



Y3 National Curriculum Objectives

Scholarpack Statements

Reading

Word Reading	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	3
Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	3
Word Reading	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	3
Reading Comprehension	Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	3
Reading Comprehension	Know that non-fiction books are structured in different ways and be able to use them effectively.	3
Reading Comprehension	Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas.	3
Reading Comprehension	Ask questions to improve understanding of a text.	3
Reading Comprehension	Predict what might happen from details stated.	3
Reading Comprehension	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	3
Reading Comprehension	Use dictionaries to check the meaning of unfamiliar words.	3
Reading Comprehension	Identify main idea of a text.	3
Reading Comprehension	Identify how structure, and presentation contribute to the meaning of texts.	3
Reading Comprehension	Retrieve and record information from non-fiction.	3
Reading Comprehension	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.	3
Reading Comprehension	Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.	3
Reading Comprehension	Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	3

Reading Exceeding Statements	Skim materials and note down different views and arguments.	3
Reading Exceeding Statements	Pause appropriately in response to punctuation and/or meaning.	3
Reading Exceeding Statements	Justify predictions by referring to the story.	3
Reading Exceeding Statements	Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.	3
Reading Exceeding Statements	Read ahead to determine direction and meaning in a story.	3
Reading Exceeding Statements	Investigate what is known about the historical setting and events and their importance to the story.	3
Reading Exceeding Statements	Deduce from the evidence in the text what characters are like.	3
Reading Exceeding Statements	Explore figurative language and the way it conveys meaning succinctly.	3
Reading Exceeding Statements	identify the way a writer sets out to persuade.	3
Reading Exceeding Statements	Explore the relationship between a poet and the subject of a poem.	3

Writing

Transcription	Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto.	3
Transcription	Recognise and spell additional homophones, for example - he'll, heel, heal.	3
Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.	3
Transcription	Spell correctly word families based on common words, for example - solve, solution, solver.	3
Transcription	Spell identified commonly misspelt words from Year 3 and 4 word list.	3
Transcription	Make analogies from a word already known to apply to an unfamiliar word.	3
Transcription	Identify the root in longer words.	3
Transcription	Use the diagonal and horizontal strokes that are needed to join letters.	3
Transcription	Understand which letters, when adjacent to one another, are best left unjoined.	3

Transcription	Increase the legibility, consistency and quality of handwriting.	3
Composition	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.	3
Composition	Compose sentences using a wider range of structures linked to the grammar objectives.	3
Composition	Write a narrative with a clear structure, setting, characters and plot.	3
Composition	Write a non-narrative using simple organisational devices such as heading and sub-headings.	3
Composition	Suggest improvement to writing through assessing writing with peers and self assessment.	3
Composition	Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences.	3
Composition	Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.	3
Composition	Use the perfect form of verbs to mark relationships of time and cause.	3
Composition	Use conjunctions, adverbs and prepositions to express time and cause.	3
Composition	Proof-read to check for errors in spelling and punctuation errors.	3

Writing Exceeding Statements	Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.	3
Writing Exceeding Statements	Give careful thought to the planning of writing and re-read it as a matter of course.	3
Writing Exceeding Statements	Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.	3
Writing Exceeding Statements	Use words that have not been used before when describing events, characters and feelings.	3
Writing Exceeding Statements	Use powerful verbs to show character or add impact.	3
Writing Exceeding Statements	Vary sentences, adding phrases to make the meaning more precise.	3
Writing Exceeding Statements	Include descriptions of events and characters in a variety of styles and can sometimes contain humour.	3
Writing Exceeding Statements	Describe characters and include feelings and emotions when needed.	3
Writing Exceeding Statements	Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.	3
Writing Exceeding Statements	Check punctuation and use speech marks and apostrophes accurately.	3

Spoken Language

Spoken Language	Sequence and communicate ideas in an organised and logical way in complete sentences as required.	3
Spoken Language	Vary the amount of detail and choice of vocabulary dependent on the purpose and audience.	3
Spoken Language	Participate fully in paired and group discussions.	3
Spoken Language	Show understanding of the main points in a discussion.	3
Spoken Language	Start to show awareness of how and when Standard English is used.	3
Spoken Language	Retell a story using narrative language and added relevant detail.	3
Spoken Language	Show they have listened carefully through making relevant comments.	3
Spoken Language	Formally present ideas or information to an audience.	3
Spoken Language	Recognise that meaning can be expressed in different ways dependent on the context.	3
Spoken Language	Perform poems from memory adapting expression and tone as appropriate.	3

Spoken Language Exceeding Statements	Speak with good diction so that those at the rear of the audience can hear clearly what is said.	3
Spoken Language Exceeding Statements	Talk about personal feelings in relation to the way a story starts and ends.	3
Spoken Language Exceeding Statements	Ensure that persuasive talk provokes a strong response.	3
Spoken Language Exceeding Statements	Listen to others responsively in discussion and link ideas clearly to what others have said, even when views are different.	3
Spoken Language Exceeding Statements	Make use of what is learnt from a discussion, presentation or broadcast.	3
Spoken Language Exceeding Statements	Ensure the language and structure used when giving instructions are appropriate for the task.	3
Spoken Language Exceeding Statements	Give instruction with clear diction so that everything can be heard and understood.	3
Spoken Language Exceeding Statements	Adapt instructions to suit different audiences, for example, adults or younger children.	3
Spoken Language Exceeding Statements	Be happy to attempt different roles/ responsibilities according to what is needed.	3
Spoken Language Exceeding Statements	Be happy to take a different viewpoint to influence feelings about a character or situation.	3

Maths

Number, Place Value and Calculation	I can count from 0 in multiples of 4, 8, 50 and 100	3
Number, Place Value and Calculation	I can find 10 or 100 more or less than a given number	3
Number, Place Value and Calculation	I can compare and order numbers up to 1 000	3
Number, Place Value and Calculation	I can identify, represent and estimate numbers using different representations	3
Number, Place Value and Calculation	I can read and write numbers up to 1 000 in numerals and in words	3
Number, Place Value and Calculation	I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	3
Number, Place Value and Calculation	I can add and subtract numbers mentally, including: a three-digit number and ones / a three-digit number and tens / a three-digit number and hundre	3
Number, Place Value and Calculation	I can add and subtract numbers with up to three digits, using suitable methods that lead to vertical methods of addition and subtraction	3
Number, Place Value and Calculation	I can estimate the answer to an addition/subtraction calculation and use inverse operations to check answers	3
Number, Place Value and Calculation	I can estimate the answer to a multiplication/division calculation and use inverse operations to check answers	3
Number, Place Value and Calculation	I can recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.	3
Number, Place Value and Calculation	I can solve missing number problems for multiplication	3
Number, Place Value and Calculation	I can write and calculate number sentences for multiplication and division	3
Number, Place Value and Calculation	I can use facts that I know to work out other facts and explain how I did it	3
Number, Place Value and Calculation	I can use multiplication and division to scale up or down	3
Number, Place Value and Calculation	I can count up and down in tenths	3
Number, Place Value and Calculation	I understand that tenths arise from dividing an object or number into 10 equal parts	3
Number, Place Value and Calculation	I can find and write fractions of a discrete set of objects	3
Number, Place Value and Calculation	I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	3
Number, Place Value and Calculation	I can recognise and show, using diagrams, equivalent fractions with small denominators	3
Number, Place Value and Calculation	I can add and subtract fractions with the same denominator within one whole	3

Number, Place Value and Calculation	I can compare and order unit fractions, and fractions with the same denominator	3
Measurement	I can solve problems involving all of the above	3
Measurement	I can read a partially numbered scale to the nearest marked division	3
Measurement	I can accurately measure, compare, add and subtract lengths (m/cm/mm)	3
Measurement	I can measure the perimeter of simple 2-D shapes	3
Measurement	I can measure, compare, add and subtract mass (kg/g)	3
Measurement	I can measure, compare, add and subtract volume/capacity (l/ml)	3
Measurement	I can add and subtract amounts of money to give change, using both £ and p in practical contexts	3
Measurement	I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clock	3
Measurement	I can estimate and read time with increasing accuracy to the nearest minute	3
Measurement	I can record and compare time in terms of seconds, minutes and hours	3
Measurement	I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	3
Measurement	I can compare durations of events [for example to calculate the time taken by particular events or tasks]	3
Measurement	I know the number of seconds in a minute and the number of days in each month, year and leap year	3
Measurement	I can solve number problems and practical problems involving these ideas	3
Geometry	I can draw 2-D shapes	3
Geometry	I can make 3-D shapes using modelling materials	3
Geometry	I can recognise 3-D shapes in different orientations and describe them	3
Geometry	I can recognise angles as a property of shape or a description of a turn	3
Geometry	I can identify right angles	3
Geometry	I can identify whether angles are greater than or less than a right angle	3
Geometry	I can recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn	3
Geometry	I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines	3
Statistics	I can interpret and present data using bar charts, pictograms and tables	3
Statistics	I can solve one-step and two-step questions	3

Science

Working Scientifically	Use different ideas and suggest how to find something out.	3
Working Scientifically	Plan a fair test and explain why it was fair.	3
Working Scientifically	Set up simple practical enquiries, comparative and fair tests.	3
Working Scientifically	Explain why they need to collect information to answer a question.	3
Working Scientifically	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.	3
Working Scientifically	Record their observations in different ways, for example, labelled diagrams, charts etc.	3
Working Scientifically	Explain what they have found out and use their measurements to say whether it helps to answer their question.	3
Working Scientifically	Use a range of equipment, (including a thermometer and data logger.	3
Working Scientifically	GD: Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tabl	3
Working Scientifically	GD: Use their findings to draw a simple conclusion.	3
Plants	Identify and describe the functions of different parts of flowering plants, for example, roots, stem/trunk, leaves and flowers.	3
Plants	explore 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.	3
Plants	investigate the way in which water is transported within plants.	3
Plants	Explore the part that flowers play in the life cycle of flowering Plants, including pollination, seed formation and seed dispersal.	3
Plants	GD: Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and speed dispersal.	3
Animals including Humans	Identify that animals, including humans, need the right types and amount of nutrition,.	3
Animals including Humans	Understand that that they cannot make their own food; they get nutrition from what they eat.	3

Animals including Humans	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	3
Animals including Humans	GD: Explain how the muscular and skeletal systems work together to create movement.	3
Animals including Humans	GD: Classify living things and non-living things by a number of characteristics that they have thought of.	3
Animals including Humans	GD: Explain how certain living things depend on one another to survive.	3
Light	Recognise that they need light in order to see things and that dark is the absence of light.	3
Light	Notice that light is reflected from surfaces.	3
Light	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	3
Light	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	3
Light	Find patterns in the way that the size of shadows change.	3
Light	GD: Explain why their shadow changes when the light source is moved closer or further from the object.	3
Light	GD: Explain why lights need to be brighter or dimmer according to need.	3
Forces and Magnets	Compare how things move on different surfaces.	3
Forces and Magnets	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	3
Forces and Magnets	Observe how magnets attract or repel each other and attract some materials and not others.	3
Forces and Magnets	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.	3
Forces and Magnets	Describe magnets as having two poles.	3
Forces and Magnets	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	3
Forces and Magnets	GD: Investigate the strengths of different magnets and find fair ways to compare them.	3
Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	3
Rocks	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	3
Rocks	Recognise that soils are made from rocks and organic matter.	3
Rocks	GD: Begin to relate the properties of rocks with their uses.	3