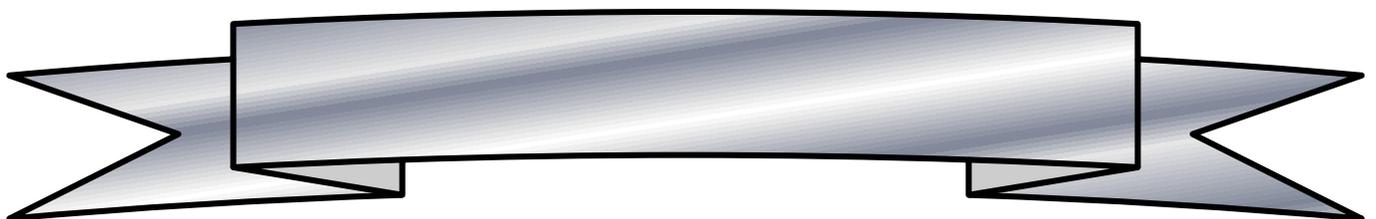


Marlborough Primary School

Achievement

Profile

Year 3



ENGLISH - Speaking and Listening

I can:

- Sequence and communicate ideas in an organised and logical way, always using complete sentences
- Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience
- Take a full part in paired and group discussions
- Use Standard English when it is required
- Retell a story using narrative language and add relevant detail
- Listen carefully and make relevant comments
- Present ideas or information to an audience
- Recognise that meaning can be expressed in different ways, depending on the context
- Perform poems from memory adapting expression and tone as appropriate

ENGLISH - Reading

I can:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Understand that narrative books are structured in different ways
- Ask questions to improve understanding of a text
- Predict what might happen from details stated
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

ENGLISH - Writing

I can:

- Spell words with additional prefixes and suffixes and understand how to add them to root words
- Recognise and spell additional homophones, for example - he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example - solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Increase the legibility, consistency and quality of handwriting
- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self-assessment
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation error

English - Next Steps in Learning

Mathematics - Number

I can:

- Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words
- Count from 0 in multiples of 4, 8, 50 and 100
- Recognise the value of each digit in a 3-digit number
- Understand and count in tenths, and find the fractional value of a given set
- Add and subtract fractions with a common denominator
- Derive and recall multiplication facts for 3, 4 and 8x multiplication tables
- Add and subtract mentally combinations of 1-digit and 2-digit numbers
- Add and subtract numbers with up to 3-digits using formal written methods
- Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, i.e., 2, 3, 4, 5, 8 and 10)
- Solve number problems using one and two step operations

Mathematics - Measurement, Geometry and Statistics

I can:

- Identify right angles; compare other angles to being greater or smaller than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Tell time to nearest minute and use specific vocabulary: seconds, am and pm
- Measure, compare, add and subtract using common metric measures
- Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables

Mathematics - Next Steps in Learning

Science - Working Scientifically

I can:

- Ask relevant scientific questions and use observations and knowledge to answer scientific questions
- Set up a simple enquiry to explore a scientific question
- Set up and explain a fair test and take careful and accurate observations
- Use equipment, including thermometers and data loggers to make measurements
- Gather, record, classify and present data in different ways to answer scientific questions
- Use findings to report in different ways, including oral and written explanations
- Make predictions, draw conclusions and suggest improvements
- Identify differences, similarities and changes related to an enquiry

Science - Biology

I can:

- Describe the function of different parts of flowering plants and trees
- Explore and describe how water is transported within plants
- Describe the plant life cycle, especially the importance of flowers
- Explain the importance of a nutritious, balanced diet
- Explain how nutrients, water and oxygen are transported within animals and humans
- Describe the purpose of the skeleton in humans and animals and explain the muscular system of a human

Science - Chemistry

I can:

- Compare and group rocks based on their appearance and physical properties, giving a reason
- Describe how fossils are formed and how soil is made
- Explain the difference between sedimentary and igneous rock

Science - Physics

I can:

- Describe what dark is and explain that light is needed in order to see
- Explain that light is reflected from a surface.
- Demonstrate how a shadow is formed
- Explain the danger of direct sunlight and describe how to keep protected
- Describe how objects move on different surfaces
- Explain how some forces require contact and some do not, giving examples.
- Explain how objects attract and repel in relation to objects and other magnets and predict whether objects will be magnetic

Science - Next Steps in Learning

History

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

Geography

- I can:
- Use the correct geographical words to describe a place
 - Identify some basic Ordnance Survey map symbols
 - Use grid references on a map and an atlas by using the index to find places
 - Describe how volcanoes are created
 - Describe how earthquakes are created
 - Name and locate the capital cities of neighbouring European countries

Computing

- I can:
- Design a sequence of instructions, including directional instructions
 - Write programs that accomplish specific goals
 - Work with various forms of input and output
 - Use a range of software for similar purposes
 - Collect and present information
 - Search for information on the web in different ways
 - Manipulate and improve digital images
 - Use technology respectfully and responsibly
 - Understand what computer networks do and how they provide multiple services
 - Decide where it is best to use technology and where it adds little or no value

Art and Design

- I can:
- Use sketches to produce a final piece of art
 - Use different grades of pencil to shade and to show different tones and textures
 - Use a range of brushes to create different effects in painting
 - Identify the techniques used by different artists
 - Recognise when art is from different cultures and from different historical periods
 - Follow a step-by-step plan, choosing the right equipment and materials
 - Select the most appropriate tools and techniques for a given task
 - Design and make products which use both electrical and mechanical components
 - Describe how food ingredients come together

Music

- I can:
- Sing a tune with expression
 - Play clear notes on instruments
 - Create repeated patterns with different instruments
 - Compose melodies and songs and create accompaniments for tunes
 - Use musical words to describe a piece of music and compositions
 - Recognise the work of at least one famous composer

Physical Education

- I can:
- Throw and catch with control
 - Show an awareness of space in games and use it to support team-mates and to cause problems for the opposition
 - Understand and use rules fairly
 - Adapt sequences to suit different types of apparatus and criteria
 - Explain how strength and suppleness affect performance
 - Dance freely and translate ideas from a stimulus into movement
 - Repeat, remember and perform dance sequences with partners or groups
 - Run at fast, medium and slow speeds; changing speed and direction
 - Use clues to follow a route safely

RE

- I can:
- Show understanding and respect for the beliefs of others
 - Share knowledge about key religious characters, festivals and events such as Diwali, Eid-ul-fitr Easter and Harvest