



A place for learning, caring, sharing and growing together.

ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 3

Year 3 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 3 Key Performance Indicators

	MATHS			
Number	Counts from 0 in multiples of a) four b) eight c) 50 and d) 100 e) tenths			
Number	Can work out if a given number is greater or less than 10 or 100			
Number	Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)			
Number	Solves number problems and practical problems including missing number problems, number facts, place value and more complex problems involving all four operations			
Add & Subtract	Adds and subtracts numbers mentally including: a three-digit number and ones;			
Add & Subtract	a three-digit number and tens;			
Add & Subtract	a three-digit number and hundreds.			
Multiply & Divide	Recalls and uses multiplication and division facts for x tables: a) three; b) four and c) eight			
Multiply & Divide	Use mental methods and start to use formal written methods for multiplication and division including 2digit x 1 digit numbers using their known tables			
Fractions	Recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10			
Fractions	Recognises, finds and writes fractions of a set of objects e.g. $\frac{1}{3}$, $\frac{2}{5}$, $\frac{3}{4}$ etc.			
Fractions	Recognises and shows, using diagrams, equivalent fractions with small denominators			
Measure	Measures, compares, adds and subtracts a) lengths (m/cm/mm); b) mass (kg/g); c) volume/capacity (l/ml)			
Measure	Adds and subtracts amounts of money to give change, using both £ and p in practical contexts			
Measure	Tells and writes the time from a) an analogue clock and b) 12-hour and c) 24-hour clocks			
Geometry	Identifies horizontal and vertical lines and pairs of parallel and perpendicular lines			
Geometry	Identifies whether angles are greater than or less than a right angle			
Statistics	Interprets and presents data using a) bar charts b) pictograms and c) tables			

Year 3 Key Performance Indicators

	READING			
Fluency	Reads accurately and with a speed that enables them to focus on understanding what they read rather than decoding individual words			
Attitude	Develops a positive attitude to reading			
Form	Identifies themes in a wide range of books e.g. good over evil.			
Vocabulary	Uses dictionaries to check the meaning of words they have read			
Vocabulary	Reads further exception words noting the unusual spellings			
Comprehension	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies with evidence			
Comprehension	Predicts what might happen from details stated and implied.			
Using the Text	Retrieves and records information from non-fiction			
Range & Purpose	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and authors including those which they might not choose themselves			

Year 3 Key Performance Indicators

	WRITING			
Form	Organises paragraphs around a theme and as a way to group related material in non fiction			
Form	In narratives, creates settings			
Form	In narratives, creates characters			
Form	In narratives, creates plot			
Form	Uses headings and subheadings to aid presentation.			
SPAG	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel			
SPAG	Expresses time, place and cause using conjunctions e.g when, before, after, while, so, because			
SPAG	Introduces inverted commas to punctuate direct speech			
SPAG	Uses the present perfect form of verbs eg 'He has gone out to play' in contrast to 'He went out to play'			
Process	Proof reads for spelling and punctuation errors.			
Process	Collects ideas, plans, writes and re reads written work			
HW	Joins handwriting			
Range & Purpose	Write for a range of real purposes, audiences and genres			
SPAG	Use accurate subject/verb agreement throughout a piece of writing			
SPAG	Accurately punctuate direct speech, including other punctuation			
SPAG	Use and vary the position of subordinate clauses in sentences			
Form	Make deliberate ambitious word choices to add detail, effect and to engage			

Year 3 Key Performance Indicators

	SCIENCE			
Working Scientifically	Ask relevant questions and use different types of scientific enquiries to answer them			
	Make systematic and careful observations and, where appropriate, take accurate measurements			
	Record and report findings using simple scientific language, drawings, charts and diagrams			
	Use results to draw simple conclusions and make predictions			
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			
	Name, locate and describe the functions of the main parts of the musculoskeletal system			
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement			
Forces and Magnets	Describe the effect of forces that act at a distance (e.g. magnetic forces, including those between like and unlike magnetic poles)			
	Observe and predict how magnets attract or repel each other and attract some materials and not others			
Light	Recognise that he/she needs 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 eyes			
	Recognise that shadows are formed when the light from a light source is blocked by a solid object and how the size of shadows change			
Plants	Name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients			
	Explore the requirements of plants for life and growth and how they vary from plant to plant			
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
Rocks	Group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation			
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock			
	Recognise that soils are made from rocks and organic matter			

Year 3 Key Performance Indicators

	COMPUTING			
Online Safety	To protect your personal information online and know how to use safety features on websites.			
Programming	To break an open-ended program into smaller parts and use the repeat command.			
Programming	To test programs and identify when they need to be debugged.			
Multimedia	To combine a mixture of text, graphics and sound to share ideas.			
Technology in our lives	To identify ways to communicate with others online and use search tools to find and use appropriate websites.			
Handling Data	To collect and organise data to help answer a question.			

	FRENCH			
Speaking & listening	Listen to & show understanding of single words (e.g. responding with an action)			
Speaking & listening	Listen to and identify rhyming words and sounds in songs and rhymes			
Speaking & listening	Join in with the actions to accompany familiar songs, stories and rhymes , saying some of the words			
Speaking & listening	Recognise and answer simple questions with a simple, rehearsed response (e.g. How are you? <i>Ca va?</i>)			
Speaking & listening	Name objects and actions and link with a conjunction in a simple, rehearsed statement (e.g. <i>Le chien et le chat...</i>)			
Reading	Read aloud or say familiar words, showing understanding			
Reading & writing	Write and say simple words to describe people, places, things and actions (using a model) (e.g. colour, size – <i>un ballon bleu</i>)			
Reading & writing	Write simple words from memory with understandable accuracy (e.g. colours, animals, numbers or days)			
Grammar	Name a French noun, adjective, verb, pronoun and conjunction , and use pronouns with regular verbs (e.g. <i>et/mais; elle dit...</i>)			

Year 3 Key Performance Indicators

	HISTORY			
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.			
Chronological understanding	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place historical events in chronological order.			
Chronological understanding	Describe dates of and order significant events from the period studied.			
Historical Interpretation	Explore the idea that there are different accounts of history			
Organisation and communication	Communicate ideas about the past using different genres of writing, data-handling and drama.			
Knowledge and understanding	Use evidence to describe the culture and leisure activities from the past.			
Knowledge and understanding	Use evidence to describe the clothes, way of life and actions of people in the past.			
Knowledge and understanding	Use evidence to describe buildings and their uses of people from the past			

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
Geographical enquiry and fieldwork	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.			
Locational knowledge	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)			
Locational knowledge	Locate countries in North and South America concentration on their human and physical features.			
Human and physical geography	Describe and understand key aspects of 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			

Year 3 Key Performance Indicators

	PE			
Swimming	Swim 25 metres using strokes effectively.			
Skills	Use running, jumping, throwing and catching with increasing success in isolation.			
Games	Play competitive games, modified where appropriate (e.g. cricket, football, rounders and tennis) and begin to apply basic principles suitable for attacking and defending.			
Gym	Develop flexibility and balance [e.g. through gymnastics].			
Dance	Perform and create dance routines using a range of movement patterns. Comment on the effectiveness of their own and others routines.			
Competition	Begin to communicate, collaborate and compete with each other.			

	MUSIC			
Listening	Listen to and recall sounds with increasing aural memory.			
	Describe different purposes of music in history/ other cultures.			
Performing	Copy increasingly challenging rhythms using percussion instruments.			
	Perform in a group using voices and instruments with expression. Sing in a round.			
Composing	Confidently recognise a range of musical instruments.			
	Interpret notation of rhythm (not on a stave)			
Responding and reviewing	Able to describe and compare moods in different pieces of music.			
	Provide constructive feedback to others.			

Year 3 Key Performance Indicators

	ART			
Learning	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas			
Learning	Know about some of the great artists, architects and designers in history and describe their work			
Techniques	Create printing blocks using relief or impressed techniques			
Techniques	Compare and recreate form of natural and manmade objects			
Techniques	Create a collage using overlapping and layering			
Techniques	Add detail to work using different types of stitch, including cross-stitch			

	DT			
Cooking and nutrition	I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely			
Processes	I can safely measure, mark out, cut, assemble and join with some accuracy			
Processes	I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them			
Processes	I can investigate and analyse existing products and those I have made, considering a wide range of factors			
Processes	I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes			

Year 3 Key Performance Indicators

Year 3 Key Performance Indicators