

Year 3 Curriculum – Key Performance Indicators

Maths	Reading	Writing
<p>Number and place value</p> <p>Counts from zero in multiples of four, eight, fifty and one hundred.</p> <p>Can work out if a given number is greater or less than ten or one hundred.</p> <p>Recognises the place value of each digit in a three-digit number (hundreds, tens and ones).</p> <p>Solves number problems and practical problems involving these ideas.</p> <p>Addition and subtraction</p> <p>Adds and subtracts numbers mentally including:</p> <ul style="list-style-type: none"> • A three-digit number and ones • A three-digit number and tens • A three-digit number and hundreds <p>Multiplication and division</p> <p>Recalls and uses multiplication and division facts for the multiplication tables:</p> <ul style="list-style-type: none"> • Three • Four • Eight <p>Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit number times one-digit numbers, using mental and progressing to formal written methods.</p>	<p>Develops positive attitudes to reading and understanding of what they read by;</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Using dictionaries to check the meaning of words they have read. • Identifying themes and conventions in a wide range of books. <p>Reads further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Understands what they have read independently by:</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Predicting what might happen from details stated and implied. <p>Retrieves and records information from non-fiction.</p>	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; eg, a rock, an open box.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>Uses the present perfect form of verbs instead of the simple past; eg, 'He has gone out to play' in contrast to 'He went out to play.'</p>

Maths	Reading	Writing
<p>Fractions (including decimals)</p> <p>Counts up and down in tenths; recognises that tenths arise from dividing an object into ten equal parts and in dividing one-digit numbers or quantities by ten.</p> <p>Recognises, finds and writes fractions of discrete set of objects; unit fractions and non-unit fractions with small denominators.</p> <p>Recognises and shows, using diagrams, equivalent fractions with small denominators.</p> <p>Measurement</p> <p>Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Adds and subtracts amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tells and write the time from an analogue clock and 12-hour and 24-hour clocks.</p> <p>Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle.</p> <p>Statistics</p> <p>Interprets and presents data using bar charts, pictograms and tables.</p>		

Geography	History	Religious Education
<p>Children should be able to:</p> <ul style="list-style-type: none"> • Collect, analyse and use a range of data to deepen thinking and understand geographical processes • Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information • Communicate geographical information in a variety of ways including using maps and writing information in length 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world • To understand terms such as empire, civilisation, parliament and peasantry • To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections • To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed • Understand connections between local, regional, national and international history 	<p>Through a process of enquiry, children should be able to:</p> <ul style="list-style-type: none"> • Consider beliefs and sources • Explore comparisons and diversity • Develop language and expression • Develop reasoned responses • Consider questions and look for answers • Explore influences and impact

Art

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history