



# Beeston Hill St Luke's C of E Primary School

## – Year 3 Expectations and End Points

This document 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.

<b>Reading</b> <ul style="list-style-type: none"><li>• Decode accurately at age appropriate level</li><li>• Comment on the way characters relate to one another</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li><li>• Listen to and discuss a wide range of literature (poems, non-fiction, myths, fairy stories)</li><li>• Identify themes and corrections across texts</li><li>• Read for a range of different purposes</li><li>• Identify and summarise main ideas from each paragraph</li><li>• Identify how language structure and presentation contribute to meaning</li><li>• To enjoy reading and to choose books to read for pleasure</li><li>• To read age appropriate texts fluently and for pleasure</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>• Use conjunctions (when, so, before, after, while, because)</li><li>• Use adverbs (e.g. then, next, soon).</li><li>• Use prepositions (e.g. before, after, during, in, because of)</li><li>• Experiment with adjectives to create impact</li><li>• Correctly use verbs in 1st, 2nd and 3rd person</li><li>• Use inverted commas to punctuate direct speech</li><li>• Group ideas into basic paragraphs</li><li>• Write under headings and sub-headings</li><li>• Write with increasing legibility, consistency and fluency</li><li>• Proof read their own writing for spelling and punctuation errors</li><li>• Create narratives using settings and characters</li></ul>
<b>Mathematics</b> <ul style="list-style-type: none"><li>• Know that 10 tens are equivalent to 1 hundred and that 100 is 10 times the size of 10; apply this to identify how many 10s there are in other three-digit multiples of 10</li><li>• 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 system, including identifying the previous and next multiple of 100 and 10</li><li>• 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.</li><li>• Secure fluency in addition and subtraction facts that bridge 10.</li><li>• Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables.</li><li>• Scaling number facts by 10: <math>8 + 6 = 14</math> so <math>80 + 60 = 140</math></li><li>• Calculate complements to 100.</li><li>• Add and subtract up to three-digit numbers using columnar methods.</li><li>• Understand the inverse relationship between addition and subtraction.</li><li>• Apply known multiplication and division facts to solve contextual problems.</li><li>• Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</li><li>• Find unit fractions of quantities using known division facts.</li><li>• Reason about the location of any fraction within 1 in the linear number system.</li><li>• Add and subtract fractions with the same denominator, within 1.</li><li>• 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.</li><li>• Draw polygons by joining marked points and identify parallel and perpendicular sides.</li></ul>	<b>Science</b> <i>Biology</i> <ul style="list-style-type: none"><li>• Classify things by living, dead or never lived.</li><li>Know how a specific habitat provides for the basic needs of living things (plants and animals).</li><li>• Match living things to their habitat.</li><li>• Name some different sources of food for animals.</li><li>• Know about and explain a simple food chain.</li><li>• Know the basic stages in a life cycle (animals and humans).</li><li>• Know why exercise, a balanced diet and good hygiene are important for humans.</li><li>• Know and explain how seeds and bulbs grow into plants.</li><li>• Know what plants need to grow and stay healthy.</li></ul> <i>Chemistry</i> <ul style="list-style-type: none"><li>• Know how materials can be changed by squashing, bending, twisting and stretching.</li></ul> <i>Physics</i> <ul style="list-style-type: none"><li>• Know why a material might or might not be used for a specific job.</li></ul>

<p><b>History</b></p> <p><i>Chronology (Stone Age --&gt; Iron Age)</i></p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the beginning of the stone age and the iron age.</li> <li>• Know the differences between the stone, bronze and iron ages.</li> <li>• Know what is meant by 'hunter-gatherers'.</li> </ul> <p><i>Ancient Greece</i></p> <ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans.</li> <li>• Know about the influence the Gods had on Ancient Greece.</li> <li>• Know at least five sports from the Ancient Greek Olympics.</li> </ul> <p><i>Historical Enquiry Skills</i></p> <ul style="list-style-type: none"> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>• Research what it was like for children in a given period of history and present findings to an audience.</li> </ul>	<p><b>Computing</b></p> <p><i>Create Programs</i></p> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> </ul> <p><i>Develop Programs</i></p> <ul style="list-style-type: none"> <li>• Design a sequence of instructions, including directional instructions.</li> </ul> <p><i>Reasoning</i></p> <ul style="list-style-type: none"> <li>• Discern when it is best to use technology and where it adds little or no value.</li> </ul> <p><i>Networks</i></p> <ul style="list-style-type: none"> <li>• Navigate the web to complete simple searches.</li> </ul> <p><i>Search Engines</i></p> <ul style="list-style-type: none"> <li>• Use a range of software for similar purposes.</li> <li>• Collect and present information.</li> </ul> <p><i>Using Programs</i></p> <ul style="list-style-type: none"> <li>• Understand what computer networks do and how they provide multiple services.</li> </ul> <p><i>Safe use</i></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know different ways they can get help, if concerned</li> </ul>	<p><b>Spanish</b></p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>• Name and describe people, a place and an object.</li> <li>• Have a short conversation, saying 3-4 things.</li> <li>• Give response using a short phrase.</li> <li>• Start to speak, using a full sentence.</li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Read and understand a short passage using familiar language.</li> <li>• Explain the main points in a short passage.</li> <li>• Use a bilingual dictionary or glossary to look up new words.</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Write phrases from memory.</li> <li>• Write 2-3 short sentences on a familiar topic.</li> <li>• Write what they like/dislike about a familiar topic.</li> </ul>
<p><b>Art</b></p> <p><i>Using Sketchbooks</i></p> <ul style="list-style-type: none"> <li>• Know how to use sketches to produce a final piece of art.</li> <li>• Know how to use digital images and combine with other media.</li> <li>• Know how to use IT to create art which includes their own work and that of others</li> </ul> <p><i>Drawing, painting and sculptures</i></p> <ul style="list-style-type: none"> <li>• Know how to show facial expressions in art.</li> <li>• Know how to use different grades of pencil to shade and to show different tones and textures.</li> <li>• Know how to create a background using a wash.</li> <li>• Know how to use a range of brushes to create different effects in painting.</li> </ul> <p><i>Study of great artists</i></p> <ul style="list-style-type: none"> <li>• Know how to identify the techniques used by different artists.</li> <li>• Know how to compare the work of different artists.</li> <li>• Recognise when art is from different cultures.</li> <li>• Recognise when art is from different historical periods.</li> </ul>	<p><b>Music</b></p> <p><i>Performing</i></p> <ul style="list-style-type: none"> <li>• Play clear notes on instruments and use different elements in composition.</li> </ul> <p><i>Compose</i></p> <ul style="list-style-type: none"> <li>• Combine different sounds to create a specific mood or feeling.</li> </ul> <p><i>Use and Understand</i></p> <ul style="list-style-type: none"> <li>• Create repeated patterns with different instruments.</li> <li>• Improve work; suggest ways</li> </ul> <p><i>Appreciate</i></p> <ul style="list-style-type: none"> <li>• Use musical words to describe a piece of music and compositions.</li> <li>• Use musical words to describe what they like and do not like about a piece of music.</li> </ul> <p><i>History of Music</i></p> <ul style="list-style-type: none"> <li>• Recognise the work of at least one famous composer.</li> </ul>	<p><b>PE</b></p> <p><i>Athletics</i></p> <ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds; changing speed and direction.</li> <li>• Take part in a relay, remembering when to run and what to do.</li> </ul> <p><i>Competitive Games</i></p> <ul style="list-style-type: none"> <li>• Be aware of space and use it to support team-mates and to cause problems for the opposition.</li> <li>• Know and use rules fairly.</li> </ul> <p><i>Gymnastics</i></p> <ul style="list-style-type: none"> <li>• Adapt sequences to suit different types of apparatus and criteria.</li> <li>• Explain how strength and suppleness affect performance.</li> </ul> <p><i>Dance</i></p> <ul style="list-style-type: none"> <li>• Improvise freely and translate ideas from a stimulus into movement.</li> <li>• Share and create phrases with a partner and small group.</li> <li>• Remember and repeat dance perform phrases</li> </ul> <p><i>Outdoor A&amp;A</i></p> <ul style="list-style-type: none"> <li>• Follow a map in a familiar context. Use clues to follow a route safely.</li> </ul> <p><i>Evaluate</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast gymnastics sequences.</li> <li>• Recognise own improvements.</li> </ul>