

# Year 3 Autumn



## English

### Writing

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).  
I can use the first two or three 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 in narratives, create settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  
I can 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 extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  
I can use and punctuate direct speech.  
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Reading

I can use a dictionary to check meanings of words.  
I can retrieve and record information from non-fiction.  
I can predict what might happen next.  
I can participate in discussion about books, taking turns and listening to what others say.  
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
I can identify themes and conventions in a wide range of books.  
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### Speaking and Listening

I take a full part in paired and group discussions.  
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 hold attention of people I am speaking to by adapting the way I talk  
I can listen and respond appropriately to adults and my peers

## Maths

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 can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables.  
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 add and subtract a three-digit number and ones mentally.  
I can add and subtract a three-digit number and tens mentally.  
I can add and subtract a three-digit number and hundreds mentally.  
I can estimate the answer to a calculation and use inverse operations to check answers.  
I can solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

### Spelling

I know that the /i/ sound is spelt y elsewhere than at the end of words.  
I know that the /u/ sound is spelt ou.

## Art

To create a wash using watercolours.  
To use a range of brushes to create different effects in painting.  
To demonstrate brush technique in the style of a famous artist.  
To explore art work from other periods in time. (The stone age.)

## Music

### Singing

I can sing a wide range of songs with a pitch range of do-so.

### Listening

I can listen to a piece of music and comment on the tempo and rhythm.

### Composing

I can improvise a short response using a limited note-range.

### Performing

I can perform songs and short instrumental melodies as a class or small group.

## PSHE

### Respectful relationships (including online)

I know how important friends are in making us feel happy and secure.  
I can listen and respond carefully to a wide range of people.  
I understand how to feel confident to raise my own concerns and to recognise and care about others feelings.  
I understand the importance of showing respect to others on line as I would face-face.

### Being Safe (including internet safety and harms)

I understand I have the right to protect my body from inappropriate and unwanted contact.  
I know it is not always right to keep secrets if they relate to being safe.  
I understand there are people who are responsible for keeping me safe and healthy and know how to communicate this.  
I can recognise how to use a mobile phone responsibly (time limits, safe user habits, turning off at night.)  
I understand the consequences of distributing images of myself and others.

### Mental Wellbeing

I can recognise when I need help and develop the skills to ask for help.

## History

### Historical Chronology

I can set out on a timeline, within a given period, detailing special events that may have taken place.

### Historical Concepts

I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.

### Historical Interpretation

I can, through research, identify similarities and differences in how people lived from today to Palaeolithic, Mesolithic and Neolithic times.

### Historical Enquiry

I can use specific search engines on the Internet to help find information more rapidly – (Skara Brae, )

### Historical Communication

I can begin to use more than one source of information to bring together a conclusion about a historical event – using this research to create a non-chronological report.

## Geography

### Locational

I can explain why people live by rivers as water is a valuable human commodity.

### Place

I can compare the lives of people living by rivers in two contrasting localities.

### Human/Physical

I can explain how the use and physical features of a river varies along its course.

### Skills/fieldwork

I can locate the rivers I have learned about using different sources

## Design Technology

### Design

I can analyse current products similar to that which I will create.  
I can create a design using set criteria for a product.

### Make

I can select and use a wide range of textiles to create a functional product.  
I can use two different types of stitching.

### Evaluate

I can evaluate my own designs and suggest improvements.

### Technical Knowledge

I can research how key engineers have impacted and shaped the world.



## Computing

- To recognise how text and images convey information
- To recognise that text and layout can be edited
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

## RE

### Sikhism

I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.

I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.

I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/ Khalsa.

### Christianity

I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.

I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.

I can start to tell you what Christmas means to Christians and what it means to me.

# Natural Disasters: Volcanoes

## MFL

### Speaking

I can give a response using a short phrase.

### Listening

I can listen and respond to spoken words, phrases and sentences (songs)

### Reading

I can recognise and understand familiar written words (numbers and days of the week)

### Writing

I can write simple words from memory (days of the week)

### Grammar

I can recognise and understand the use of a question mark in Spanish.

## Science

### Scientific Knowledge

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.

### Working Scientifically

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

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

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

I can gather, record, classify and present data in a variety of ways to help in answering questions.

## PE

### Net and Wall Games

I can use basic racket skills.

I can use the ready position to move towards the ball and return it over the line/net to a partner.

I can play over a net.

I can play in a continuous game using throwing and catching or some simple hitting against an opponent.

I can attempt an underarm serve to begin a game.

### Fitness and Athletics

I can run at different speeds depending on the distance.

I can perform a running jump with some accuracy.

I can understand relay and passing the baton.

I can perform a variety of throws using a selection of equipment.

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