



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 and Place Value	Recognise the place value of each digit in three-digit numbers and partition three-digit numbers							
Number and Place Value	Compare and order numbers to 1000 using < and >							
Number and Place Value	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number							
Addition and Subtraction	Mentally add and subtract three digit numbers and ones							
Addition and Subtraction	Mentally add and subtract three digit numbers and tens							
Addition and Subtraction	Add and subtract up to three-digit numbers using columnar methods							
Multiplication and Division	Apply known multiplication and division facts to solve contextual problems							
Multiplication and Division	Recall multiplication facts, and corresponding division facts, in the 3, 4 and 8 multiplication tables							
Fractions	Interpret and write fractions to represent 1 or several parts of a whole that is divided into equal parts							
Fractions	Recognise, find and write fractions of a set of objects e.g. $\frac{1}{3}$, $\frac{2}{5}$, $\frac{3}{4}$ etc.							
Fractions	Add and subtract fractions with the same denominator, within 1							
Fractions	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10							
Measurement	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)							
Measurement	Measure the perimeter of simple 2-D shapes							
Measurement	Add and subtract amounts of money to give change, using both £ and p in practical contexts							
Geometry	Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations							
Geometry	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines							
Statistics	Interpret and present data using bar charts, pictograms and 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			
Write for a range of purposes and audiences, including writing to entertain, inform, argue and explain.			
Describe settings and characters in narratives e.g. <i>describing characters' appearance, feelings.</i>			
Use conjunctions, prepositions and adverbs for time e.g. <i>when, before, next, then, later</i> ; cause e.g. <i>because, since, as, so</i> and place e.g. <i>where, in, above, under, next to</i> .			
Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. <i>yet, as, while, before, after, until, while</i> .			
Use noun phrases expanded with adjectives and adverbs e.g. <i>extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</i>			
Use present and past tense correctly and consistently .			
Use the progressive form of the verb to show actions in progress e.g. <i>The dragon was flying in the air. The flames are burning the village.</i>			
Start to use paragraphs to group related information.			
Use simple organisational devices e.g. <i>headings, sub-headings, captions.</i>			
Punctuate sentences accurately with exclamation marks and commas in lists.			
Use apostrophes for contractions correctly e.g. <i>can't, won't, shouldn't.</i>			
Use apostrophes for singular possession correctly e.g. <i>the dragon's teeth.</i>			
Punctuate speech using inverted commas (speech marks) with some accuracy.			
Revise and edit their writing in relation to the Year 3 grammar and spelling expectations			
Spell some words from the Y3/4 spelling list correctly.			
Maintain a legible and consistent handwriting style.			
Use the diagonal/horizontal strokes that are needed to join letters.			
Consistently use editing and revising strategies independently to improve the quality and accuracy of their writing.			
Maintain the quality and accuracy of their writing when writing at greater length.			
Manipulate the language and grammar taught within Year 3 in a range of independent writing, drawing on shared and independent reading.			
Consistently use vocabulary from across the curriculum in their writing.			

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	Protect personal information online and know how to use safety features on websites. Ask an adult before clicking on links or downloads.			
Online Safety	Show respect online and behave in a considerate way.			
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	Understand computer networks. Identify ways to communicate with others online and use search tools to find and use appropriate websites. Identify key words when searching for information online			
Handling Data	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 & reading	Read aloud or say single words , showing understanding of meaning.			
Speaking & listening	Join in with the actions to accompany familiar songs, stories and rhymes , saying some of the words.			
Speaking & listening	Understand and answer a familiar question with a simple, rehearsed response (e.g. How are you? <i>Ca va?</i>).			
Reading & writing	Write a phrase using familiar single words with (and sometimes without) support.			
Grammar	Begin to recognise 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>) with action verbs (e.g. <i>je danse, elle court</i>) as well as <i>être</i> and <i>avoir</i> (<i>J'ai, tu as, il est/ elle a</i>).			
Grammar	Show an awareness that nouns in French come in groups - masculine & feminine .			
Skills	Find the meaning of a word in a word list and a bilingual dictionary .			
Skills	Recognise that French words and letters can have a different sound or pronunciation to English; use this to pronounce familiar and new words.			
Skills	Identify and use strategies for learning new vocabulary (e.g. Rhymes, games or dictionary use).			

Year 3 Key Performance Indicators

	HISTORY			
Historical enquiry	Explore sources: 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 studied in chronological order.			
Historical Interpretation	Explore the idea that there are different accounts of history .			
Organisation & communication	Communicate ideas about the past using different genres of writing, data-handling and drama.			
Knowledge and understanding	Use historical evidence to investigate and describe the culture and way of life of people(s) in the past (including buildings).			
Knowledge and understanding	Use historical evidence to investigate and understand the actions of people(s) in the past.			

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use maps, atlases, digital resources and globes to locate and describe human and physical features studied.			
Geographical enquiry and fieldwork	Use fieldwork to observe human and physical features in the local area using a range of methods, including digital technologies.			
Geographical enquiry and fieldwork	Read and draw simple maps , using keys and (2-fig.) grid references.			
Geographical enquiry and fieldwork	Use directional language, including identifying 8 points of the compass .			
Locational knowledge	Identify the position and significance of the equator and the Tropics of Cancer and Capricorn .			
Human and physical geography	Locate countries in South America concentrating on their environmental regions and key human and physical features .			
Human and physical geography	Compare an area of the UK with a contrasting area of South America , focusing on human and physical geography.			
Human and physical geography	Describe and understand key aspects of human geography , including types of land use (e.g. Roman settlement).			

Year 3 Key Performance Indicators

	PE			
Swimming	Understand how to stay safe while swimming.			
Skills	Apply the basic movements of running, jumping, throwing and catching with increasing success.			
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. Comment on the effectiveness of their own and others routines.			

	MUSIC			
Singing	Sing call and response songs, holding notes confidently.			
Composing	Invent simple patterns, using rhythms and notes.			
Composing	Compose 4 beat rhythm patterns.			
Instrumental	Recognise crotchets and quavers and make up rhythms using these durations.			
Listening & Responding	Listen to music and recognise some of its musical features.			
Musical Traditions	Begin to develop an understanding and appreciation of music from different musical traditions.			

Year 3 Key Performance Indicators

	ART			
Sketchbook	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas			
Artists	Know about some of the great artists, architects and designers in history and describe their work			
Techniques	Use a variety of tools and techniques e.g. collage, painting, printing			
Techniques	Work with a variety of medium including natural and man-made materials			

	DT			
Cooking and nutrition	Understand what makes a healthy and balanced diet and that different foods and drinks provide things the body needs to be healthy and active			
Cooking and nutrition	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			
Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups			
Design	generate, develop, model and communicate their ideas through discussion, annotated sketches			
Make	Safely measure, mark out, cut, assemble and join with some accuracy			
Technical Knowledge	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			
Evaluate	Investigate and analyse existing products and those I have made, considering a wide range of factors			