

|                            | Classroom Monitor Objective Overview   |
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|                            | <u>Classroom Monitor Objective Overview</u><br>Year 3 – Summer 1                             |
|                            |  |
| English - Reading          | Read aloud and understand the meaning of new words   |
| Word Reading               | <ul> <li>Read further exception words</li> </ul>   |
| word Keduling              | • Read further exception words   |
| English - Reading          | Read and listen to books for a range of purposes   |
| Comprehension              | 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  |
|                            | <ul> <li>Predict what might happen from details stated and implied</li> </ul>                |
|                            | • Discuss books that are read to them and those they can read for themselves                 |
|                            | Retrieve and summarise information from texts  |
|                            | Retell some stories orally   |
|                            | <ul> <li>Identify how language, structure, and presentation contribute to meaning</li> </ul> |
|                            | <ul> <li>Identify and discuss themes and conventions in a wide range of writing</li> </ul>   |
|                            | Recognise some different forms of poetry   |
|                            | <ul> <li>Read poems and play scripts aloud; demonstrating understanding</li> </ul>           |
| English - Writing          | Handwriting is legible and consistent with appropriate joins                                 |
| Handwriting                |  |
| English - Writing          | <ul> <li>Use further prefixes and suffixes and understand how to add them</li> </ul>         |
| Spelling                   | Spell words that are often misspelt  |
|                            | Check spelling in a dictionary   |
|                            | Write simple dictated sentences  |
| English - Writing          | <ul> <li>Identify key organisational and language features in a writing model</li> </ul>     |
| Composition                | <ul> <li>Discuss and record ideas with others when planning writing</li> </ul>               |
|                            | <ul> <li>Sentences have a range of structures with varied and rich vocabulary</li> </ul>     |
|                            | Paragraphs organised around themes   |
|                            | <ul> <li>Narratives have simple settings, characters and plot</li> </ul>                     |
|                            | <ul> <li>Simple organisational devices used in non-narrative writing</li> </ul>              |
|                            | <ul> <li>Read aloud their own writing so that the meaning is clear</li> </ul>                |
|                            | <ul> <li>Correct and improve writing with reference to effectiveness</li> </ul>              |
|                            | Use knowledge of related words and word families to deduce meaning                           |
| English - Writing          | <ul> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>     |
| VGP                        | Use a wider range of conjunctions  |
|                            | Use the present perfect form of verbs  |
|                            | <ul> <li>Understand and use grammatical terminology accurately and appropriately</li> </ul>  |
|                            | Form nouns using prefixes  |
| Mathematics                | Recognise, find and write fractions of a discrete set of objects                             |
| Fractions, Statistics, and | Recognise and use fractions as numbers   |
| Length                     | Recognise and show equivalent fractions with small denominators                              |
|                            | Interpret and present data in bar charts, pictograms and tables                              |
| <u>.</u> .                 | Measure, compare, add and subtract measures including calculating simple perimeters          |
| <u>Science</u>             | Ask relevant questions when prompted   |
| Working Scientifically     | 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              |



## **St Mary's** Catholic Primary School and Nursery

| Science<br>Plans <ul> <li>Identify and describe the functions of different parts of flowering plants</li> <li>Explore the requirements of specific plants for life and growth</li> <li>Investigate how water is transported within plants</li> <li>Explore the part that flowers play in plant life cycles</li> <li>Construction of Roman</li> <li>Design and Technology</li> <li>Construction of Roman</li> <li>Explore the part that flowers play in plant life cycles</li> <li>Design products that are functional and designed for purpose.</li> <li>Explain strengths and weaknesses of existing products.</li> <li>Evaluate work against own design criteria.</li> <li>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>Perform given compositions/songs from memory.</li> <li>Reflect on, and improve own work</li> <li>Begin to identify how many beats are in a bar when listening to pieces of music.</li> <li>To examine and compare artefacts.</li> <li>To use a parge of sources to compare places studied at KS2.</li> <li>To use a points on a compas; North, South, East and West.</li> <li>To follow a route on an OS map.</li> <li>To learn the role money plays in society</li> <li>To learn the role money plays in society</li> <li>To learn the role money plays in society</li> <li>To ave angle of sittchers to point go work and things we need.</li> <li>I can explain the difference between things we want and things we need.</li> <li>I can explain the difference between things we want and things we need.</li> <li>I can explain the difference between things we want and things we need.</li> <li>I can explain how adverts try to influence our spending and why</li></ul>  |                       |   |
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| Perform given comparison <ul> <li>Investigate how water is transported within plants</li> <li>Explore the part that flowers play in plant life cycles</li> </ul> Design and Technology<br>Construction of Roman<br>Fort              Generate and develop ideas through discussion.<br>Design products that are functional and designed for purpose.<br>Explain strengths and weaknesses of existing products.<br>Evaluate work against own design criteria.<br>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.<br>Perform mismle rhythmic and melodic patterns on an instrument to accompany a song.<br>Perform given compositions/songs from memory.<br>Reflect on, and improve own work<br>Begin to identify how many beats are in a bar when listening to pieces of music.<br>To examine and compare artefacts.<br>To eak historically valid questions about similarities and differences.<br>To choose appropriate sources to answer questions<br>To use a range of sources to compare places studied at KS2.<br>To o use a range of sources to compare places studied at KS2.<br>To o use a range of sources to compare places studied at KS2.<br>To louse a range of sources to compare places studied at KS2.<br>To louse the key to interpret symbols and marks on an OS map for routes.<br>To low aroute on an OS map.<br>To lowen the key to interpret symbols and how resources are allocated<br>To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'<br>I can explain the difference between things we want and things we need.<br>I can explain how adverts try to influence our spending and why they do this.<br>Exting   |                       | Identify and describe the functions of different parts of flowering plants                  |
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| Where does my money<br>come from?• To know how different people pay for things and how resources are allocated<br>• To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'<br>• I can explain the difference between things we want and things we need.<br>• I can explain how adverts try to influence our spending and why they do this.Art<br>Sewing• To use given sewing patterns or printing blocks<br>• To use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling Systems• Control physical systems<br>• Use logical reasoning to detect and correct errors in programsPE<br>Athletics• Sprint up to 100m.<br>• Jump: one foot to the other; one foot to two feet   |                       | • To compare a region of the UK and a region of a European country (Rome and Chester)       |
| come from?To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'I can explain the difference between things we want and things we need.I can explain how adverts try to influence our spending and why they do this.Art<br>SewingComputing<br>Controlling SystemsPE<br>AthleticsPE<br>AthleticsSprint up to 100m.<br>Jump: one foot to the other; one foot to two feet  |                       | To learn the role money plays in society  |
| Art<br>Sewing• To use given sewing patterns or printing blocks<br>• To use given sewing patterns or printing blocks<br>• To use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling Systems• Control physical systems<br>• Use logical reasoning to detect and correct errors in programsPE<br>Athletics• Sprint up to 100m.<br>• Jump: one foot to the other; one foot to two feet   |                       | To know how different people pay for things and how resources are allocated                 |
| Art<br>SewingTo use given sewing patterns or printing blocks<br>To use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling SystemsControl physical systems<br>Use logical reasoning to detect and correct errors in programsPE<br>AthleticsSprint up to 100m.<br>Run 200m<br>Jump: one foot to the other; one foot to two feet  | come from?            | • To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'               |
| Art<br>Sewing• To use given sewing patterns or printing blocks<br>• To use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling Systems• Control physical systems<br>• Use logical reasoning to detect and correct errors in programsPE<br>Athletics• Sprint up to 100m.<br>• Run 200m<br>• Jump: one foot to the other; one foot to two feet  |                       | <ul> <li>I can explain the difference between things we want and things we need.</li> </ul> |
| SewingTo use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling SystemsControl physical systems<br>Use logical reasoning to detect and correct errors in programsPE<br>AthleticsSprint up to 100m.<br>Run 200m<br>Jump: one foot to the other; one foot to two feet  |                       | I can explain how adverts try to influence our spending and why they do this.               |
| SewingTo use a wider range of stitches to join fabrics and choose the most appropriateComputing<br>Controlling SystemsControl physical systems<br>Use logical reasoning to detect and correct errors in programsPE<br>AthleticsSprint up to 100m.<br>Run 200m<br>Jump: one foot to the other; one foot to two feet  |                       |   |
| Computing<br>Controlling Systems       • Control physical systems         • Control physical systems       • Use logical reasoning to detect and correct errors in programs         • DE<br>Athletics       • Sprint up to 100m.         • Run 200m       • Jump: one foot to the other; one foot to two feet   |                       |   |
| Controlling Systems       Use logical reasoning to detect and correct errors in programs         PE       Sprint up to 100m.         Athletics       Run 200m         Jump: one foot to the other; one foot to two feet   | Sewing                | • To use a wider range of stitches to join fabrics and choose the most appropriate          |
| Controlling Systems       • Use logical reasoning to detect and correct errors in programs         PE       • Sprint up to 100m.         Athletics       • Run 200m         Jump: one foot to the other; one foot to two feet   | Computing             |   |
| PE     • Sprint up to 100m.       Athletics     • Run 200m       • Jump: one foot to the other; one foot to two feet  |                       |   |
| Athletics • Run 200m<br>• Jump: one foot to the other; one foot to two feet   |                       | Use logical reasoning to detect and correct errors in programs                              |
| <ul> <li>Jump: one foot to the other; one foot to two feet</li> </ul>   |                       |   |
|   | Athletics             |   |
| Use the correct action to throw a javelin without a run up.   |                       |   |
|   |                       | Use the correct action to throw a javelin without a run up.                                 |

| <u>Classroom Monitor Objective Overview</u><br><u>Year 3 – Summer 2</u> |  |  |
|---|--|--|
| English - Reading<br>Word Reading                                       | <ul> <li>Read aloud and understand the meaning of new words</li> <li>Read further exception words</li> </ul>   |  |
| English - Reading<br>Comprehension                                      | <ul> <li>Read and listen to books for a range of purposes</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Understand texts using a range of strategies</li> </ul> |  |



# **St Mary's** Catholic Primary School and Nursery

|                        | 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   |
|                        | Identify how language, structure, and presentation contribute to meaning                       |
|                        | Identify and discuss themes and conventions in a wide range of writing                         |
|                        | Recognise some different forms of poetry   |
| English - Writing      | Handwriting is legible and consistent with appropriate joins                                   |
| Handwriting            |  |
| English - Writing      | Use further prefixes and suffixes and understand how to add them                               |
| Spelling               | Spell words that are often misspelt  |
|                        | Check spelling in a dictionary   |
|                        | Write simple dictated sentences  |
| English - Writing      | Identify key organisational and language features in a writing model                           |
| Composition            | Discuss and record ideas with others when planning writing                                     |
|                        | Sentences have a range of structures with varied and rich vocabulary                           |
|                        | Paragraphs organised around themes   |
|                        | <ul> <li>Narratives have simple settings, characters and plot</li> </ul>                       |
|                        | Simple organisational devices used in non-narrative writing                                    |
|                        | Read aloud their own writing so that the meaning is clear                                      |
| English - Writing      | <ul> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>       |
| VGP                    | Use a wider range of conjunctions  |
|                        | Use the present perfect form of verbs  |
|                        | Understand and use grammatical terminology accurately and appropriately                        |
|                        | <ul> <li>Form nouns using prefixes</li> </ul>  |
| Mathematics            | Draw 2-D shapes and make 3-D shapes  |
| Time, Shape, Mass,     | Understand and use right angles  |
| Capacity               | Describe and recognise types of line   |
|                        | Tell and write the time from analogue 12-hour and 24-hour clocks                               |
|                        | Compare durations of events; including knowing standard units of time                          |
| Science                | Ask relevant questions when prompted   |
| Working Scientifically | 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                |
| Science                | Recognise that we need light in order to see things and that dark is the absence of light      |
| Lights                 | <ul> <li>Recognise that light from the sun can be dangerous and how to protect eyes</li> </ul> |
|                        | <ul> <li>Understand, and find patterns, in shadow formation</li> </ul>                         |
| Music                  | Perform simple rhythmic and melodic patterns on an instrument to accompany a song.             |
| Guitars and Singing    | <ul> <li>Perform as part of a group and individually to an audience.</li> </ul>                |
| 5.5                    | <ul> <li>Compose three note patterns.</li> </ul>   |
|                        | <ul> <li>Improvise repeated patterns</li> </ul>  |
|                        | <ul> <li>Reflect on, and improve own work</li> </ul>   |
|                        | <ul> <li>Perform given compositions/songs from memory.</li> </ul>                              |
|                        | <ul> <li>Perform as part of a group and individually to an audience.</li> </ul>                |
|                        | <ul> <li>Reflect on, and improve own work</li> </ul>   |
| Art                    | <ul> <li>Discuss and describe well-known artists' and architects' work</li> </ul>              |
| Sketching              | <ul> <li>Use different types of lead pencil</li> </ul>   |
| Shereining             |  |



# **St Mary's** Catholic Primary School and Nursery

|                  | Work with a variety of pen types and make a variety of lines                      |
|------------------|---|
|                  | Use a sketchbook to record observations and develop ideas.                        |
|                  | Prepare, organise and clear away art equipment                                    |
| <u>Geography</u> | • To create a survey to explore human or physical features in the local area.     |
| Local Study      | To name and locate counties and cities of the UK                                  |
|                  | • To make a simple sketch map of the human and physical features in local area.   |
|                  | • Take photographs of the local area to help produce a simple map.                |
| <u>PSHE</u>      | To identify strengths and weaknesses and celebrate achievements                   |
| Achievements     | To set goals  |
|                  | To know how to ask for help   |
|                  | To identify skills and attributes needed to do certain jobs                       |
| Computing        | Understand the opportunities computer networks offer for communication.           |
| Touch Typing     | Choose from a variety of software and internet services to accomplish given goals |
|                  | Collect and combine information and data  |
|                  | Design and create content to accomplish a given goal                              |
| <u>PE</u>        | Sprint up to 100m.  |
| Athletics        | • Run 200m  |
|                  | Jump: one foot to the other; one foot to two feet                                 |
|                  | • Use the correct action to throw a javelin without a run up.                     |