

Key Assessment Criteria: *Being a reader*

A year 3 reader	
Word reading <ul style="list-style-type: none">• I can apply 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 <ul style="list-style-type: none">• 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 explain 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 details I have.• 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.

Key Assessment Criteria: *Being a writer*

A year 3 writer		
<p>Transcription</p> <p>Spelling</p> <ul style="list-style-type: none"> • 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 correctly which are in a family. • I can spell the commonly mis-spelt words from the Y3/4 word list. • I can identify the root in longer words. <p>Handwriting</p> <ul style="list-style-type: none"> • I use the diagonal and horizontal strokes that are needed to join letters. • I understand which letters should be left unjoined. 	<p>Composition</p> <ul style="list-style-type: none"> • 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 write non-narrative 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. 	<p>Grammar and punctuation</p> <p>Sentence structure</p> <ul style="list-style-type: none"> • I can express time, place and cause by using conjunctions, adverbs and prepositions. <p>Text structure</p> <ul style="list-style-type: none"> • 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. <p>Punctuation</p> <ul style="list-style-type: none"> • I can use inverted commas to punctuate direct speech.

Key Assessment Criteria: *Being a mathematician (full version)*

A year 3 mathematician	
<p>Number, place value, approximation and estimation/rounding</p> <ul style="list-style-type: none">• 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. <p>Calculations</p> <ul style="list-style-type: none">• I can add and subtract mentally, including:<ul style="list-style-type: none">• 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. <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none">• 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.	<p>Measurement</p> <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• 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. <ul style="list-style-type: none">• I can add and subtract amounts of money to give change, using both £ and p in a practical context. <p>Geometry –properties of shapes</p> <ul style="list-style-type: none">• 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. <p>Statistics</p> <ul style="list-style-type: none">• 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.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 3 mathematician	
Number <ul style="list-style-type: none">• I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.• I can count from 0 in multiples of 4, 8, 50 and 100.• I can recognise the value of each digit in a 3-digit number.• I understand and can count in tenths, and find the fractional value of a given set.• I can add and subtract fractions with a common denominator.• I can derive and recall multiplication facts for 3, 4 and 8x tables.• I can add and subtract mentally combinations of 1-digit and 2-digit numbers.• I can add and subtract numbers with up to 3-digits using formal written methods.• I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.• I can calculate 2-digit x 1-digit.• I can solve number problems using one and two step problems	Measurement, geometry and statistics <ul style="list-style-type: none">• I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.• I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.• I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm.• I can measure, compare, add and subtract using common metric measures.• I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

Key Assessment Criteria: *Being a scientist*

A year 3 scientist			
<p>Working scientifically (Y3 and Y4)</p> <ul style="list-style-type: none"> •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 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. 	<p>Biology</p> <p>Plants</p> <ul style="list-style-type: none"> •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. <p>Animals, including humans</p> <ul style="list-style-type: none"> •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. 	<p>Chemistry</p> <p>Rocks</p> <ul style="list-style-type: none"> •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. 	<p>Physics</p> <p>Light</p> <ul style="list-style-type: none"> •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. <p>Forces and magnets</p> <ul style="list-style-type: none"> •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.

Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. <p>Information technology</p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a web site. • I can use a camera. • I can record sound and play back. <p>Digital literacy</p> <ul style="list-style-type: none"> • I can use technology safely. • I can keep personal information private. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • I can use a range of instructions (e.g. direction, angles, turns). • I can test and amend a set of instructions. • I can find errors and amend. (debug) • I can write a simple program and test it. • I can predict what the outcome of a simple program will be (logical reasoning). • I understand that algorithms are used on digital devices. • I understand that programs require precise instructions. <p>Information technology</p> <ul style="list-style-type: none"> • I can organise digital content. • I can retrieve and manipulate digital content. • I can navigate the web to complete simple searches. <p>Digital literacy</p> <ul style="list-style-type: none"> • I use technology respectfully. • I know where to go for help if I am concerned. • I know how technology is used in school and outside of school. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • 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. <p>Information technology</p> <ul style="list-style-type: none"> • 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. <p>Digital literacy</p> <ul style="list-style-type: none"> • 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.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y3 and Y4	
<p>Knowledge and understanding</p> <ul style="list-style-type: none">• I understand the need for rules to keep me safe when exchanging learning and ideas online.• I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.• I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.• I use strategies to verify information, e.g. cross-checking.• I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.• I understand that copyright exists on most digital images, video and recorded music.• I understand the need to keep personal information and passwords private.• I understand that if I make personal information available online it may be seen and used by others.• I know how to respond if asked for personal information or feel unsafe about content of a message.• I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.• I know how to report an incident of cyber bullying.• I know the difference between online communication tools used in school and those used at home.• I understand the need to develop an alias for some public online use.• I understand that the outcome of internet searches at home may be different than at school.	<p>Skills</p> <ul style="list-style-type: none">• I follow the school's safer internet rules.• I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.• I can identify when emails should not be opened and when an attachment may not be safe.• I can explain and demonstrate how to use email safely.• I can use different search engines.