which letters to join and which should be left un-joined. <p>Spelling</p> <ul style="list-style-type: none"> I spell many identified commonly misspelt words from the Year 3 and 4 word list. <p>Composition</p> <ul style="list-style-type: none"> I compose a variety of simple and compound sentences and understand their impact on the reader. I can organise paragraphs around a theme. <p>Grammar</p> <ul style="list-style-type: none"> Detail is added by the expansion of noun phrases. I make adventurous word choices to engage my reader. <p>Punctuation</p> <ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (CL,FS, !, ? and “ ”). 	
Communication and Language		
Reading	<p>Word Reading</p> <ul style="list-style-type: none"> Reads most of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. Read with fluency a range of age-appropriate text types. Read at a speed sufficient for them to focus on understanding (at least 90 words per minute). <p>Comprehension</p> <ul style="list-style-type: none"> Without prompting, draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character’s actions. Retrieve and record information confidently from texts. 	
Communication and Language	Knowledge	Skills
MFL	<ul style="list-style-type: none"> Memorise core vocabulary and phrases in French, particularly transferable vocabulary such as sentence starters and question openers. Know that French letters have different phonetic pronunciations when compared with English letters, notice the differences in pronunciation and practice these regularly. 	<ul style="list-style-type: none"> Say simple words and phrases from memory with increasing confidence, mimicking intonation and accent. Recognise simple adjectives and negatives in spoken French and begin to use them in their own speech.

Mental Wealth and Physical Health

Mental Wealth and Physical Health	Knowledge	Skills
Online Safety	<ul style="list-style-type: none"> • Self - image and Identity: I can explain ways in which, and why, I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). • Online Relationships: I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. • Managing Online Information: I can explain the difference between a 'belief', an 'opinion' and a 'fact'. • Health, Wellbeing and lifestyle: I can explain why spending too much time using technology can sometimes have a negative impact on me. • Privacy and security: I can give reasons why I should only share information with people I choose to and can trust. 	<ul style="list-style-type: none"> • Managing Online Information: I can use key phrases in search engines.
Mental Wealth and Physical Health	Knowledge	Skills
PE	<ul style="list-style-type: none"> • I can describe what happens to my heart, breathing and temperature during different types of athletic activity. • I understand the rules about the games I have been taught. 	<ul style="list-style-type: none"> • I can select the most appropriate ways of travelling for an activity and execute it appropriately, (e.g, running, walking, hopping and skipping). • I can choose the appropriate skills and equipment to meet the challenges that are set.