



Thornhill Primary School Annual Pupil Report

Subject	Year 3 National Curriculum Statements	Not yet achieved
Maths	Number: Place Value	
	Count from 0 in multiples of 4, 8, 10, 50 & 100.	
	Find 10 more/less than a given 3-digit number.	
	Find 100 more/less than a given 3-digit number.	
	Recognise place value of any 3-digit number.	
	Compare and order numbers up to 100.	
	Identify, represent and estimate numbers using different representations.	
	Read and write all numbers to 1000 in digits and words.	
	Solve number problems and practical problems involving these ideas.	
	Addition, Subtraction, Multiplication and Division	
	Add and subtract mentally a 3-digit number and ones	
	Add and subtract mentally a 3-digit number and multiples of 10.	
	Add and subtract mentally a 3-digit number and multiples of 100.	
	Add and subtract numbers with up to 3-digits using a written column method.	
	Estimate the answer to a calculation and use the inverse operation to check.	
	Solve problems including missing number problems and problems involving more complex addition and subtraction.	
	Solve problems involving multiplication and division.	
	Multiply and divide a 2-digit number by a 1-digit number using a written method.	
	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	
	Fractions	
	Count up/down in tenths.	
	Recognise that tenths arise from dividing by ten.	
	Find and write fractions of a set of objects	
	Find and write fractions of a number.	
	Recognise and show equivalent fractions.	
	Add and subtract fractions with the same denominator.	
	Compare and order fractions with the same denominator.	
	Solve problems involving fractions.	
	Measurement	
	Measure, compare, add and subtract lengths (m/cm/mm); mass(kg/g); volume/capacity(l/ml)	
	Measure the perimeter of simple 2D shapes.	
	Add and subtract amounts of money to give change, using both £ and p.	
	Tell and write the time from an analogue clock, including using roman numerals and 12 and 24 hour clocks.	
	Tell the time to the nearest minute and record and compare time in terms of seconds, minutes and hours and use vocabulary related to time.	
	Know the number of seconds in a minute, days in each month, year and leap year.	
	Compare durations of events.	
	Geometry: Shapes	
	Draw 2-D shapes.	
	Make 3D shapes, recognise them in different orientations and describe them.	
	Recognise angles as a property of a shape or a description of a turn.	
Identify right-angles, recognise that two right-angles make a half turn, three make three quarters of a turn and identify angles greater and less than right angles		

	Statistics	
	Interpret and construct pictograms, bar charts and tables.	
	Solve one step and two step questions using information presented in scaled bar charts, pictograms and tables.	
English	Reading: Word Reading	
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	
	Read further expectation words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
	Reading: Comprehension	
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.	
	Reading books that are structured in different ways and reading for a range of purposes.	
	Using dictionaries to check the meaning of words they have read.	
	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling these orally.	
	Identifying themes and conventions in a wide range of books.	
	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
	Discussing words and phrases that capture the reader's interest and imagination.	
	Recognising some different forms of poetry [for example, free verse, narrative poetry]	
	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	
	Asking questions to improve their understanding of the text.	
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidences.	
	Predicting what might happen from details stated and implied.	
	Identifying main ideas drawn from more than one paragraph and summarising these.	
	Identifying how language, structure, and presentation contribute to meaning.	
	Retrieve and record information from non-fiction.	
	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.	
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
	Writing	
	Use prefixes and suffixes and understand the guidance for adding them.	
	Spell some words with 'silent' letters.	
	Continue to distinguish between homophones and other words which are often confused.	
	Use dictionaries to check the spelling and meaning of words.	
	Place possessive apostrophes accurately on words with regular plurals [for example, boys', girls] and in words with irregular plurals [for example, children's]	
	Write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far.	
	Handwriting	
	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.	
	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].	
	Composition	
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		
Discussing and recording ideas.		

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	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	
	Draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot.	
	Draft and write by organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings]	
	Assessing the effectiveness of their own and others' writing and suggesting improvements.	
	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
	Proof- read for spelling and punctuation errors.	
	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.	
	Vocabulary, Punctuation and Grammar	
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
	Using present perfect form of verbs in contrast to the past tense.	
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
	Using conjunctions, adverbs and prepositions to express time and cause.	
	Using fronted adverbials.	
	Learning the grammar for years 3 and 4.	
	Using commas after fronted adverbials.	
	Indicating possession by using possessive apostrophe with plural nouns.	
	Using and punctuating direct speech.	
	Use and understand the grammatical terminology for years 3 and 4 accurately and appropriately when discussing their writing and reading.	
Science	Plants	
	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	
	Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	
	Investigate the way in which water is transported within plants.	
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
	Animals including humans	
	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.	
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
	Rocks	
	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	
	Describe in simple terms how fossils are formed when things that have lived are trapped within the rock.	
	Recognise that soils are made from rocks and organic matter.	
	Light	
	Recognise that they need light in order to see things and that dark is the absence of light.	
	Notice that light is reflected from surfaces.	
Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.		

	Recognise that shadows are formed when the light from the light source is blocked by a solid object.	
	Find patterns in the way that the size of shadows change.	
	Forces and magnets.	
	Compare how things move on different surfaces.	
	Notice that some forces need contact between two objects but magnetic forces can be sat at a distance.	
	Observe how magnets repel and attract each other and attract some materials and not others.	
	Compare and group together a variety of everyday materials on the basis of whether they are attracted to magnets, and identify some magnetic materials.	
	Describe magnets as having two poles.	
	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
	Working scientifically	
	Asking relevant questions and using different types of scientific enquiries to answer them.	
	Setting up simple practical enquiries, comparative and fair tests.	
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	
	Gathering, recording, classifying and presenting data in a variety of ways to help answering questions.	
	Recording findings using simple scientific language, drawing, labelled diagrams, keys, bar charts and tables.	
	Reporting findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion.	
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	
Art and Design	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]	
	Learn about great artists, architects and designers in history.	
Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	
	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
Design	Design	

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and Technology	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
	Make	
	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	
	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	
	Cooking and nutrition	
	Understand and apply the principles of a healthy and varied diet.	
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	
	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	
Geography	Locational Knowledge	
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	
	Place Knowledge	
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
	Human and physical geography	
	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
	Geographical skills and fieldwork	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
History	Know about the Roman Empire and its impact on Britain.	
	Know about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	
	Carry out a local history study.	
	Carry out a study of an aspect or theme in British history that extends pupils chronologically beyond 1066.	
	Know about Greek life and achievements and their influence on the western world.	

Languages	Listen attentively to spoken language and show understanding by joining in and responding.	
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	
	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	
	Present ideas and information orally to a range of audiences.	
	Read carefully and show understanding of words, phrases and simple writing.	
	Appreciate stories, songs, poems and rhymes in the language.	
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	
	Describe people, places, things and actions orally* and in writing.	
Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
	Listen with attention to detail and recall sounds with increasing aural memory.	
	Use and understand staff and other musical notations.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Develop an understanding of the history of music.	
P.E.	Use running, jumping, throwing and catching in isolation and in combination.	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.	
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	
	Perform dances using a range of movement patterns.	
	Take part in outdoor and adventurous activity challenges both individually and within a team.	
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	