End of Year Expectations – Year 3

Teacher – Miss N. Bradbury

For more information about our curriculum please visit our website:

www.st-james-pri.lancs.sch.uk

We Belong to the Loving Family of St. James'
This booklet is designed to help parents to support your child to meet the end of year expectations for each year group. This booklet contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home but it is not expected that you teach these topics.

### Expectations in Maths

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting &amp; ordering</td>
<td>Compare &amp; order numbers up to 1000.</td>
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<tr>
<td>Numbers &amp; more/less</td>
<td>Read &amp; write all numbers to 1000 in digits &amp; words.</td>
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<tr>
<td></td>
<td>Find 10 or 100 more/less than a given number.</td>
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<tr>
<td>Tables &amp; multiples</td>
<td>Count from 0 in multiples of 4, 8, 50 &amp; 100.</td>
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<tr>
<td></td>
<td>Recall &amp; use multiplication &amp; division facts for 3, 4, 8 tables.</td>
</tr>
<tr>
<td>Place value &amp; rounding</td>
<td>Recognise PV of any 3-digit number.</td>
</tr>
<tr>
<td>Calculations +/-</td>
<td>Add &amp; subtract 3-digit numbers including using column method</td>
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<tr>
<td></td>
<td>Use inverse to check.</td>
</tr>
<tr>
<td>Calculations x/÷</td>
<td>Multiply 2-digit by 1-digit</td>
</tr>
<tr>
<td>Fractions &amp; percentages</td>
<td>Count up/down in tenths.</td>
</tr>
<tr>
<td></td>
<td>Compare &amp; order fractions with same denominator.</td>
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<tr>
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<td>+/- fractions with same denominator with whole.</td>
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<tr>
<td></td>
<td>Know pairs of fractions that total 1.</td>
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<tr>
<td>Time</td>
<td>Tell time using 12 and 24 hour clocks; and using roman numerals.</td>
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<tr>
<td></td>
<td>Tell time to nearest minute.</td>
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<tr>
<td></td>
<td>Know number of days in each month.</td>
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</tbody>
</table>
### Expectations in Reading

<table>
<thead>
<tr>
<th>Comprehension and Understanding</th>
<th>Comments on the way characters relate to one another. Knows which words are essential in a sentence to retain meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction, inference &amp; deduction</td>
<td>Draw inferences such as inferring characters’ feelings, thoughts &amp; motives from their actions.</td>
</tr>
<tr>
<td>Intonation and Expression</td>
<td>Recognise how commas are used to give more meaning.</td>
</tr>
<tr>
<td>Grammatical Features</td>
<td>Recognise:</td>
</tr>
<tr>
<td></td>
<td>- plurals</td>
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<td></td>
<td>- pronouns and how used</td>
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<td></td>
<td>- collective nouns</td>
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<tr>
<td></td>
<td>- adverbs</td>
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<tr>
<td></td>
<td>Can explain the difference that adjectives and verbs make.</td>
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</tbody>
</table>
## Expectations in Writing

<table>
<thead>
<tr>
<th>Sentence &amp; text structure</th>
<th>Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd &amp; 3rd person. Use perfect form of verbs to mark relationships of time &amp; cause.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>Correct use of speech marks for direct speech.</td>
</tr>
<tr>
<td>Paragraphing</td>
<td>Group ideas into paragraphs around a theme. Write under headings &amp; sub-headings.</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Legible, joined handwriting.</td>
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</table>
## Expectations as a Learner

<table>
<thead>
<tr>
<th>Role</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Managers</strong></td>
<td>Know how to make an idea even better. Prepared to listen to points made by others. Show empathy. Listen to and following instructions independently. Try out new ideas even if feeling nervous.</td>
</tr>
<tr>
<td><strong>Effective Participators</strong></td>
<td>Know how to make an idea even better. Prepared to listen to points made by others. Show empathy. Listen to and following instructions independently. Try out new ideas even if feeling nervous.</td>
</tr>
<tr>
<td><strong>Resourceful Thinkers</strong></td>
<td>Have a go at something that may not work. Use imagination to improvise. Think of different ideas and possibilities when solving problems. Improve learning by imitating others.</td>
</tr>
<tr>
<td><strong>Reflective Learners</strong></td>
<td>Understand the factors that stop them from learning effectively. Say who or what helps them learn and how and why they know. Gauge when a task has been completed to the best of their ability. Take time to consider experiences and what needs to be done next. Check and edit own work.</td>
</tr>
<tr>
<td><strong>Independent Enquirers</strong></td>
<td>Understand basics of cause and effect. Devise sensible questions to ask different people. Suggest a question which can be investigated.</td>
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</tbody>
</table>
| | Show thinking in different ways, e.g. mind map.  
| Plan and finish a task within a given time frame.  
| See the relationship between things and use to explain ideas to others.  
| **Team Workers** | Work harmoniously and constructively with others in joint activity.  
| Make sure that everyone takes a turn when speaking.  
| Give feedback to others in group on their performance.  
| Work readily in different teams.  
| Listen to and follow instructions independently |
**Expectations in Science**

**Plants – Functions of Parts of a Plant**
- Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- 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.
  - Roots grow downwards and anchor the plant.
  - Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.
  - Nutrients (not food) are taken in through the roots.
  - Stems provide support and enable the plant to grow towards the light.
  - Plants make their own food in the leaves using energy from the sun.
  - Flowers attract insects to aid pollination.
  - Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind.
  - Seeds are formed after the flowers are pollinated.
  - Many flowers produce fruits which protect the seed and/or aid seed dispersal.
  - Seed dispersal, by a variety of methods, helps ensure that new plants survive.
  - Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).

**Animals – Health/Nutrition**
- 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.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).

**Animals – Skeletons and Movement**
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected).
- Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs.
  - Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons.
  - Know that muscles, which are attached to the skeleton, help animals move parts of their body.
  - Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans?
  - Recognise that animals are alive; they move, feed, grow, use their senses and reproduce.

**Material Properties – 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
  - Recognise that rocks and soils can feel and look different.
  - Recognise that rocks and soils can be different in different places/environments.

**Light and Astronomy – Light, reflections and shadows**
- Recognise that they 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 a solid object.
- Find patterns in the way that the size of shadows can change.

**Forces and Magnets**
- Compare how some 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 (like and unlike poles).
- Predict whether two magnets will attract or repel each other, depending on which poles they are facing.
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<th>Expectations in Art &amp; Design</th>
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<tbody>
<tr>
<td>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences. Begin to record their thoughts and experiences in a sketch book / ideas journal.</td>
<td>Begin to understand the historical and/or cultural significance of a chosen artist / art form.</td>
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<tr>
<td>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</td>
<td>Evaluate and analyse creative works using the language of art, craft, and design</td>
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<tr>
<td>Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work. Use sketch book / ideas journal to adapt their work as their ideas develop and discuss this with others.</td>
<td>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</td>
</tr>
<tr>
<td>Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</td>
<td>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</td>
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<tr>
<td>Produce creative work, exploring their ideas and recording their experiences.</td>
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# Expectations in Computing

- Use technology safely and respectfully and have an understanding of how to keep information secure.
- Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.
- Develop an understanding of what is acceptable and unacceptable online behaviour.
- Realise that not all information on the internet is trustworthy and there is a need to verify its reliability.
- Use a variety of software and devices to create digital assets such as programs, graphs and multimedia content for a defined purpose.
- Develop their search strategies further by refining their use of keywords and starting to use appropriate key phrases and questions.
- Use more complex simulations and understand the effects of changing variables.
- Plan and write algorithms and programs using sequence and repetition and further develop their computational thinking strategies to solve problems and errors in their algorithms and programs.
- Have knowledge and experience of using a range of different inputs and outputs.
- Describe some of components of a computer network and some of the ways in which computer networks can be used.

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<th>Digital Literacy</th>
<th>Information Technology</th>
<th>Computer Science</th>
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### Expectations in Design & Technology

- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

- Select from a range of tools for cutting, shaping, joining and finishing.
- Use tools with accuracy.
- Select from materials according to their functional properties.
- Use appropriate finishing techniques.

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Decide which design idea to develop.
- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the user’s design criteria.
- Investigate key events and individuals in design and technology.

- Use an increasingly appropriate technical vocabulary for tools materials and their properties.
- Understand seam allowance.
- Prototype a product.
- Sew on buttons and make loops.
- Strengthen frames with diagonal struts.
- Measure and mark square section, strip and dowel accurately to 1cm.
- Incorporate a circuit into a model.
- Use electrical systems such as switches, bulbs and buzzers.
- Use ICT to control products.
- Use linkages to make movement larger or more varied.

<table>
<thead>
<tr>
<th>Design</th>
<th>Make</th>
<th>Evaluate</th>
<th>Technical Knowledge</th>
<th>Cooking and Nutrition</th>
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(Follow instructions / recipes.
Join and combine a range of ingredients.
Begin to understand the food groups on the Eatwell Plate.)
**Expectations in Geography**

- Name and locate a wider range of places in their locality, the UK and wider world.
- Use geographical language to describe some aspects of human and physical features and patterns.
- Make observations about places and features that change over time.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Identify similarities, differences and patterns when comparing places and features.
- Observe, record, and name geographical features in their local environments.
- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.
- Use the eight compass points and recognise some Ordnance Survey symbols on maps.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
- Communicate geographical information through a range of methods including the use of ICT.

| Locational and Place knowledge | Human and Physical Geography | Geographical Skills: Enquiry and Investigation | Geographical Skills: Fieldwork | Geographical Skills: Interpret a Range of Sources of Geographical Information | Geographical Skills: Communicate Geographical Information |
Expectations in History

- Use some dates and historical terms when ordering events and objects.
- Demonstrate awareness that the past can be divided into different periods of time.
- Explore trends and changes over time.
- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.
- Describe some aspects of the Roman Empire and recognise its impact on Britain.
- Demonstrate knowledge of aspects of history significant in their locality.
- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise that different versions of past events may exist.
- Describe some of the ways the past can be represented.
- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.

| Chronology | Events, People and Changes | Interpretation, Enquiry and Using Sources | Communication |
### Expectations in Languages

- Identify the meanings of simple words and phrases they hear by matching to an object / picture / person etc.
- Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.
- Say or repeat some familiar words and short simple phrases Year 3.
- Identify the meanings of simple words and phrases they see by matching to an object / picture / person etc.
- Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.
- Write or copy a few simple words or symbols accurately.
- Be aware that symbols e.g. accents, umlauts exist and what they do (also capital letters in German).
- Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives.

| Understand and respond to spoken language from a variety of resources (Listening) | Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking) | Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading) | Write at varying length for different purposes and audiences (writing) | Use a variety of grammatical structures |
### Expectations in Music

- Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.
- Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.
- Listen with extended concentration and begin to express their opinion on a range of live and recorded music.
- Explain their ideas and feelings about music using movement, dance and expressive language.
- Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).
- Determine upwards and downwards direction in pitch when listening and reviewing music.

<table>
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<tr>
<th>Performing</th>
<th>Listening and Reviewing</th>
<th>Creating and Composing</th>
<th>Understanding and Exploring</th>
<th>Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)</th>
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</thead>
</table>

- Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.
- Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).
- Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.
- Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.
- Explore music from a culture different to their own.
- Understand that dynamics means volume and can recognise various different levels.
- Understand that texture refers to the difference between thick (many sounds) and thin (few) layers of sounds.
- Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.
### Expectations in Physical Education

- Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities.
- Perform using a number of sending and receiving skills with some accuracy.
- Travelling - change direction easily.
- Perform travelling, rolling, jumping and balancing skills.
- Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.
- Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom).
- Begin to work cooperatively with others to solve challenges.

<table>
<thead>
<tr>
<th>Developing Skills</th>
<th>Examples of Skills</th>
<th>Application of Skills: Attacking and Defending Strategies</th>
<th>Application of Skills: Linking Actions and Sequences of Movement</th>
<th>Evaluating Success</th>
</tr>
</thead>
</table>
- Chest pass, bounce pass, swing pass, catching.  
- Dodging and swerving.  
- Underarm bowl.  
- Throwing overarm.  
- Strike a ball with implement.  
- Travelling on hands and feet, balance on large and small body parts.  
- Develop simple attacking skills in a 3V1 invasion game.  
- Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities.  
- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.  
- Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.  
- Identify what they do best and what they find difficult.  
- Make simple assessments of performance based on simple criteria given by the teacher.