

Name: _____ Class: _____

Band 3 — Religious Education

Learning about religion—Beliefs and teachings



b b+ w w+ **s** s+

- ☐ Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.

I can use words that are about God to explain what I think.

Band 3 — Religious Education

Learning about religion—Religious practices and lifestyles



b b+ w w+ **s** s+

- ☐ Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.

I can talk about how some religions are the same and some different.

Band 3 — Religious Education

Learning about religion—Ways of expressing meaning



b b+ w w+ **s** s+

- ☐ Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.

I can talk about why religion is important.

Band 3 — Religious Education

Learning from religion—Human identity, personality and experience



b b+ w w+ **s** s+

- ☐ Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own.

I can talk about how religion affects me.

Band 3 — Religious Education

Learning from religion—Questions of meaning and purpose



b b+ w w+ **s** s+

- ☐ Identify ultimate questions and behaviour that there are no universally agreed answers to these.

I can talk about how there are some things which can't be explained.

Band 3 — Religious Education

Learning from religion—Values and commitments



b b+ w w+ **s** s+

- ☐ Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.

I can understand that people sometimes do things because their religion says they should.

Name: _____ Class: _____

Band 3 — Physical Education

Swimming



b

b+

w

w+

s

s+

☐
☐

Jump into the pool and submerge briefly.

I can jump into a pool and go underwater briefly.

☐
☐

Sink, push away from the wall and glide underwater for a short distance.

I can glide underwater from the side of the pool.

☐
☐

Submerge fully to pick up an object from the bottom.

I can pick up an object from the bottom of the pool.

☐
☐

Have a reasonable knowledge of the water safety code.

I know how to keep safe and avoid dangers in and around water.

Band 3 — Physical Education

Health and fitness—Diet and hygiene



b

b+

w

w+

s

s+

☐
☐

Explain the importance of appropriate portions of food for a balanced diet and health.

I know that if I eat too much or too little food that this can have a negative effect on my health.

☐
☐

Know the importance of following instructions when taking medicine.

I know that too much medicine or the wrong medicine can make me unwell.

☐
☐

Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained.

I know that if I don't take care of my teeth and gums they can decay and rot and this can effect my eating.

☐
☐

Explain the importance of the sun to give us vitamin D but the need to stay safe too.

I know the sun provides me with vitamin D but too much sun on my skin can be harmful.

Band 3 — Physical Education

Health and fitness—Healthy bodies



b

b+

w

w+

s

s+

☐
☐

Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense.

I know what my senses are and can explain what it could be like if I lost one them.

☐
☐

Identify that exercise helps our lungs and heart and improves co-ordination.

I know that exercise helps keep my heart and lungs healthy.

☐
☐

Describe the differences between different body parts.

I can name the main parts of the body.

☐
☐

Understand the main functions of the brain and the way it sends signals using the nervous system.

I am aware that the brain sends signals around my body using my nervous system.

☐
☐

Understand how the body protects the internal organs and how we give extra protection during activities.

I know how the skeleton helps protect my internal organs and I can suggest ways to help improve this during sport.

☐
☐

Name the parts of the digestive system and explain the processes.

I can explain how food is digested within my body.

Name: _____ Class: _____

Band 3 — Physical Education

Health and fitness—Healthy mind



b

b+

w

w+

s

s+

- ☐ Set more challenging goals and evaluate his/her achievements.
I can set myself a challenge and know how well I am doing.
- ☐ Begin to compare emotional feelings with physical feelings.
I understand that when I feel sad or happy my body can change too.
- ☐ Create a 'steps to success' approach to achieving success.
I know what steps I have to take to achieve what I want.
- ☐ Understand that determination and perseverance are needed to overcome a challenge.
I know that some things are not easy to get and that if I don't keep trying I will not achieve my goal.

Band 3 — Physical Education

Health and fitness—Personal and social



b

b+

w

w+

s

s+

- ☐ Share his/her own considered point of view and listen to, and consider, other peoples' opinions.
I can form an opinion on something and review this when I listen to other peoples' ideas.
- ☐ Offer solutions when there are disagreements between friends.
I can offer ideas on ways to solve problems when other people have a disagreement.
- ☐ Recognise the challenges that parents can have when bringing up children.
I understand some of the difficulties that can occur when a parent is bringing up a child.

Band 3 — Physical Education

Skills—Acquiring and developing skills



b

b+

w

w+

s

s+

- ☐ Balance on one foot.
I can stand on one foot without wobbling or swaying.
- ☐ Climb a set of wall bars (or similar).
I can climb steadily and confidently moving one foot after the other.
- ☐ Perform a side stepping gallop.
I can 'skip sideways' in a rhythmical movement using my arms to help me move along.
- ☐ Run at speed over a distance.
I can run fast in a straight line using my arms to help balance my movement.

Name: _____ Class: _____

Band 3 — Physical Education

Skills—Applying skills and using tactics



b

b+

w

w+

s

s+

☐

Vary skills, actions and ideas and link these in different ways to suit different activities.

☐

I can call upon a range of skills and abilities to perform well in different sports / games.

☐

Vary his/her responses to tactics, strategies and sequences used.

☐

I can understand the tactics used against me by others.

Band 3 — Physical Education

Skills—Evaluating and improving perfor-



b

b+

w

w+

s

s+

☐

Compare and contrast his/her performance with others.

☐

I can say how well I have done compared to others and give reasons for my performance.

Name: _____ Class: _____

Band 3— Art and Design

Learning



b b+ w w+ **s** s+

☐

Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.

☐

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.

I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.

☐

Explain what he/she likes or dislikes about their work.

I can say what I like or dislike about my work.

☐

Know about some of the great artists, architects and designers in history and describe their work.

I can talk about some of the great artists, architects and designers in history and describe their work.

Band 3— Art and Design

Techniques



b b+ w w+ **s** s+

☐

Explore shading, using different media.

I can use shading, using different media.

☐

Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.

I can talk about and identify complementary colours, colour as tone, warm and cold colours.

☐

Compare and recreate form of natural and manmade objects.

I can compare and recreate form of natural and manmade objects.

☐

He/she is able to create a collage using overlapping and layering.

I can create a collage using overlapping and layering.

☐

Create printing blocks using relief or impressed techniques.

I can create printing blocks using relief or impressed techniques.

☐

Add detail to work using different types of stitch, including cross-stitch.

I can add detail to my work using different types of stitch, including cross-stitch.



Name _____ Class _____

Band 3 - English Writing

Spelling



b

b+

w

w+

s

s+

- ☐ Use the prefixes un-, dis-, mis-, re-, pre-.
I can use the prefixes un-, dis-, mis-, re-, pre-.
- ☐ Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- ☐ Use the suffix -ly.
I can use the suffix -ly.
- ☐ Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- ☐ Spell words with endings which sound like 'zhun' e.g. division, decision.
I can spell words with endings which sound like 'zhun' e.g. division, decision.
- ☐ Spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
I can spell words which sound the same but have different meanings such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
- ☐ Spell words that are often misspelt with reference to (English Appendix 1).
I can spell words that are often misspelt.
- ☐ Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
I can spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
- ☐ Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
I can spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- ☐ Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
I can spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- ☐ Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
I can spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- ☐ Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
I can spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- ☐ Use the first two or three letters of a word to check its spelling in a dictionary.
I can use the first two or three letters of a word to check its spelling in a dictionary.
- ☐ **Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.

Band 3 - English Writing

Handwriting



b

b+

w

w+

s

s+

- ☐ Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.
I can use more of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.
- ☐ Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.



Name _____ Class _____

Band 3 - English Writing

Composition



b

b+

w

w+

s

s+

- ☐ Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.
- ☐ Plan his/her writing by discussing and recording ideas within a given structure.
I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.
- ☐ Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).
I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.
- ☐ Draft and write by organising writing into paragraphs as a way of grouping related material.
I can use paragraphs to organise my writing so that blocks of text group related material.
- ☐ **Draft and write in narratives, creating settings, characters and plots.**
I can draft and write descriptive work that creates settings, characters and plots.
- ☐ Draft and write non-narrative material, using headings and sub-headings to organise texts.
I can draft and write material such as instructions, using headings and sub-headings to organise my work.
- ☐ Evaluate and edit by assessing the effectiveness of his/her own writing.
I can re-read my work to improve it for my audience.
- ☐ Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.
- ☐ **Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.**
I can proof read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
- ☐ Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.



Name _____ Class _____

Band 3 - English Writing

Vocabulary, Grammar & Punctuation



b

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w+

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s+

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Form nouns using a range of prefixes e.g. super-, anti-, auto-.

I can create new words using a range of prefixes including super-, anti-, auto-.

☐
☐

Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.

I can understand when to use 'a' or 'an' in front of a word.

☐
☐

Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.

I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.

☐
☐

Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.

I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.

☐
☐

Begin to use paragraphs as a way to group related material.

I can use paragraphs.

☐
☐

Use headings and sub-headings to aid presentation.

I can use headings and sub-headings.

☐
☐

Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.

I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.

☐
☐

Begin to use inverted commas to punctuate direct speech.

I can use speech marks correctly.

☐
☐

Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).

I can understand what the following words mean: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.



Name _____ Class _____

Band 3 - Reading

Word Reading



b

b+

w

w+

s

s+

- ☐ Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.
I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.
- ☐ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.
I can read further exception words including words, that do not follow spelling patterns.

Band 3 - Reading

Comprehension



b

b+

w

w+

s

s+

- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.
I can show that I enjoy reading by reading lots of different types of books.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
I can tell you what a book that I am reading is about.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.
I can read aloud poems and perform play scripts.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.
I can discuss words that excite me in the books that I read.
- ☐ Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.
I can understand what I have read, checking that it makes sense by talking to others about it.
- ☐ Understand what he/she reads independently by asking questions to improve his/her understanding of a text.
I can ask questions about the texts that I have read to help me understand them.
- ☐ Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
I can work out what a character in a book is feeling by the actions they take and can explain how I know.
- ☐ Understand what he/she reads independently by predicting what might happen from details stated.
I can predict what might happen from clues in what I have read.
- ☐ Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.
I can tell someone about the main ideas in a paragraph.
- ☐ Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.
I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- ☐ Retrieve and record information from non-fiction.
I can use non-fiction texts to find out information on a subject.
- ☐ Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
I can talk about books and poems and I can take turns in telling people about them.



Name _____ Class _____

Band 3 - Spoken Language



b

b+

w

w+

s

s+

- ☐ Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.
I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.
- ☐ Discuss words and phrases that capture the reader's interest and imagination.
I can talk about words and phrases that capture the reader's interest and imagination.
- ☐ Ask questions to improve his/her understanding of a text.
I can ask questions to improve my understanding of a text.
- ☐ Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.
- ☐ Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures with reference to English Appendix 2.
I can make up and repeat sentences aloud (including conversations).
- ☐ Read aloud his/her own writing using appropriate intonation and controlling tone and volume so that the meaning is clear.
I can read aloud my own writing, controlling the tone and volume of my voice so that the meaning is clear.
- ☐ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- ☐ Describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.
I can describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.
- ☐ Ask relevant questions and use different types of scientific enquiries to answer them.
I can ask relevant questions and use different types of scientific enquiries to answer them.
- ☐ Make a spoken report on findings from scientific enquiries.
I can make a spoken report on findings from scientific enquiries.
- ☐ Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences.
I can use relevant scientific language to discuss my ideas and communicate findings in ways that are appropriate for different audiences.

Name: _____ Class: _____

Band 3—Computing

Computers



b b+ w w+ **s** s+

- ☐ Recognise familiar forms of input and output devices and how they are used.
☐ *I know what input and output devices are and how they are used.*
- ☐ Make efficient use of familiar forms of input and output devices.
☐ *I can use a range of input and output devices efficiently.*

Band 3—Computing

Networks



b b+ w w+ **s** s+

- ☐ Understand that computer networks enable the sharing of data and information.
☐ *I understand that computer networks allow data to be transferred and shared.*
- ☐ Understand that the internet is a large network of computers and that information can be shared between computers.
☐ *I understand that the internet is a large network that enables computers to share information.*

Band 3—Computing

Using Computer



b b+ w w+ **s** s+

- ☐ With support select and use a variety of software to accomplish goals.
☐ *I can make choices on which program is best for a given task.*

Band 3—Computing

E-Safety

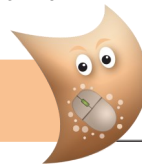


b b+ w w+ **s** s+

- ☐ Use technology safely and respectfully, keeping personal information private.
☐ *I know I need to keep my password and personal information secure.*
- ☐ Use technology safely and recognise acceptable and unacceptable behaviour.
☐ *I can recognise acceptable and unacceptable behaviour online.*

Band 3—Computing

Net Searching

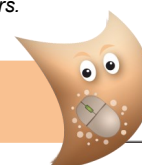


b b+ w w+ **s** s+

- ☐ Use simple search technologies.
☐ *I can use a search engine to find web pages.*
- ☐ Use simple search technologies and recognise that some sources are more reliable than others.
☐ *I understand that not all websites are as reliable as others.*

Band 3—Computing

Coding



b b+ w w+ **s** s+

- ☐ Design, write and debug programs that control or simulate virtual events.
☐ *I can produce a simple program that completes a given task.*
- ☐ Use logical reasoning to explain how some simple algorithms work.
☐ *I can explain how simple algorithms solve a given problem.*

Name: _____ Class: _____

Band 3 — Geography

Geographical skills and fieldwork



b

b+

w

w+

s

s+

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☐

Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?

I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?

☐
☐

Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.

I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.

☐
☐

Recognise that different people hold different views about an issue and begin to understand some of the reasons why.

I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.

☐
☐

Communicate findings in ways appropriate to the task or for the audience.

I can communicate findings in appropriate ways.

☐
☐

Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.

I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle.

☐
☐

Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.

I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.

☐
☐

Make more detailed fieldwork sketches/diagrams.

I can make more detailed fieldwork sketches/diagrams.

☐
☐

Use fieldwork instruments e.g. camera, rain gauge.

I can use fieldwork instruments e.g. camera, rain gauge.

☐
☐

Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.

I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.

☐
☐

Use four figure grid references.

I can use four figure grid references.

☐
☐

Use the 8 points of a compass.

I can use the 8 points of a compass.

☐
☐

Make plans and maps using symbols and keys.

I can make plans and maps using symbols and keys.



b

b+

w

w+

s

s+

Band 3 — Geography

Locational knowledge

☐
☐

Identify where counties are within the UK and the key topographical features.

I can point to where counties are within the UK and their key topographical features.

☐
☐

Name and locate the cities of the UK.

I can name and locate the cities of the UK.

Name: _____ Class: _____

Band 3 — Geography

Human and physical geography



b

b+

w

w+

s

s+

☐

Identify physical and human features of the locality.

I can show I know the physical and human features of my locality.

☐

Explain about weather conditions / patterns around the UK and parts of Europe.

I can explain about weather conditions / patterns around the UK and parts of Europe.

Band 3 — Geography

Place knowledge



b

b+

w

w+

s

s+

☐

Recognise there are similarities and differences between places.

I can understand why there are similarities and differences between places.

☐

Develop an awareness of how places relate to each other.

I can understand why there are similarities and differences between places.

Name: _____ Class: _____

Band 3 — History

Chronological understanding



b

b+

w

w+

s

s+

☐

Use an increasing range of common words and phrases relating to the passing of time.

I can use an increasing range of common words and phrases relating to the passing of time.

☐

Describe memories of key events in his/her life using historical vocabulary.

I can describe memories of key events in his/her life using historical vocabulary.

Name: _____ Class: _____

Band 3 — Music



b b+ w w+ **s** s+

- ☐ Listen with direction to a range of high quality music.
I can listen with direction to a range of high quality music.
- ☐ Confidently recognise a range of musical instruments.
I can confidently recognise a range of musical instruments.
- ☐ Find the pulse within the context of different songs/music with ease.
I can find the pulse in songs/music with confidence.
- ☐ Understand that improvisation is when a composer makes up a tune within boundaries.
I can understand that improvisation is when a composer makes up a tune within boundaries.
- ☐ Understand that composition is when a composer writes down and records a musical idea.
I can understand that composition is when a composer writes down and records a musical idea.
- ☐ Sing songs with multiple parts with increasing confidence.
I can sing songs with multiple parts with increasing confidence.
- ☐ Play and perform in solo or ensemble contexts with confidence.
I can play and perform in solo or ensemble contexts with confidence.
- ☐ Develop an understanding of formal, written notation which includes crotchets and rests.
I can understand some formal, written notation which includes crotchets and rests.
- ☐ Begin to listen to and recall sounds with increasing aural memory.
I can begin to listen to and recall sounds with increasing aural memory.



Name _____ Class _____

Band 3 - Science

Working Scientifically



b

b+

w

w+

S

s+

- ☐ Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).
I can ask questions and use different types of scientific enquiries to answer them.
- ☐ Set up simple practical enquiries, comparative and fair tests (Year 3 focus).
I can set up simple practical enquiries, comparative and fair tests.
- ☐ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).
I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.
- ☐ Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus).
I can gather, record, classify and present data in a variety of ways to help with answering questions.
- ☐ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- ☐ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).
I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.
- ☐ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- ☐ Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).
I can explain differences, similarities or changes related to simple scientific ideas and processes.
- ☐ Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).
I can use straightforward scientific evidence to answer questions or to support my findings.

Band 3 - Science

Animals Including Humans



b

b+

w

w+

S

s+

- ☐ Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
I can explain why humans and some other animals have skeletons and muscles.
- ☐ 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.
I can 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 _____ Class _____

Band 3 - Science

Forces & Magnets



b

b+

w

w+

s

s+

- ☐ Compare how things move on different surfaces.
I can compare how things move on different surfaces.
- ☐ Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
I can see that some forces need contact between two objects, but magnetic forces can act at a distance.
- ☐ Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.
I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.
- ☐ Observe how magnets attract or repel each other and attract some materials and not others.
I can observe how magnets attract or repel each other and attract some materials and not others.
- ☐ Describe magnets as having two poles.
I can describe magnets as having two poles.
- ☐ Predict whether two magnets will attract or repel each other, depending on which poles are facing.
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Band 3 - Science

Light



b

b+

w

w+

s

s+

- ☐ Notice that light is reflected from surfaces.
I can show that light is reflected from surfaces.
- ☐ Recognise that he/she needs light in order to see things and that dark is the absence of light.
I can explain that I need light in order to see things and that dark is the absence of light.
- ☐ Recognise that light from the sun can be dangerous and that there are ways to protect eyes.
I can explain 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.
I can show how shadows are formed when the light from a light source is blocked by a solid object.
- ☐ Find patterns in the way that the size of shadows change.
I can show that there are patterns in the way that the size of shadows change.

Band 3 - Science

Plants



b

b+

w

w+

s

s+

- ☐ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
I can explain what different parts of flowering plants do.
- ☐ Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
I can explore the requirements of plants for life and growth and how they vary from plant to plant.
- ☐ Investigate the way in which water is transported within plants.
I can investigate the way in which water is transported within plants.
- ☐ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Name _____ Class _____

Band 3 - Science

Rocks



b

b+

w

w+

s

s+

☐
☐

Recognise that soils are made from rocks and organic matter.

I can explain that soils are made from rocks and organic matter.

☐
☐

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can describe simply how fossils are formed when things that have lived are trapped within rock.

☐
☐

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.

Name: _____ Class: _____

Band 3 — Languages

Listening



b

b+

w

w+

s

s+

- ☐ Show that he/she recognises words and phrases heard by responding appropriately.
I can recognise and respond to words and phrases I hear.

- ☐ Follow simple instructions and link pictures or actions to language.
I can understand a simple instruction, such as 'stand up'.

- ☐ When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words.
I can join in with parts of a story or song.

Band 3 — Languages

Speaking



b

b+

w

w+

s

s+

- ☐ Ask and answer simple questions, for example about personal information.
I can ask and answer simple questions about personal information.

- ☐ Repeat sentences heard and make simple adaptations to them.
I can use a familiar sentence and change one or two words to make a new sentence.

- ☐ Use mostly accurate pronunciation and speak clearly when addressing an audience.
I can speak clearly to an audience using good pronunciation.

- ☐ Use simple adjectives such as colours and sizes to describe things orally.
I can use some simple adjectives to describe a picture or object.

Band 3 — Languages

Reading



b

b+

w

w+

s

s+

- ☐ Recognise some familiar words and phrases in written form.
I can match written words and phrases to pictures or symbols.

- ☐ Read some familiar words aloud using mostly accurate pronunciation.
I can read some familiar words aloud.

- ☐ Learn and remember new words encountered in reading.
I can learn and remember new words from my reading.

Band 3 — Languages

Writing



b

b+

w

w+

s

s+

- ☐ Write some single words from memory.
I can remember how to write some words on my own.

- ☐ Use simple adjectives such as colours and sizes to describe things in writing.
I can use some simple adjectives to describe a picture or object.

- ☐ Record descriptive sentences using a word bank.
I can write a sentence to describe a picture or object using a word bank to help me.

Name: _____ Class: _____

Band 3 — Languages

Grammar



b

b+

w

w+

s

s+

☐
☐

Recognise the main word classes e g nouns, adjectives and verbs.

I can tell whether words are nouns, adjectives or verbs.

☐
☐

Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.

I know that nouns may be masculine or feminine (or neuter).

☐
☐

Have basic understanding of the usual order of words in sentences in the target language.

I know the order of words in sentences.

Name: _____ Class: _____

Band 3— Design and Technology

Cooking and Nutrition



b b+ w w+ **s** s+

☐

Talk about the different food groups and name food from each group.

I can talk about the different food groups and name food from each group.

☐

Understand that food has to be grown, farmed or caught in Europe and the wider world.

I can understand that food has to be grown, farmed or caught in Europe and the wider world.

☐

Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.

I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.

Band 3— Design and Technology

Processes



b b+ w w+ **s** s+

☐

Use knowledge of existing products to design his/her own functional product.

I can use my knowledge of existing products to design my own functional product.

☐

Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.

I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes.

☐

Safely measure, mark out, cut, assemble and join with some accuracy.

I can safely measure, mark out, cut, assemble and join with some accuracy.

☐

Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.

I can make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.

☐

Investigate and analyse existing products and those he/she has made, considering a wide range of factors.

I can investigate and analyse existing products and those I have made, considering a wide range of factors.

☐

Strengthen frames using diagonal struts.

I can strengthen frames with diagonal struts.

☐

Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.

I can understand how mechanical systems such as levers and linkages or pneumatic systems create movement.

Name: _____ Class: _____

Band 3 — PE (POS)

Dance



b b+ w w+ **s** s+

- ☐ Explore movements in response to a stimulus (e.g. instruction, music, sounds).
I can think of my own movements to match a sound.
- ☐ Perform imaginative movements with control (including moving in time and with co-ordination).
I can control movements that I have made up to match sounds.
- ☐ Create and perform simple movement patterns.
I can make up and perform simple patterns.
- ☐ Create dances in pairs.
I can make up dances with my partner.

Band 3 — PE (POS)

Games



b b+ w w+ **s** s+

- ☐ Demonstrate confident control of equipment.
I can use sports equipment confidently.
- ☐ Copy skills and techniques and use them within the context of a game.
I can use the skills I have been shown in an activity.
- ☐ Apply the basic principles of attacking and defending to fulfil a role within a game.
I can take part in a game by playing in a certain position.
- ☐ Participate in team games using tactics.
I can take part in games using tactics.

Band 3 — PE (POS)

Gymnastics



b b+ w w+ **s** s+

- ☐ Copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.
I can move in the way I have been shown in different spaces and on different apparatus.
- ☐ Perform modelled sequences on the floor and using apparatus which are designed to develop balance and flexibility.
I can perform sequences in different places that I have been shown using balancing and bending.
- ☐ Control basic variations in level, speed and direction (eg slow/fast, high/low, up/down).
I can make sure I use different levels, speeds and directions in sequences.
- ☐ Create sequences in pairs.
I can work with a partner to make up new sequences.

Band 3 — PE (POS)

Athletics



b b+ w w+ **s** s+

- ☐ Demonstrate control when running, sprinting, throwing and jumping.
I can run, sprint, throw and jump with control.
- ☐ Vary technique following instruction to improve performance when competing (e.g. racing over varied distances).
I can improve my results by using the techniques I have been shown.

Name: _____ Class: _____

Band 3 — PE (POS)

Evaluating Performance



b

b+

w

w+

s

s+

☐ Suggest ways to improve performance in different physical activities and sports.

☐ I can suggest ways to improve in different sports.

☐ Compare his/her own performance to others'.

☐ I can compare my performance to how others have performed.



Name _____ Class _____

Band 3 - Maths

Number and Place Value



b

b+

w

w+

s

s+

☐
☐

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.

☐
☐

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

I can recognise the place value of each digit of a number with hundreds, tens and units.

☐
☐

Compare and order numbers up to 1000.

I can compare and order numbers up to 1000.

☐
☐

Identify, represent and estimate numbers using different representations.

I can find, show and estimate numbers using objects and pictures.

☐
☐

Read and write numbers up to 1000 in numerals.

I can read and write numbers up to 1000 in numbers.

☐
☐

Read and write numbers up to 1000 in words.

I can read and write numbers up to 1000 in words.

☐
☐

Solve number problems and practical problems involving these ideas.

I can solve number and word problems.



Band 3 - Maths

Addition and Subtraction

b

b+

w

w+

s

s+

☐
☐

Add and subtract numbers mentally, including a three-digit number and ones.

I can add and subtract numbers in my head, including a three digit number and ones.

☐
☐

Add numbers with up to three digits using the formal written method of columnar addition.

I can add numbers with up to three digits using formal column methods.

☐
☐

Add and subtract numbers mentally, including a three-digit number and tens.

I can add and subtract numbers in my head, including a three digit number and tens.

☐
☐

Subtract numbers with up to three digits using the formal written method of columnar subtraction.

I can subtract numbers with up to three digits using formal column methods.

☐
☐

Add and subtract numbers mentally, including a three-digit number and hundreds.

I can add and subtract numbers in my head, including a three digit number and hundreds.

☐
☐

Estimate the answer to a calculation and use inverse operations to check answers.

I can estimate the answer to a calculation and use this and inverse operations to check answers.

☐
☐

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.



Name _____ Class _____

Band 3 - Maths

Multiplication and Division



b

b+

w

w+

S

s+



Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.



Write and calculate mathematical statements for multiplication and division, using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.

I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.



Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

I can solve problems, including missing number problems, involving multiplication and division, including factors and ratio.

Band 3 - Maths

Fractions



b

b+

w

w+

S

s+



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.

I can count up and down in tenths and know that tenths are made by dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.



Recognise, find and write fractions of a discrete set of objects: including unit fractions and non-unit fractions with small denominators.

I can write and find fractions for a set of data and can recognise fractions with small denominators.



Recognise and use fractions as numbers: including unit fractions and non-unit fractions with small denominators.

I can find and use fractions for numbers such as $\frac{1}{4}$ of 8 = 2 and $\frac{3}{4}$ of 8 = 6.



Recognise and show, using diagrams, equivalent fractions with small denominators.

I can identify and show equivalent fractions.



Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$.

I can add fractions with the same denominator within one whole.



Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$.

I can subtract fractions with the same denominator within one whole.



Compare and order unit fractions, and fractions with the same denominators.

I can compare and order fractions with the same denominator.



Solve fraction problems.

I can solve fraction problems.



Name _____ Class _____

Band 3 - Maths

Measurement



b

b+

w

w+

S

S+



Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).



Measure the perimeter of simple 2-D shapes.
I can measure the perimeter of simple 2-D shapes.



Add and subtract amounts of money to give change, using both £ and p in practical contexts.
I can add and subtract money, giving change, using pounds and pence. I can do this with real coins and notes.



Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.



Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
I can write the time on a clock face. I can do this if I use Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.



Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.



Know the number of seconds in a minute and the number of days in each month, year and leap year.
I can tell you the number of seconds in a minute and how many days there are in a month, a year, and in a leap year.



Compare durations of events e.g. to calculate the time taken by particular events or tasks.
I can compare how much time is taken by different events or tasks.

Band 3 - Maths

Properties of Shape



b

b+

w

w+

S

S+



Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
I can draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations.



Recognise angles as a property of shape or a description of a turn.
I can recognise angles as properties of shape. I know that angles are a description of a turn.



Identify right angles and identify whether other angles are greater or less than a right angle.
I can spot right angles. I can spot when angles are greater or less than a right angle.



Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.
I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn.



Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
I can spot horizontal and vertical lines and pairs of perpendicular and parallel lines.

Band 3 - Maths

Statistics



b

b+

w

w+

S

S+



Interpret and present data using bar charts, pictograms and tables.
I can interpret and present data using bar charts, pictograms and tables.



Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.
I can solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.