

READING TARGETS - A YEAR 3 READER

Word Reading

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

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

I can explain how structure and presentation contribute to the meaning of texts.

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

WRITING TARGETS - A YEAR 3 WRITER

Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones.

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

I can spell words which are in a family correctly.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can identify the root in longer words.

Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

Punctuation

I can use inverted commas to punctuate direct speech.

Targets in Spoken Language - A Year 3 Speaker

I can sequence and communicate ideas in an organised and logical way, always using complete sentences.

I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.

I take a full part in paired and group discussions.

I show that I know when Standard English is required and use it (*beginning*).

I can retell a story using narrative language and add relevant detail.

I can show that I have listened carefully because I make relevant comments.

I can present ideas or information to an audience.

I recognise that meaning can be expressed in different ways, depending on the context.

I can perform poems from memory adapting expression and tone as appropriate.

MATHEMATICS TARGETS - A YEAR 3 MATHEMATICIAN

Number, place value, approximation and estimation/rounding

I can count from 0 in multiples of 4, 8, 50 and 100.

I can compare and order numbers up to 1,000.

I can read and write numbers to 1,000 in numerals and words.

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

I can recognise the place value of each digit in a 3-digit number.

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

I can solve number problems and practical problems using above.

Calculations

I can add and subtract mentally, including:

A 3-digit number and ones

A 3-digit number and tens

A 3-digit number 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 operation to check answers.

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

I can recall and use multiplication and division facts for the 3, 4 and 8x tables.

I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.

I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, decimals and percentages

I can count up and down in tenths.

I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.

I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

I can compare and order unit fractions and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole.

I can solve problems involving the above.

Measurement

I can compare lengths using m, cm & mm.

I can compare mass using kg & g.

I can compare volume/capacity using l & ml.

I can measure lengths using m, cm & mm.

I can measure mass using kg & g.

I can measure volume/capacity using l & ml.

I can add and subtract lengths using m, cm & mm.

I can add and subtract mass using kg & g.

I can add and subtract volume/capacity using l & ml.

I can tell and write the time from an analogue clock (12 hour clock).

I can tell and write the time from an analogue clock (24 hour clock).

I can tell and write the time from an analogue clock (Roman numerals).

I can estimate and read time with increasing accuracy to the nearest minute.

I can record and compare time in terms of seconds, minutes and hours.

I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.

I know the number of seconds in a minute.

I know the number of days in each month, year and leap year.

I can compare the duration of events.

I can measure the perimeter of simple 2D shapes.

I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Geometry - properties of shapes

I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.

I can draw 2D shapes.

I can make 3D shapes using modelling materials.

I recognise 3D shapes in different orientations and describe them.

I recognise that angles are a property of shape or a description of a turn.

I can identify right angles.

I recognise that two right angles make a half-turn & three make a three quarter turn.

I can identify whether angles are greater than or less than a right angle.

Statistics

I can interpret and present data using bar charts, pictograms and tables.

I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

SCIENCE TARGETS - A YEAR 3 SCIENTIST

Working scientifically

(Y3 and Y4)

I can ask relevant scientific questions.

I can use observations and knowledge to answer scientific questions.

I can set up a simple enquiry to explore a scientific question.

I can set up a test to compare two things.

I can set up a fair test and explain why it is fair.

I can make careful and accurate observations, including the use of standard units.

I can use equipment, including thermometers and data loggers to make measurements.

I can gather, record, classify and present data in different ways to answer scientific questions.

I can use diagrams, keys, bar charts and tables; using scientific language.

I can use findings to report in different ways, including oral and written explanations, presentation.

I can draw conclusions and suggest improvements.

I can make a prediction with a reason.

I can identify differences, similarities and changes related to an enquiry.

Biology

Plants

I can describe the function of different parts of flowering plants and trees.

I can explore and describe the needs of different plants for survival.

I can explore and describe how water is transported within plants.

I can describe the plant life cycle, especially the importance of flowers.

Animals, including humans

I can explain the importance of a nutritious, balanced diet.

I can explain how nutrients, water and oxygen are transported within animals and humans.

I can describe and explain the skeletal system of a human.

I can describe and explain the muscular system of a human.

I can describe the purpose of the skeleton in humans and animals.

Chemistry

Rocks

I can compare and group rocks based on their appearance and physical properties, giving a reason.

I can describe how fossils are formed.

I can describe how soil is made.

I can describe and explain the difference between sedimentary and igneous rock.

Physics

Light

I can describe what dark is (the absence of light).

I can explain that light is needed in order to see.

I can explain that light is reflected from a surface.

I can explain and demonstrate how a shadow is formed.

I can explore shadow size and explain.

I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets

I can explore and describe how objects move on different surfaces.

- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

COMPUTING TARGETS - A YEAR 3 COMPUTER USER

Algorithms and programming

- I can design a sequence of instructions, including directional instructions.
- I can write programs that accomplish specific goals.
- I can work with various forms of input.
- I can work with various forms of output.

Information technology

- I can use a range of software for similar purposes.
- I can collect information.
- I can design and create content.
- I can present information.
- I can search for information on the web in different ways.
- I can manipulate and improve digital images.

Digital literacy

- I use technology respectfully and responsibly.
- I know different ways I can get help if I am concerned.
- I understand what computer networks do and how they provide multiple services.
- I can discern where it is best to use technology and where it adds little or no value.

HISTORY TARGETS - A YEAR 3 HISTORIAN

- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can explain some of the times when Britain has been invaded.
- I can use research skills to find answers to specific historical questions.
- I can research in order to find similarities and differences between two or more periods of history.

GEOGRAPHY TARGETS - A YEAR 3 GEOGRAPHER

- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.

PHYSICAL EDUCATION TARGETS - A YEAR 3 SPORTS PERSON

Games

I can throw and catch with control.

I am aware of space and use it to support team-mates and to cause problems for the opposition.

I know and use rules fairly.

Gymnastics

I can adapt sequences to suit different types of apparatus and criteria.

I can explain how strength and suppleness affect performance.

I can compare and contrast gymnastic sequences.

Dance

I can improvise freely and translate ideas from a stimulus into movement.

I can share and create phrases with a partner and small group.

I can repeat, remember and perform phrases.

Athletics

I can run at fast, medium and slow speeds; changing speed and direction.

I can take part in a relay, remembering when to run and what to do.

Outdoor and adventurous

I can follow a map in a familiar context.

I can use clues to follow a route.

I can follow a route safely.

ART & DESIGN TARGETS - A YEAR 3 ARTIST

I can show facial expressions in my art.

I can use sketches to produce a final piece of art.

I can use different grades of pencil to shade and to show different tones and textures.

I can create a background using a wash.

I can use a range of brushes to create different effects in painting.

I can identify the techniques used by different artists.

I can use digital images and combine with other media in my art.

I can use IT to create art which includes my own work and that of others.

I can compare the work of different artists.

I recognise when art is from different cultures.

I recognise when art is from different historical periods.

DESIGN & TECHNOLOGY TARGETS - A YEAR 3 DESIGNER

I can prove that my design meets some set criteria.

I can follow a step-by-step plan, choosing the right equipment and materials.

I can design a product and make sure that it looks attractive.

I can choose a textile for both its suitability and its appearance.

I can select the most appropriate tools and techniques for a given task.

I can make a product which uses both electrical and mechanical components.

I can work accurately to measure, make cuts and make holes.

I can describe how food ingredients come together.

MUSIC TARGETS - A YEAR 3 MUSICIAN

I can sing a tune with expression.
I can play clear notes on instruments.
I can use different elements in my composition.
I can create repeated patterns with different instruments.
I can compose melodies and songs.
I can create accompaniments for tunes.
I can combine different sounds to create a specific mood or feeling.
I can use musical words to describe a piece of music and compositions.
I can use musical words to describe what I like and do not like about a piece of music.
I can recognise the work of at least one famous composer.
I can improve my work; explaining how it has been improved.

FOREIGN LANGUAGE TARGETS - A YEAR 3 AND YEAR 4 INTERNATIONAL SPEAKER

Spoken language

I can name and describe people.
I can name and describe a place.
I can name and describe an object.
I can have a short conversation saying 3-4 things.
I can give a response using a short phrase.
I am starting to speak in sentences.

Reading

I can read and understand a short passage using familiar language.
I can explain the main points in a short passage.
I can read a passage independently.
I can use a bilingual dictionary or glossary to look up new words.

Writing

I can write phrases from memory.
I can write 2-3 short sentences on a familiar topic.
I can say what I like/dislike about a familiar topic.