

**Science**

	Emerging	Developing	Expected	Mastery
<b>Plants:</b> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.				
<b>Animals, including Humans:</b> I can 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. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.				
<b>Rocks:</b> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.				
<b>Light:</b> I can recognise that I need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces, I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes, I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows change.				
<b>Forces and Magnets:</b> I can compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic force can act at distance. I can observe 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 can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.				
<b>Working Scientifically:</b> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record my findings using simple scientific language, drawings, and labelled diagrams. I can report on my findings from enquiries, including oral and written explanations. I can use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.				

**Student Comment**

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Class Teacher \_\_\_\_\_ Head Teacher \_\_\_\_\_



*St Joseph's Catholic Primary School*

**PUPIL'S ANNUAL REPORT**

NAME: \_\_\_\_\_ DATE: July 2016 YEAR: 3

ATTENDANCE: Number of sessions attended  Number of possible attendances   
 Red (below 93%)/Amber (93-95.9%)/Green (96%+)  Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation)  /5

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance)  /5

Contribution to school life (care for others, service to the school, consideration for school environment)  /5

**General Comment**

*(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)*

**Religious Education**

English	Emerging	Developing	Expected	Mastery
<b>Spoken Language (age appropriate):</b> I can listen and respond appropriately to adults and my peers; ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary; articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.				
<b>Reading – Word (age appropriate):</b> I can apply my growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
<b>Reading – Comprehension:</b> I have developed positive attitudes to reading and understanding of what I read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, using dictionaries to check the meaning of words that I have read, increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of 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. I can understand what I read, in books. I can retrieve and record information from non-fiction. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.				
<b>Writing – Spelling:</b> I can spell the Year 3 allocated words on the Year 3/4 word list. I can use further prefixes and suffixes and understand how to add them. I can spell further homophones. I can spell words that are often misspelt. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				
<b>Writing – Handwriting:</b> I can 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 can increase the legibility, consistency and quality of my handwriting.				
<b>Writing – Composition (age appropriate):</b> I can plan my writing by: 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. I can 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 (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices <i>[for example, headings and sub-headings]</i> . I can evaluate and edit by: assessing the effectiveness of my 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 my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.				

English Continued	Emerging	Developing	Expected	Mastery
<b>Writing – Vocabulary, Grammar and Punctuation:</b> I can develop my understanding of the concepts set out in English Curriculum by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> , using the 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&4 in English Curriculum. I can use direct speech. I can use and understand the grammatical terminology in English Curriculum accurately and appropriately when discussing my writing and reading.				

Mathematics (including problem solving)	Emerging	Developing	Expected	Mastery
<b>Number and place value</b> I can count in multiples of 4, 8, 50 and 100. I can find 10 or 100 more or less than a given. I recognise the place value of 3-digit numbers (hundreds, tens, ones). I can compare and order numbers to 1000. I can identify, represent and estimate numbers using different representations. I can read and write numbers up to 1000 in numerals and words.				
<b>Addition and Subtraction</b> I can add/ subtract three digits mentally. I can use column addition and subtraction. I can estimate. I can use the inverse to check.				
<b>Multiplication and Division</b> I know and use multiplication and division facts for 3,4 and 8 multiplication tables. I know and use multiplication and division facts for 3,4 and 8 multiplication tables. I can calculate two-digit number by one-digit numbers. I can use mental methods and progress to formal written methods.				
<b>Fractions</b> I can count up and down in tenths. I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities of 10. I can recognise, find and write fractions of a discrete set of objects, unit fractions and non-unit fractions with small denominators. I can recognise and use fractions of numbers, unit fractions and non-unit fractions with small denominators. I can recognise and show, using diagrams, equivalent fractions with small denominators. I can add and subtract fractions with the same denominator within one whole. I can compare and order unit fractions and fractions with the same denominator.				
<b>Measurement</b> I can measure, compare, add and subtract: lengths (m, cm, mm), mass (kg, g), volume/capacity (l/ml). I can measure perimeter of simple 2-D shapes. I can add and subtract amounts of money to give change, using both £ and p in practical contexts. I can tell the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks. I can estimate and read time with increasing accuracy to the nearest minute. I can record and compare time in terms of seconds, minutes, hours and o’clock. I can use vocabulary such as am/pm, morning, afternoon, noon and midnight. I know the number of seconds in a minute and the number of days in each month, year and leap year. I can compare durations of events, for example to calculate time taken by particular events or tasks.				
<b>Geometry</b> I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations and describe them. I can recognise that angles are a property of shape or a description of a turn. I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four make a complete turn. I can identify whether angles are greater than or less than a right angle. I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.				
<b>Statistics</b> I can interpret and present data using bar charts, pictograms and tables. I can solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scales bar charts and pictograms and tables.				