



St Ann's Well Academy

A L.E.A.D. Academy

Year Three Curriculum Objectives.

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English

Transcription – Spelling
<i>Use further prefixes and suffixes and understand how to add them. (Formation of nouns using a range of prefixes – super, anti, auto)</i>
<i>Spell further homophones</i>
<i>Spell words that are often misspelt (English Appendix 1)</i>
<i>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</i>
<i>Use the first two or three letters of a word to check its spelling in a dictionary</i>
<i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>
<i>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</i>
Handwriting
<i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i>
<i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i>
Composition
<i>Plan by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i>
<i>Plan by: Discussing and recording ideas</i>
<i>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i>
<i>Draft and write by: organising paragraphs around a theme</i>
<i>Draft and write by: in narratives, creating settings, characters and plot</i>
<i>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i>
<i>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</i>
<i>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>
<i>Proof-read for spelling and punctuation errors</i>
<i>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i>
Punctuation
<i>Use inverted commas to punctuate direct speech</i>
Grammar – Word Level
<i>Use of the forms 'a' or 'an' according to whether the next word begins with a vowel.</i>
<i>Choose and use specific noun and pronouns appropriately for clarity and cohesion and to avoid repetition.</i>

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Grammar – Sentence Level
Use coordinating (Recap: and, but, or, so) and subordinating conjunctions (Recap: because, when, if, Teach: After, although, as, before, while.)
Use linking adverbs with commas. (Teach: Next, Now, Soon, Then)
Use prepositions and adverbials of place/direction, including fronted with commas.
Use similes to make my writing more interesting.
Correctly use verbs in 1st and 3rd person.
Build vocabulary and use adventurous adjectives and verbs to create impact.
<i>Use of the present perfect form of verbs [for example, He has gone out to play]</i>
Use non-finite clauses to begin sentences (-ing).
Grammar – Text Level
<i>Use paragraphs to organise ideas around themes.(grouping related material)</i>
<i>Headings and sub-headings to aid presentation</i>
Vary the length and structure of sentences to interest (e.g. questions, direct speech or opening with a subordinate clause).
Use a range of punctuation for effect.
Spoken Language (Same objectives for years 1-6)
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
Reading – Word Reading
<i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i>
<i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
Reading - Comprehension
<i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i>
<ul style="list-style-type: none"> <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>
<ul style="list-style-type: none"> <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i>
<ul style="list-style-type: none"> <i>Identifying themes and conventions in a wide range of books</i>
<ul style="list-style-type: none"> <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i>
<ul style="list-style-type: none"> <i>Using dictionaries to check the meaning of words that they have read</i>

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<ul style="list-style-type: none">• <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>
<ul style="list-style-type: none">• <i>Reading books that are structured in different ways and reading for a range of purposes</i>
<ul style="list-style-type: none">• <i>Discussing words and phrases that capture the reader's interest and imagination</i>
<i>Understand what they read, in books they can read independently, by:</i>
<ul style="list-style-type: none">• <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>
<ul style="list-style-type: none">• <i>Asking questions to improve their understanding of a text</i>
<ul style="list-style-type: none">• <i>Predicting what might happen from details stated and implied</i>
<ul style="list-style-type: none">• <i>Identifying how language, structure, and presentation contribute to meaning.</i>
<ul style="list-style-type: none">• <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
<ul style="list-style-type: none">• <i>Identifying main ideas drawn from more than one paragraph and summarising these</i>
<i>Retrieve and record information from non-fiction</i>
<i>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i>

Italics – Objective is in the combined Y3/4 Objectives list.

Yellow – Non-stat NC Content

Maths Objectives

Counting and Ordering
Compare & order numbers up to 1000.
Numbers and more/less
Read & write all numbers to 1000 in digits & words.
Find 10 or 100 more/less than a given number.
Tables and Multiples
Count from 0 in multiples of 4, 8, 50 & 100.
Recall & use multiplication & division facts for 3, 4, 8 tables.
Bonds and Facts
Knows number bonds to 100 using any 2 digit numbers.
Place Value and Rounding
Recognise PV of any 3-digit number.
Round any 2 or 3 digit number to the nearest 10.
Calculations +/-
Add & subtract:
i) 3-digit nos & ones
ii) 3-digit nos & tens
iii) 3-digit nos & hundreds
Add & subtract: Numbers with up to 3-digits using efficient written method (column).
Use inverse to check.
Calculations x/÷
Multiply: 2-digit by 1-digit
Fractions and Percentages
Count up/down in tenths.
Compare & order fractions with same denominator.
+/- fractions with same denominator with whole.
Know pairs of fractions that total 1.
Time
Tell time using 12- and 24-hour clocks; and using roman numerals.
Tell time to nearest minute.
Know number of days in each month.
Shape
Draw 2D shapes and make 3D shapes using modelling materials.
Make 3D shapes from nets
Recognise 3D shapes in different orientations.
Identify right angles and whether angles are greater than or less than a right angle.
Identify perpendicular and parallel lines.
Describe position on a co-ordinates grid.
Measures
Measure the perimeter of simple 2-D shapes.

Year Three Curriculum Objectives.

Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Algebra

Use formulae given to work out an unknown value.
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Science Objectives.

Plants
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
I know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
I understand the way in which water is transported within plants.
I understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals, including humans
I understand that animals, including humans, need the right types and amount of nutrition.
I understand that animals cannot make their own food; they get nutrition from what they eat.
I know that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
I understand and can describe in simple terms how fossils are formed when things that have lived are trapped within.
I understand that soils are made from rocks and organic matter.
Light
I understand that I need light in order to see things and that dark is the absence of light.
I know that light is reflected from surfaces.
I know that light from the sun can be dangerous and that there are ways to protect their eyes.
I understand that shadows are formed when the light from a light source is blocked by an opaque object.
I can find patterns in the way that the size of shadows change.
Forces and Magnets
I understand and can compare how things move on different surfaces.
I understand that some forces need contact between 2 objects, but magnetic forces can act at a distance.
I understand how magnets attract or repel each other and attract some materials and not others.
I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
I know and can describe magnets as having two poles.
I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
Working Scientifically
Questioning – I can ask relevant questions about the world around us.
Enquiry – I can use some different types of enquiry to answer questions.
Enquiry – I can use scientific evidence to answer questions or support my findings.
Investigations – I can set up my own simple tests.

Year Three Curriculum Objectives.

Investigations – I am beginning to understand when a test needs to be fair.
Investigations – I can help to decide how to set up a fair test.
Observing – I can make careful observations.
Observing – I can decide what to observe and how long to collect observations.
Observing – I can take accurate measurements using. Mm, cm, m, ml, l C, seconds or minutes.
Observing – I can decide which equipment to use.
Recording data – I can gather, record and classify data in different ways, including drawings, to help answer questions.
Recording data – I can gather, record and classify data in different ways, including labelled diagrams, to help answer questions.
Recording data – I can gather, record and classify data in different ways, including tables and bar charts, to help answer questions.
Reporting – I can report my findings from enquiries orally with written explanations or presenting results and conclusions.
Results and conclusions – I am beginning to draw simple conclusions based on the results of my enquiry.
Results and conclusions – I am beginning to answer my questions using the results of my enquiry.
Identifying and classifying – I am beginning to talk about and identify differences and similarities in the properties or behaviours of objects living and non-living.
Identifying and classifying – I can use simple keys to identify, sort and group living and non-living things based on their properties.

Art Objectives.

Painting
I can load a paintbrush effectively according to the painting task.
I can direct brush marks effectively to fill shapes.
I can select the correct size of paintbrush according to the painting task.
I can adhere to paintbrush care regime.
Colour theory
I can discuss how designers and artists use the colour wheel to inform their choices of Complementary and Analogous colours.
I can use a colour wheel and my knowledge of colour mixing to reproduce specific colours.
Autumn Unit - Portraits
I can make observational drawings of mouths and use these to inform decisions regarding shape, colour and texture for my own self-portrait.
I know and can apply basic facial features. measurements (position of eyes, ears and nose).
Spring Unit – Drawing using gridding
I can copy a 2-dimensional image using gridding.
I can copy and enlarge a 2-dimensional image using gridding.
Summer Unit -Photography
I can experiment using a variety of photographic methods and filters.
I can select photographic tools to create a desired effect.

Computing Objectives.

Information Technology – Word Processing and Presentations
I can develop further basic drafting skills
I can insert words or sentences
I can align text left, right and centre.
I can change font, font size, style and colour.
I can copy and paste a picture into a document.
I can combine text and clip art.
I can save and retrieve work.
I can choose and then integrate elements (text, picture, graph) into a PowerPoint presentation.
I can create a title slide and choose a style.
Computer Science - Programming
I can make things happen in a sequence
I can create simple animations and simulations
I can code with 'if statements', which select different pieces of code to execute depending on what happens to other objects
Finding Things Out
I can type in a URL to find a website.
I can use a search engine to find a range of media, e.g. images, texts.
I am beginning to think of search terms to use linked with questions I wish to answer.
I can understand they the internet contains fact, fiction and opinions and begin to distinguish between them.
E-Safety
I understand our school's e-safety code of conduct.
I have developed an awareness of relevant e-safety issues such as cyber bullying.
I can use the internet purposefully to answer specific questions.
I know that not everything on the internet is true.
I know the difference between communicating using email and online in a discussion forum.
I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)

Design and Technology Objectives.

Levers and linkages.

Design
I can identify a purpose and establish criteria for a successful product.
I can generate ideas for an item, considering its purpose and the user/s (young children).
I can make prototypes (linkages and levers) for my product.
I can use annotated sketches to design my product.
I can select tools and techniques for making my product.
Make
I can cut, measure, shape and join materials accurately to support moving structures.
I can work safely and accurately with a range of simple tools.
I can think about my ideas as I make progress and be willing change things if this helps me to improve my work.
Evaluate
I can evaluate my product against original design criteria e.g. how well it meets its intended purpose.
I can evaluate my own product whilst considering the views of others.
Technical knowledge
I can explore and use levers and linkages in my product.

Geography Objectives.

Locational knowledge
I can name and locate counties of the United Kingdom (where dinosaur fossils have been found).
I can locate world's countries (where dinosaur fossils have been found).
Revisit – I can name and locate the continents of the world.
I can identify the key physical features characteristics, key topographical characteristics (hills, mountains, coasts and rivers) which makes for a good settlement.
I can identify key physical and topographical characteristics such as mountainous areas, flat areas, coastal areas and key rivers in the United Kingdom.
I can use pictures and the internet to investigate how some of the aspects have changed over time.
I can name and locate major capital cities of Europe (Paris, Rome, Moscow, Athens, Berlin and Madrid).
I can identify physical and human characteristics of major capital cities of Europe (Paris, Rome, Moscow, Athens, Berlin and Madrid).
I can identify the position of the Northern Hemisphere and Southern Hemisphere
Place knowledge
I understand the geographical similarities and differences between a country located in the Northern Hemisphere and a country located in the Southern Hemisphere.
I understand geographical similarities and differences through the study of physical geography (types of plants) of a region of the United Kingdom (Woodland environment) and a region within North or South America (Desert region).
Human and physical geography
Deserts – I understand what a desert is and can identify and describe the key physical features.
Deserts – I can identify natural resources found in the desert and where they are distributed to.
I can describe and understand key aspects of human geography – types of settlement.
I can describe and understand the distribution of natural resources...food.
Geographical skills and fieldwork
I can use maps, atlases, globes, digital/computer mapping to locate countries of Europe.
I understand and can use symbols and keys of a map.
I can use maps and digital/computer mapping to locate counties of the United Kingdom.
I can use fieldwork to observe, measure and record physical features in the local environment.
I can record the human and physical features in the local area using sketch maps and plans.
Drawing and representing - I can draw a simple map and construct basic symbols in a key.

History Objectives.

Chronological understanding
I can place the time studied on a timeline.
I can use dates and terms related to the study unit and passing of time – British history.
Range and depth of historical knowledge
I can find out about everyday lives of people in time studied.
I can compare an aspect of people in time studied with our life today.
I understand the reasons for people's actions and what the results / impact was.
I understand why people may have wanted to do something.
Interpretations of history
I understand how our knowledge of the past is constructed from a range of sources.
I can distinguish between different sources and understand that the account of the event can differ.
Historical enquiry
I can use a range of sources to find out about a period.
I can make careful observation and identify small details of artefacts, pictures etc.
I know how to select and record information relevant to the study.
I am beginning to use books and internet for research.
Historical Study
I know about Mary Seacole and how she contributed to international achievements.
I can recall clear narratives within and across the periods I have studied.
I know about Britain's settlement by Anglo-Saxons and Scots.
I know where Anglo-Saxons invaded Britain, settled and can name the kingdoms: place names.
I understand what houses Anglo-Saxon's lived in.
I understand what jobs Anglo-Saxon's did.
I know the Vikings and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor.
I know who the Vikings were and where they came from.
I understand about Viking raids and invasion by studying the attack on Lindisfarne
I understand the resistance by Alfred the Great, first king of England on Viking invasions.

R.E. Objectives

Autumn 1 – Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?
I understand some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.
I can start to understand why Diwali might bring a sense of belonging.
Autumn 2 – Has Christmas lost its true meaning?
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 recognise that Christmas means different things to different people
Spring 1 – Could Jesus heal people?
I can explain one Christian viewpoint about one of Jesus' healing miracles.
I can explain why some people may describe something they see as a miracle when there may also be another explanation
Spring 2 – What is 'good' about Good Friday?
I can say what some of these symbols represent in the Easter Story e.g. cross: cross/bread/wine.
I can start to tell you why Christians believe Jesus' death is important.
I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.
Summer 1 – How can Brahman be everywhere and in everything?
I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.
I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?
I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it

Modern Foreign Languages Objectives.

Speaking and listening Listen attentively to spoken language and show understanding by joining in and responding.
I can listen and show understanding of single words through physical response.
Speaking and listening Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words
I can listen and identify rhyming words and particular sounds in songs and rhymes.
Speaking and listening Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
I can recognise a familiar question and respond with a simple rehearsed response.
Speaking and listening Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.
I can name objects and actions and link words with a connective in a simple rehearsed statement.
Songs, stories and rhymes Appreciate stories, songs, poems and rhymes in the language.
I can join in with actions to accompany familiar songs, stories and rhymes and say some of the words.
Reading and writing Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
I can use the knowledge of the sound of some letter strings, read aloud or say individual familiar words.
Reading and writing Read carefully and show understanding of words, phrases and simple writing.
I can read and show understanding of familiar single words.
Reading and writing Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
I can identify and use strategies for memorising new vocabulary.
Reading and writing Describe people, places, things and actions orally and in writing.
I can write and say simple familiar words to describe people, places, things and actions using a model.
Reading and writing Write words from memory and adapt these to create new sentences, to express ideas clearly.
I can write single familiar words from memory with understandable accuracy.
Grammar Understand basic grammar appropriate to the language being studied; key features and patterns of the language.
Name a noun, adjective, verb, pronoun, conjunction in the language being studied.
Use the 1 st and 2 nd person pronouns with a regular verb.

Music Objectives.

Listening
I am beginning to listen to a backing track and hear how my instrumental part fits the music.
Rhythms
I can apply simple rhythms to musical notes.
Dynamics
I can understand apply knowledge of how to play a recorder loudly and softly.
Tempo
I can rehearse and perform at different tempos.
Pitch
I know how to play a range of notes on the recorder.
Contrast
I can apply my knowledge of contrast individually and as a group.
Performance
I can hold a recorder correctly.
I can develop correct posture and breathing to be able to play a recorder.
I can learn and perform individual notes on a recorder.
I can perform a sequence of notes on a recorder.
I can perform as a group to a backing track.
I can take musical direction from an adult when performing.

P.E. Objectives

Personal – Take Control
I know where I am with my learning.
I have begun to challenge myself.
Social – Work Well with Others
I show patience and support others, listening carefully about our work.
I am happy to show and tell them about my ideas.
Cognitive – Explain Why
I can understand the simple tactics of attacking and defending.
I can explain what I am doing well.
I have begun to identify areas for improvements.
Physical – Perform with Control
I can perform and repeat longer sequences with clear shapes and controlled movement.
I can select and apply a range of skills with good control and consistency.
Creative – Recognise and Respond
I can make up my own rules and versions of activities.
I can respond differently to a variety of tasks or music.
I can recognise similarities and differences in movement and expression.
Health and Fitness – Explain why
I can describe how and why my body changes during and after exercise.
I can explain why we need to warm up and cool down.
Hand Ball
Pass and Receive - I can send using a push and overhand pass and receive using the two-handed high and low catch.
Shoot - I am beginning to shoot overhand demonstrating accuracy and power.
Move - I can find a good space and begin to demonstrate strategy when moving with a handball.
Basketball
Pass and Receive I can send and receive a chest pass, bounce pass and overhead pass.
Shoot - I can shoot using a technique with some accuracy up to 3m.
Move - I can find a good space and manipulate a basketball in different directions.
Hockey
Pass and Receive - I can send the ball with a push and drive pass, receive the ball by 'trapping' and begin to tackle safely.
Shoot - I am beginning to shoot using a drive and slap shot with some accuracy.
Move - I can find a good space and manipulate a ball using a hockey stick around simple obstacles.
Tennis
Serving - I can strike a ball with improving control using a tennis racket over a simple barrier.
Sending and Receiving - I can strike the ball with improving control forehand to make a short continuous rally with a partner.
Movement and Gameplay - I can hold a racket correctly and begin to move my body to make it easier to strike the ball.

Year Three Curriculum Objectives.

Tag Rugby
Pass and Receive - I can pass backwards and receive a rugby ball while moving.
Attack - I am beginning to think when it's good to run with the ball and when to pass.
Defend - I can 'tag' players on an opposing team safely.
Athletics
Run - I can accelerate to run at speed for 50ms, have a simple hurdling technique and sustain a run for 8minutes.
Throw - I can throw using good technique a shotput (beanbag), discuss (quoite), javelin (foam) and do a chest push to create a personal best.
Jump - I can do a standing long jump, speed bounce and static high jump to create a personal best.
Dance
Performance and musically - I am beginning to perform in time and with energy a simple dance to an audience.
Choreography - I can create and link simple movements together to form a simple sequence.
Movement and expression-speed, levels and shape - I can change the speed, shape and level of my movements to a range of different types of music.