



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.

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 two-digit x one-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 right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn							
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							
Range	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							
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 e.g. refer to the Y3/4 spelling list							
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							

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							
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement							
Forces and Magnets	Compare how things move on different surfaces							
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance							
	Observe and predict how magnets attract or repel each other and attract some materials and not others							
	Describe magnets as having two poles							
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	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers							
	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	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 rock							
	Recognise that soils are made from rocks and organic matter							

Year 3 Key Performance Indicators

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

FRENCH								
Speaking & listening	Listen to and 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	Identify and use strategies for learning new vocabulary (e.g. Rhymes, games or dictionary use)							
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 to 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							
Geographical enquiry and fieldwork	Use co-ordinates to read maps							
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

	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	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely							
Processes	Safely measure, mark out, cut, assemble and join with some accuracy							
Processes	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them							
Processes	Investigate and analyse existing products and those made, considering a wide range of factors							
Processes	Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes							

Year 3 Key Performance Indicators

Year 3 Key Performance Indicators