Norwood Green Junior School

Year 3

End of Year Report 2024/25

Name: _____ **Class**: _____

Attendance: %

Year 3 Maths – Key Performance Indicators

Maths - Effort Grade	Requires More Effort		Good Level of Effort		Excellent Level of Effort	

KPI	WT	WA	GD
Pupils are developing fluency, reasoning skills and their ability to solve problems through the following mathematical content:			
I can count from zero in multiples of 2, 3, 4, 5, 6, 8, 50 and 100.			
I can read, write, compare and order numbers up to and beyond 1,000, including calculating 10, 100 or 1000 more or less.			
I can round to the nearest multiple of 10 and 100.			
I can use place value and number facts to solve number problems and practical problems.			
I can add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.			
I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.			
I can solve scaling and correspondence problems for multiplication and division using the multiplication tables that are known, including problems that involve multiplying a two-digit number by a one-digit number such as 2, 3, 4 and 5.			
I can recognise, find and write fractions of a discrete set of objects, including unit fractions and non-unit fractions with small denominators.			
I can add, subtract, compare and order fractions with small denominators, beginning to notice and use equivalent fractions.			
I can measure, compare, add and subtract: lengths (m, cm, mm); mass (kg, g); volume or capacity (l, ml).			
I can tell, write and order the time from an analogue clock in 12- and 24-hour format, and compare durations of events in seconds, I can tell, write and order the time from an analogue clock in 12- and 24-hour format, and compare durations of events in seconds, minutes, hours and days.			
I can recognise and use both pounds and pence to add and subtract amounts of money to give change.			
I can identify right angles; recognising that two right angles make a half –turn, three right angles make three quarters of a turn and four right angles a complete turn; identifying whether angles are greater than or less than a right angle.			
I can interpret and present data using bar charts, pictograms and tables and being able to answer one-step and two-step questions by using data presented to them.			

Maths	Below year group expectations	Working towards year group expectations	Working at year group expectations	Working at Greater Depth within year group expectations
Year 2				
Maths	**Below year group expectations**	**Working towards year group expectations**	**Working at year group expectations**	**Working at Greater Depth within year group expectations**
Teacher Assessment				
Test				

Teacher Assessment: This grade is made by the teacher informed by classwork over time

Key Code **WT** – Working towards expected standard **WA** – Working at expected standard **GD** – Working at greater depth within age related expectations **Blank** – KPI not completed (child absent on the day etc)

	Maths Strengths	Maths Target/s
Maths		

Year 3 English – Key Performance Indicators

Reading - Effort Grade	Requires More Effort		Good Level of Effort		Excellent Level of Effort	

KPI	WT	WA	GD
Reading			
I can read words with unusual spelling and sound patterns.			
I can listen to and talk about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
I can use dictionaries to check the meaning of words I have read.			
With support, I can identify themes and conventions in a wide range of books.			
I can begin to explain how a character might be feeling or thinking and why, using evidence from the text.			
I can make predictions and support these with evidence from the text.			
With support, I can find and record information from non-fiction texts.			

Reading	Below year group expectations	Working towards year group expectations	Working at year group expectations	Working at Greater Depth within year group expectations
Year 2				
Reading	**Below year group expectations**	**Working towards year group expectations**	**Working at year group expectations**	**Working at Greater Depth within year group expectations**
Teacher Assessment				
Test				

	Reading Strengths	Reading Target/s
Reading		

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Year 3 English – Key Performance Indicators

Writing - Effort Grade	Requires More Effort		Good Level of Effort		Excellent Level of Effort	

KPI	WT	WA	GD
Composition			
Draft and Write			
I can write a paragraph about one thing.			
I can use headings, sub-headings and bullet points when writing non-fiction.			
Evaluate and edit			
I can check my work and correct some spelling and punctuation errors.			
Grammar, punctuation and vocabulary			
Grammar			
I can use conjunctions: 'when', 'before', 'after', 'while', 'so', 'because', 'if' and 'although'.			
I can use adverbs of time and/or manner.			
I can use prepositions of time and/or place.			
I can use articles 'a' and 'an' correctly.			
I can choose nouns or pronouns appropriately to be clear and to avoid repetition.			
Punctuation			
I can mostly punctuate direct speech. For example, "Stop! I want to talk to you," she exclaimed.			
Handwriting			
I can write clearly and start to join my handwriting.			

Writing Composition	Below year group expectations	Working towards year group expectations	Working at year group expectations	Working at Greater Depth within year group expectations
Year 2				
Writing Composition	**Below year group expectations**	**Working towards year group expectations**	**Working at year group expectations**	**Working at Greater Depth within year group expectations**
Teacher Assessment				
Grammar and Spelling test				

	Writing Composition Strengths	Writing Composition Target/s
Writing Composition		

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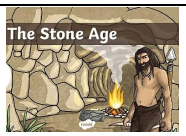
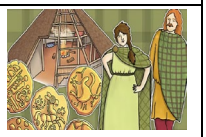
Foundation Subjects

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	TRANSITION/ SIGNIFICANT INDIVIDUALS	ANCIENT EGYPTIANS	UNITED KINGDOM	LOCAL HISTORY	STONE AGE TO IRON AGE	STONE AGE TO IRON AGE
						

KPI	WT	WA	GD
Science			
I can identify that humans and some animals have skeletons and muscles for support, protection and movement.			
I can notice that light is reflected from surfaces.			
I can compare and group together different types of rocks on the basis of their simple, physical properties.			
I can identify and describe the functions of different parts of flowering plants.			
I can observe how magnets attract or repel each other and attract some materials and not others.			
Art			
I can create a collage portrait in the style of Pablo Picasso.			
I know the primary colours and can mix them to make secondary colours.			
I can create a sculpture of a person.			
I can create a picture using textiles and sewing techniques.			
RE			
I can describe what Hindus do during the festival of Diwali and say whether this gives them a sense of belonging.			
I can describe what Christmas means to Christians and what it means to me.			
Computing			
I can combine my own text and graphics to create a pleasing product.			
I can design and make my own app using conditional events.			
PE			
I can use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.			
I can swim competently, confidently and proficiently over a distance of at least 25 metres.			
Geography			
I can name, locate and compare the physical/human feature of the main cities in the United Kingdom.			
I can describe, using geographical vocabulary, what our local area was like in the past and changes that have happened to it.			
History			
I know what mummification is.			
I can describe the major changes that took place from the Stone Age to the Iron Age.			
Design Technology			
I can measure, mark out, cut and shape material with some accuracy.			
I can explain the purpose for my design.			
MFL (French)			
I can ask someone how they are and say how I am.			
Music			
I can listen to a piece of music and say how it makes me feel.			
I can choose an instrument to portray a character considering pitch, duration, dynamics or tempo.			
PSHE			
I can evaluate my own learning process and identify how it can be better next time.			
I can explain how some of the actions and work of people around the world help and influence my life.			

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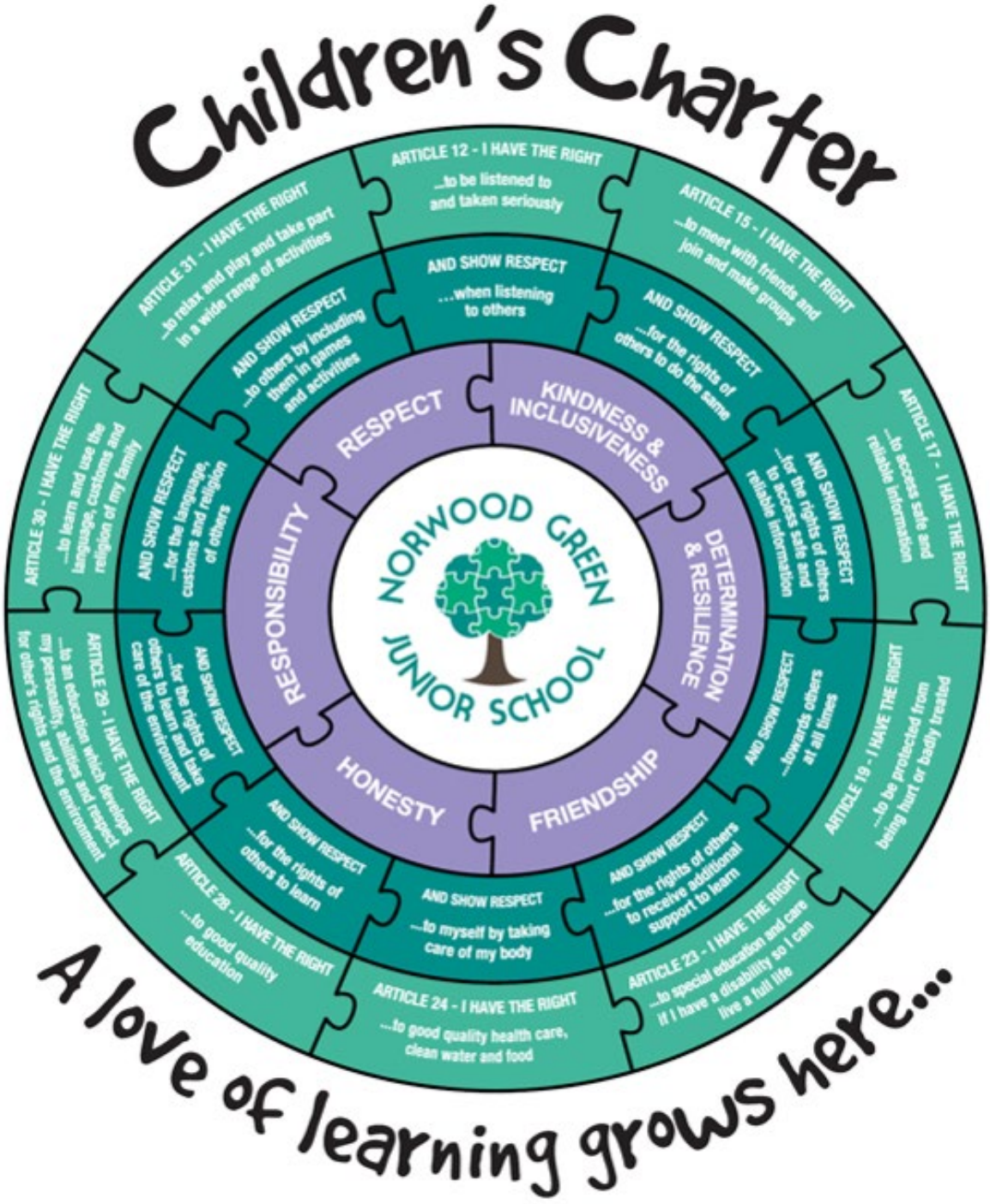

	Requires More Effort	Good Level of Effort	Excellent Effort
Effort with Homework			
Behaviour & Social Skills			
Attitude to Learning:			

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Additional Support

Child's own review of Progress

Class Teacher:

Headteacher's Signature: **Date:**

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Guide to Achievement

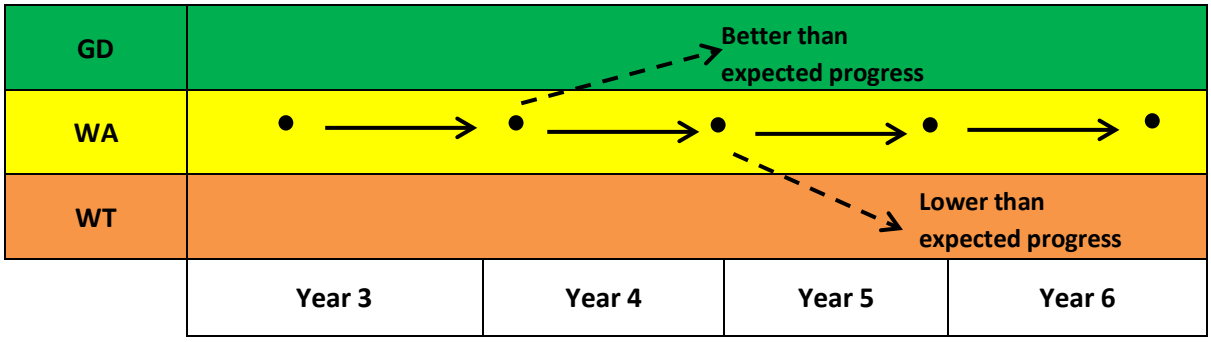
Key Code to report gradings

GD	Working at greater depth within age related expectations
WA	Working at expected standard
WT	Working towards expected standard
Blank	KPI not completed (child absent on the day etc)

Below is a guide to show your child's expected progress.

The diagram shows the 3 gradings:

GREEN	greater depth for age related expectations (GD)
YELLOW	Working at age related expectations (WA)
ORANGE	Working towards age related expectations (WT)



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