

Art

I can create sketch books to record my observations and use them to review and revisit ideas.

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

I can design and make working models

Topic

I can describe the roles and responsibilities of a family unit

I can draw a family tree

I can describe my goals and aspirations

Marvellous, Majestic Me!

Year Three



In this topic, children will learn learn all about both humans' and animals' bodies, in particular the functions of bones and muscles. They will also consider how to stay healthy and will learn about where their food comes from.

Science

Animals Including Humans

I can ask relevant questions and use different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

I can use straightforward scientific evidence to answer questions or to support their findings.

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

Reading

I can apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.

I can begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can use dictionaries to check the meaning of words that I have read.

I can increase my familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.

I can discuss some words and phrases that capture my interest and imagination.

I can begin to check that the text makes sense to me, by discussing my understanding and explaining the meaning of words in context.

I can ask simple questions to improve my understanding of a text.

I can draw simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can begin to identify main ideas drawn from more than one paragraph and summarise these.

I can retrieve and record simple information from non-fiction.

I can participate with support in discussion 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 use some prefixes and suffixes and understand how to add them.

I can spell some words that are often misspelt.

I can use the first two letters of a word to check its spelling in a dictionary.

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I can begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I can plan my writing by beginning to discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can plan my writing by beginning to discuss and record ideas.

I can draft and write by composing and rehearsing simple sentence structures orally, a varied and rich vocabulary and an increasing range of sentence structures.

I can draft and write by creating simple settings, characters and a basic plot in narratives.

I can evaluate and edit by beginning to assess the effectiveness of my own and others' writing and suggesting improvements.

I can proof-read for some spelling and punctuation errors.

I can read aloud my own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

I can use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing my writing and reading.

I can use paragraphs as a way to group related material.

I can begin to use inverted commas to punctuate direct speech.

Mathematics

I can identify, represent and estimate numbers using different representations.

I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

I can read and write numbers up to a 1000 in numerals and words.

I can solve number problems and practical problems involving these ideas

I can find 10 or 100 more or less than a given number.

I can compare and order numbers up to 1000.

I can add and subtract numbers mentally including three digit numbers and ones, three digit numbers and tens, three digit numbers 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 number problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.