



St Mary's
Catholic Primary School and Nursery

Classroom Monitor Objective Overview
Year 3 - Autumn 1

<u>English - Reading</u> Word Reading	<ul style="list-style-type: none">• Read aloud and understand the meaning of new words• Read further exception words
<u>English - Reading</u> Comprehension	<ul style="list-style-type: none">• Read and listen to books for a range of purposes• Discuss words and phrases that capture the reader's interest and imagination• Understand texts using a range of strategies• Draw inferences and justify with evidence• Predict what might happen from details stated and implied• Discuss books that are read to them and those they can read for themselves
<u>English - Writing</u> Handwriting	<ul style="list-style-type: none">• Handwriting is legible and consistent with appropriate joins
<u>English - Writing</u> Spelling	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand how to add them• Spell words that are often misspelt• Check spelling in a dictionary• Write simple dictated sentences
<u>English - Writing</u> Composition	<ul style="list-style-type: none">• Identify key organisational and language features in a writing model• Discuss and record ideas with others when planning writing• Sentences have a range of structures with varied and rich vocabulary• Paragraphs organised around themes• Narratives have simple settings, characters and plot
<u>English - Writing</u> VGP	<ul style="list-style-type: none">• Use conjunctions, adverbs and prepositions to express time and cause• Use a wider range of conjunctions
<u>Mathematics</u> Number - Place Value	<ul style="list-style-type: none">• Count from 0 in multiples of 4, 8, 50 and 100• Find 10 or 100 more or less than a given number• Recognise and use the place value of each digit in a 3-digit number• Solve number and practical problems
<u>Mathematics</u> Number - Addition & Subtraction	<ul style="list-style-type: none">• Mentally add and subtract numbers• Use formal written column addition and subtraction, with numbers with up to 3 digits• Solve addition and subtraction problems
<u>Science</u> Working Scientifically	<ul style="list-style-type: none">• Ask relevant questions when prompted• Set up simple, practical enquiries and comparative tests• Make systematic observations, gather and record data• With prompting, record, group and display evidence and report findings• With prompting, suggest conclusions, possible improvements or further questions
<u>Science</u> Rocks and soils	<ul style="list-style-type: none">• Compare and group together different kinds of rocks• Describe how fossils are formed when things that have lived are trapped in rock• Recognise that soils are made from rocks and organic matter
<u>Geography</u> Volcanoes and Earthquakes	<ul style="list-style-type: none">• To know how volcanoes and earthquakes occur.• To know the location of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.• To know that a globe can be represented as flat map
<u>Art</u>	<ul style="list-style-type: none">• Create images in the style of an artist from history.



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Drawing & Painting	<ul style="list-style-type: none">• To know and recognise the style of an artist from history (Hokusai)• To know how to look after and take care of art equipment• To choose an appropriate size brush for the task• To know how to mix and match paint colours for purpose• To know how to mix thicknesses of paint for different purposes
Music Guitars	<ul style="list-style-type: none">• Perform simple rhythmic and melodic patterns on an instrument to accompany a song.• Perform as part of a group and individually to an audience.• Reflect on, and improve own work
PSHE	<ul style="list-style-type: none">• To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.• To know that their actions affect themselves and others.• To work collaboratively towards shared goals.• To know that our actions affect others and us.• To work collaboratively towards shared goals.• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.• To recognise and respond appropriately to a wider range of feelings in others.• To know that their actions affect themselves and others.• To work collaboratively towards shared goals.
Computing Digital Literacy Information Technology	<ul style="list-style-type: none">• Design and debug programs that accomplish specific goals• Design and create programs that use a sequence• Control physical systems• Use logical reasoning to detect and correct errors in programs
PE Personal REAL PE UNIT 1	<ul style="list-style-type: none">• Use verbal communication within group activities to help solve problems/complete challenges.• Use non-verbal communication strategies to help solve problems/complete challenges.• Follow the instructions of others when working within a team.• Evaluate own performance within a group or individual challenge.



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<u>Classroom Monitor Objective Overview</u> <u>Year 3 - Autumn 2</u>	
<u>English - Reading</u> Word Reading	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words • Read further exception words
<u>English - Reading</u> Comprehension	<ul style="list-style-type: none"> • Read and listen to books for a range of purposes • Discuss words and phrases that capture the reader's interest and imagination • Understand texts using a range of strategies • Draw inferences and justify with evidence • Predict what might happen from details stated and implied • Discuss books that are read to them and those they can read for themselves • Retrieve and summarise information from texts • Retell some stories orally
<u>English - Writing</u> Handwriting	<ul style="list-style-type: none"> • Handwriting is legible and consistent with appropriate joins
<u>English - Writing</u> Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell words that are often misspelt • Check spelling in a dictionary • Write simple dictated sentences • Place the possessive apostrophe accurately in plurals
<u>English - Writing</u> Composition	<ul style="list-style-type: none"> • Identify key organisational and language features in a writing model • Discuss and record ideas with others when planning writing • Sentences have a range of structures with varied and rich vocabulary • Paragraphs organised around themes • Narratives have simple settings, characters and plot • Simple organisational devices used in non-narrative writing
<u>English - Writing</u> VGP	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause • Use a wider range of conjunctions • Use the correct form of 'a' or 'an' • Use inverted commas to punctuate direct speech
<u>Mathematics</u> Multiplication and Division	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division, including 2-digit times 1-digit • Solve problems involving multiplication and division
<u>Mathematics</u> Number - Addition & Subtraction	<ul style="list-style-type: none"> • Mentally add and subtract numbers • Use formal written column addition and subtraction, with numbers with up to 3 digits • Solve addition and subtraction problems
<u>Science</u> Working Scientifically	<ul style="list-style-type: none"> • Ask relevant questions when prompted • Set up simple, practical enquiries and comparative tests Make systematic observations, gather and record data • With prompting, record, group and display evidence and report findings • With prompting, suggest conclusions, possible improvements or further questions



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Science Forces and Magnets	<ul style="list-style-type: none">• Compare how things move on different surfaces• Group everyday materials on the basis of whether they are attracted to a magnet• Understand magnetic poles
Design and Technology Cooking	<ul style="list-style-type: none">• Understand all sections of the EatWell plate and why they differ in size.• Use the right tools to slice, mix, spread, bake and knead. Weigh ingredients to an appropriate level of accuracy.• Understand that food is processed into different ingredients around the world
Music Guitars	<ul style="list-style-type: none">• Perform simple rhythmic and melodic patterns on an instrument to accompany a song.• Perform as part of a group and individually to an audience.• Reflect on, and improve own work• Perform given compositions/songs from memory.• Perform as part of a group and individually to an audience.• Reflect on, and improve own work
Art Stone Age Cave Paintings	<ul style="list-style-type: none">• With wax crayon, can use different pressure• With pastel/charcoal, vary thickness of lines and use side to build up layers
History The Stone Age	<ul style="list-style-type: none">• To ask historically valid questions about similarities and differences from the Stone Age.• To use dates and vocabulary relating to the passing of time from the Stone Age• To choose appropriate sources to answer questions based on The Stone Age.• To identify and describe changes between Stone Age• To know that the past can be divided into different periods of time.
Geography The Stone Age	<ul style="list-style-type: none">• To use a range of sources to compare places studied at KS2.
PSHE	<ul style="list-style-type: none">• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.• To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.• I can say the things about myself that I am proud of.• I can explain how important it is to feel proud of my achievements.• I can identify the difference between being proud and showing off.• I can reflect on how I can use my achievements to help others.
Computing Email and Online Safety	<ul style="list-style-type: none">• Recognize acceptable / unacceptable behaviour and content• Use technology responsibly• Choose from a variety of software and internet services to accomplish given goals
PE Gymnastics	<ul style="list-style-type: none">• To know how to perform a range of rolls with a good level of accuracy.• To know how to create own stretching routine to prepare for gymnastics.• To know how to balance on pads and points.• To know how to make a range of different shapes when balancing.• To know how to combine shapes and balances in a performance.• To know how to use all parts of body when travelling in different ways.