



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

**Classroom Monitor Objective Overview**  
**Year 3 – Summer 1**

<b><u>English - Reading</u></b> <b>Word Reading</b>	<ul style="list-style-type: none"><li>• Read aloud and understand the meaning of new words</li><li>• Read further exception words</li></ul>
<b><u>English - Reading</u></b> <b>Comprehension</b>	<ul style="list-style-type: none"><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><li>• Draw inferences and justify with evidence</li><li>• Predict what might happen from details stated and implied</li><li>• Discuss books that are read to them and those they can read for themselves</li><li>• Retrieve and summarise information from texts</li><li>• Retell some stories orally</li><li>• Identify how language, structure, and presentation contribute to meaning</li><li>• Identify and discuss themes and conventions in a wide range of writing</li><li>• Recognise some different forms of poetry</li><li>• Read poems and play scripts aloud; demonstrating understanding</li></ul>
<b><u>English - Writing</u></b> <b>Handwriting</b>	<ul style="list-style-type: none"><li>• Handwriting is legible and consistent with appropriate joins</li></ul>
<b><u>English - Writing</u></b> <b>Spelling</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them</li><li>• Spell words that are often misspelt</li><li>• Check spelling in a dictionary</li><li>• Write simple dictated sentences</li></ul>
<b><u>English - Writing</u></b> <b>Composition</b>	<ul style="list-style-type: none"><li>• Identify key organisational and language features in a writing model</li><li>• Discuss and record ideas with others when planning writing</li><li>• Sentences have a range of structures with varied and rich vocabulary</li><li>• Paragraphs organised around themes</li><li>• Narratives have simple settings, characters and plot</li><li>• Simple organisational devices used in non-narrative writing</li><li>• Read aloud their own writing so that the meaning is clear</li><li>• Correct and improve writing with reference to effectiveness</li><li>• Use knowledge of related words and word families to deduce meaning</li></ul>
<b><u>English - Writing</u></b> <b>VGP</b>	<ul style="list-style-type: none"><li>• Use conjunctions, adverbs and prepositions to express time and cause</li><li>• Use a wider range of conjunctions</li><li>• Use the present perfect form of verbs</li><li>• Understand and use grammatical terminology accurately and appropriately</li><li>• Form nouns using prefixes</li></ul>
<b><u>Mathematics</u></b> <b>Fractions, Statistics, and Length</b>	<ul style="list-style-type: none"><li>• Recognise, find and write fractions of a discrete set of objects</li><li>• Recognise and use fractions as numbers</li><li>• Recognise and show equivalent fractions with small denominators</li><li>• Interpret and present data in bar charts, pictograms and tables</li><li>• Measure, compare, add and subtract measures including calculating simple perimeters</li></ul>
<b><u>Science</u></b> <b>Working Scientifically</b>	<ul style="list-style-type: none"><li>• Ask relevant questions when prompted</li><li>• Set up simple, practical enquiries and comparative tests</li><li>• Make systematic observations, gather and record data</li><li>• With prompting, record, group and display evidence and report findings</li><li>• With prompting, suggest conclusions, possible improvements or further questions</li></ul>



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<p><b>Science</b> Plants</p>	<ul style="list-style-type: none"> <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> </ul>
<p><b>Design and Technology</b> Construction of Roman Fort</p>	<ul style="list-style-type: none"> <li>Generate and develop ideas through discussion.</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> </ul>
<p><b>Music</b> Guitars and Singing</p>	<ul style="list-style-type: none"> <li>Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>Perform as part of a group and individually to an audience.</li> <li>Compose three note patterns.</li> <li>Improvise repeated patterns</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> </ul>
<p><b>History</b> Dewa</p>	<ul style="list-style-type: none"> <li>To examine and compare artefacts.</li> <li>To ask historically valid questions about similarities and differences.</li> <li>To choose appropriate sources to answer questions</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>To use a range of sources to compare places studied at KS2.</li> <li>To use 4 points on a compass; North, South, East and West.</li> <li>To follow a route on an OS map.</li> <li>To use the key to interpret symbols and marks on an OS map for routes.</li> <li>To compare a region of the UK and a region of a European country (Rome and Chester)</li> </ul>
<p><b>PSHE</b> Where does my money come from?</p>	<ul style="list-style-type: none"> <li>To learn the role money plays in society</li> <li>To know how different people pay for things and how resources are allocated</li> <li>To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax'</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 they do this.</li> </ul>
<p><b>Art</b> Sewing</p>	<ul style="list-style-type: none"> <li>To use given sewing patterns or printing blocks</li> <li>To use a wider range of stitches to join fabrics and choose the most appropriate</li> </ul>
<p><b>Computing</b> Controlling Systems</p>	<ul style="list-style-type: none"> <li>Control physical systems</li> <li>Use logical reasoning to detect and correct errors in programs</li> </ul>
<p><b>PE</b> Athletics</p>	<ul style="list-style-type: none"> <li>Sprint up to 100m.</li> <li>Run 200m</li> <li>Jump: one foot to the other; one foot to two feet</li> <li>Use the correct action to throw a javelin without a run up.</li> </ul>

### Classroom Monitor Objective Overview Year 3 – Summer 2

<p><b>English - Reading</b> Word Reading</p>	<ul style="list-style-type: none"> <li>Read aloud and understand the meaning of new words</li> <li>Read further exception words</li> </ul>
<p><b>English - Reading</b> Comprehension</p>	<ul style="list-style-type: none"> <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>



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	<ul style="list-style-type: none"> <li>• Draw inferences and justify with evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Discuss books that are read to them and those they can read for themselves</li> <li>• Retrieve and summarise information from texts</li> <li>• Retell some stories orally</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Identify and discuss themes and conventions in a wide range of writing</li> <li>• Recognise some different forms of poetry</li> </ul>
<b>English - Writing</b> <b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Handwriting is legible and consistent with appropriate joins</li> </ul>
<b>English - Writing</b> <b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell words that are often misspelt</li> <li>• Check spelling in a dictionary</li> <li>• Write simple dictated sentences</li> </ul>
<b>English - Writing</b> <b>Composition</b>	<ul style="list-style-type: none"> <li>• Identify key organisational and language features in a writing model</li> <li>• Discuss and record ideas with others when planning writing</li> <li>• Sentences have a range of structures with varied and rich vocabulary</li> <li>• Paragraphs organised around themes</li> <li>• Narratives have simple settings, characters and plot</li> <li>• Simple organisational devices used in non-narrative writing</li> <li>• Read aloud their own writing so that the meaning is clear</li> </ul>
<b>English - Writing</b> <b>VGP</b>	<ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Use a wider range of conjunctions</li> <li>• Use the present perfect form of verbs</li> <li>• Understand and use grammatical terminology accurately and appropriately</li> <li>• Form nouns using prefixes</li> </ul>
<b>Mathematics</b> <b>Time, Shape, Mass,</b> <b>Capacity</b>	<ul style="list-style-type: none"> <li>• Draw 2-D shapes and make 3-D shapes</li> <li>• Understand and use right angles</li> <li>• Describe and recognise types of line</li> <li>• Tell and write the time from analogue 12-hour and 24-hour clocks</li> <li>• Compare durations of events; including knowing standard units of time</li> </ul>
<b>Science</b> <b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• Ask relevant questions when prompted</li> <li>• Set up simple, practical enquiries and comparative tests</li> <li>• Make systematic observations, gather and record data</li> <li>• With prompting, record, group and display evidence and report findings</li> <li>• With prompting, suggest conclusions, possible improvements or further questions</li> </ul>
<b>Science</b> <b>Lights</b>	<ul style="list-style-type: none"> <li>• Recognise that we need light in order to see things and that dark is the absence of light</li> <li>• Recognise that light from the sun can be dangerous and how to protect eyes</li> <li>• Understand, and find patterns, in shadow formation</li> </ul>
<b>Music</b> Guitars and Singing	<ul style="list-style-type: none"> <li>• Perform simple rhythmic and melodic patterns on an instrument to accompany a song.</li> <li>• Perform as part of a group and individually to an audience.</li> <li>• Compose three note patterns.</li> <li>• Improvise repeated patterns</li> <li>• Reflect on, and improve own work</li> <li>• Perform given compositions/songs from memory.</li> <li>• Perform as part of a group and individually to an audience.</li> <li>• Reflect on, and improve own work</li> </ul>
<b>Art</b> Sketching	<ul style="list-style-type: none"> <li>• Discuss and describe well-known artists' and architects' work</li> <li>• Use different types of lead pencil</li> </ul>



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	<ul style="list-style-type: none"><li>• Work with a variety of pen types and make a variety of lines</li><li>• Use a sketchbook to record observations and develop ideas.</li><li>• Prepare, organise and clear away art equipment</li></ul>
<b><u>Geography</u></b> Local Study	<ul style="list-style-type: none"><li>• To create a survey to explore human or physical features in the local area.</li><li>• To name and locate counties and cities of the UK</li><li>• To make a simple sketch map of the human and physical features in local area.</li><li>• Take photographs of the local area to help produce a simple map.</li></ul>
<b><u>PSHE</u></b> Achievements	<ul style="list-style-type: none"><li>• To identify strengths and weaknesses and celebrate achievements</li><li>• To set goals</li><li>• To know how to ask for help</li><li>• To identify skills and attributes needed to do certain jobs</li></ul>
<b><u>Computing</u></b> Touch Typing	<ul style="list-style-type: none"><li>• Understand the opportunities computer networks offer for communication.</li><li>• Choose from a variety of software and internet services to accomplish given goals</li><li>• Collect and combine information and data</li><li>• Design and create content to accomplish a given goal</li></ul>
<b><u>PE</u></b> Athletics	<ul style="list-style-type: none"><li>• Sprint up to 100m.</li><li>• Run 200m</li><li>• Jump: one foot to the other; one foot to two feet</li><li>• Use the correct action to throw a javelin without a run up.</li></ul>