



St Mary's
Catholic Primary School and Nursery

Classroom Monitor Objective Overview
Year 3 – Spring 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 • Retrieve and summarise information from texts • Retell some stories orally • Use dictionaries to check the meaning of words they read
<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 • Read aloud their own writing so that the meaning is clear
<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 inverted commas to punctuate direct speech • Use the present perfect form of verbs
<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>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> Animals, including humans	<ul style="list-style-type: none"> • Identify how animals get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles
<u>Music</u> 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



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	<ul style="list-style-type: none"> • Perform given compositions/songs from memory. • Reflect on, and improve own work
History Rotten Romans	<ul style="list-style-type: none"> • To know similarities and differences between the present and the Stone Age. • To use appropriate sources to answer questions about The Stone Age • To know what an artefact is and how historians use these to answer questions about The Stone Age • To discuss historical changes in Britain; what caused them and the impact on life in Britain.
Geography	<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 appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • I can describe what it is like to live in Britain. • I can talk about the range of identities in the United Kingdom. • I can describe the benefits of living in a diverse and multicultural society.
Computing Touch Typing and Spreadsheets	<ul style="list-style-type: none"> • Collect and combine information and data • Design and create content to accomplish a given goal
PE Dance	<ul style="list-style-type: none"> • Perform basic dance actions with greater control over each element. • Choreograph motifs using repetition, direction, level, speed & space • Perform given routines from memory, performing all the elements in the correct order.

Classroom Monitor Objective Overview

Year 3 – Spring 2

English - Reading Word Reading	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words • Read further exception words
English - Reading 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 • Use dictionaries to check the meaning of words they read • Identify how language, structure, and presentation contribute to meaning
English - Writing Handwriting	<ul style="list-style-type: none"> • Handwriting is legible and consistent with appropriate joins
English - Writing 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



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<p><u>English - Writing</u> Composition</p>	<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 • Read aloud their own writing so that the meaning is clear • Correct and improve writing with reference to effectiveness
<p><u>English - Writing</u> VGP</p>	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause • Use a wider range of conjunctions • Use inverted commas to punctuate direct speech • Use the present perfect form of verbs • Choose nouns or pronouns appropriately
<p><u>Mathematics</u> Money, Statistics, and Length</p>	<ul style="list-style-type: none"> • Add and subtract amounts of money to give change • Measure, compare, add and subtract measures • Interpret and present data in bar charts, pictograms and tables
<p><u>Science</u> Working Scientifically</p>	<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
<p><u>Science</u> Plants</p>	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants • Explore the requirements of specific plants for life and growth • Investigate how water is transported within plants • Explore the part that flowers play in plant life cycles
<p><u>Music</u> Guitars</p>	<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. • Reflect on, and improve own work • To sing expressively in time to the beat and rhythm.
<p><u>Art</u> Mosaic Printing</p>	<ul style="list-style-type: none"> • Prepare, organise and clear away art equipment • Select the brush size and type depending on the task. Mix and match paint colours for purpose • Mix thicknesses of paint for different purposes
<p><u>History</u> Rotten Romans</p>	<ul style="list-style-type: none"> • To know similarities and differences between the present and Roman Britain • To use appropriate sources to answer questions about ancient Rome. • To know what an artefact is and how historians use these to answer questions about ancient Rome • To discuss historical changes in Britain; what caused them and the impact on life in Britain.
<p><u>Geography</u></p>	<ul style="list-style-type: none"> • To compare a region of the UK and a region of a European country (Rome and Chester)
<p><u>PSHE</u></p>	<ul style="list-style-type: none"> • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • I can describe what it is like to live in Britain.



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	<ul style="list-style-type: none">• I can talk about the range of identities in the United Kingdom.• I can describe the benefits of living in a diverse and multicultural society.
Computing e-safety	<ul style="list-style-type: none">• Use technology responsibly• Use logical reasoning to detect and correct errors in programs
PE Striking and Fielding	<ul style="list-style-type: none">• Hit a ball with a range of different bats/racquets• Show control of a range of different throws / passes• Move to catch a ball within a game, maintaining eye contact with the ball.• Pass a ball accurately when moving around during a game.