

EPS Endpoints
WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 3

HISTORY	GEOGRAPHY	SCIENCE
Recognise how historical events are caused by other important past events and in turn have their own consequences; Begin the construction of simple timelines identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals; Use and analyse one historical source to learn about the history of Rugby? What can we learn about Rugby from a Rugby ball? Describe the main features of Stone Age and offer reasons why the stone age civilisation lived the way they did. Explain why archaeologists believe Stone Age people made tools. Explain how we know about Stone age life and ancient Greeks. Contrast the ways in which most people in Britain were living at the end of the Stone Age. Compare and explain some of the differences from observations. Describe and explain in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age; Explain and offer reasons about ancient Greeks. Reach a simple judgement Suggest causes and consequences of life in ancient Greece To use literacy, numeracy and computing skills to a good standard in order to communicate about the past: To use relevant historical vocabulary.	Identify, describe and explain using satellite images and simple GIS some important changes to the environment that they can observe occurring in different parts of the world; Recognise, describe and explain different ways in which it is possible to live a more sustainable lifestyle both individually and at home and school; Compare and contrast how people in different parts of the world are living more sustainably and helping to conserve their environment; Explain the difference between weather and climate and identify and describe in general terms using climate graphs, the differences in climate to be seen across the United Kingdom and in polar, temperate and tropical regions of the world; Explain why the jungles of the Amazon and Congo Basins are so wet and humid and yet Arica in South America is the driest place on Earth. Recognise and display graphically how the number of people in the world living in cities is increasing and suggest reasons for why this is occurring; Compare and contrast in basic terms the main features of cities in different countries around the world identifying some similarities and differences; Consider whether the benefits of living in cities outweigh the disadvantages and explain their views.	WORKING SCIENTIFICALLY - Ask questions and conduct experiments to answer them. - Set up a fair practical experiment. - Take accurate measurements using: Thermometers/Data loggers/Rulers. - Record findings; draw conclusions accurately and present them to the class. - Identify what is different, what has stayed the same and what has changed in an experiment. Vocabulary – scientific enquiry, comparative, fair test, systematic, careful observation, thermometer, data logger, gather, record, conclusion, predictions, evidence, secondary sources. ELECTRICITY Identify whether or not a lamp, light or buzzer will work in a simple series circuit, based on whether or not it is part of a complete loop with a battery. Associate the brightness of a lamp or the volume of a buzzer with the number (and voltage) of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram. Recognise some common conductors and insulators, and associate metals with being good conductors. ROCKS Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties: Igneous, sedimentary, metamorphic rocks. Talk about the effects of physical or chemical weathering. Describe in simple terms how fossils are formed when things that have lived are trapped. Recognise that soils are made from rocks and organic matter. LIVING THINGS & EVOLUTION Discuss the evidence which shows how living things have changed over time, identify ways extinction of a species can happen. Identify how adaptation may lead to evolution, and explain some reasons why evolution is important for survival in different environments Recognise and explain why offspring of the same species can vary. Describe what classification is, knowing that living things can be classified. Recognise that fossils provide information about living things from millions of years ago..
ART & DESIGN	DESIGN AND TECHNOLOGY	COMPUTING
Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Increase awareness and understanding of mixing and applying colour, including use of natural pigments Express and describe organic and geometric forms through different types of line. Construct a variety of patterns through craft methods. Analyse and describe texture within artists' work. Develop skill and control when using tone. Learn and use simple shading rules. To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork using the artwork of others to stimulate them. Study the work of male and female artists	I can follow a step by step plan and make design decisions throughout the process. I can describe the user of my product and evaluate my product against their criteria. I can prepare ingredients and follow a recipe. I can create levers and linkages. I can use simple sewing skills to create a product.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.

CORE SKILLS		
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
READING	WRITING	MATHS
The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 are similar: the complexity of the text increases the level of challenge. WORD READING 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. DISCUSSION ABOUT BOOKS 1. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 2. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Read books that are structured in different ways and reading for a range of purposes 4. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 5. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 2A VOCABULARY AND UNDERSTANDING 1. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 2. Use dictionaries to check the meaning of words that they have read 3. Discuss words and phrases that capture the reader's interest and imagination 4. Ask questions to improve their understanding of a text 2B KEY ASPECTS AND EVENTS 1. Retrieve and record information from non-fiction 2C IDENTIFICATION OF MAIN THEMES 1. Identify themes and conventions in a wide range of books 2. Identify main ideas drawn from more than one paragraph and summarising these 2D INFERENCES 1. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2E PREDICTIONS 1. Predict what might happen from details stated and implied 2F SEQUENCES 2G LANGUAGE STRUCTURE AND PRESENTATION 1. Recognising some different forms of poetry [for example, free verse, narrative poetry] 2. Identifying how language, structure, and presentation contribute to meaning 2H COMPARISONS 2. Make comparisons across texts that are accurate and appropriate.	COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION A pupil can write for a range of purposes and audiences, including some correct use of: 1. 'a' or 'an' according to the phoneme of the noun's first letter 2. the plural -s 3. present perfect verb forms (have/had) in contrast to the simple past verbs (she has gone out instead of she went out) 4. a range of coordinating conjunctions 5. a range of subordinating conjunctions 6. a range of adverbs and adverbials to denote time, place (also prepositions) and manner (after, at the end of the road, quickly) 7. inverted commas to indicate direct speech 8. a range of punctuation including: * capital letters; • full stops; • exclamation marks • questions marks • commas to separate items in a list • apostrophes for contractions • apostrophes for singular possession COMPOSITION: STRUCTURING AND ORGANISING <i>The structure and organisation of writing is informed by its audience, purpose and context, through some appropriate use of:</i> 1. paragraphs to group related ideas or material 2. conjunctions, adverbs and prepositions to express time, place or cause 3. simple organisational devices, including sub-headings and headings COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING <i>Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussions of models of writing with similar structure, vocabulary and grammar. Pupils can:</i> 1. Plan, draft, write, proof-read and edit work 2. Proof-read work for spelling and punctuation errors TRANSCRIPTION: SPELLING Spelling rules and patterns (50%) as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3 & 4' are consistently applies, including: 1. most prefixes and suffixes are used correctly (un-, dis-, re-, ly) TRANSCRIPTION: HANDWRITING Correct use of: 1. Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.	Count from zero in multiples of four, eight, 50 and 100 Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) and find 100 more or less than a given number Use place value and number facts to solve number problems and practical problems Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds Apply addition and subtraction to numbers with up to three digits using the columnar addition method 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 Recognise, find and write fractions of a discrete set of objects, including unit fractions and non-unit fractions with small denominators Measure, compare, add and subtract: lengths (m, cm, mm); mass (kg, g); volume or capacity (l, ml) Tell and write the time from an analogue clock and in 12-hour format, and compare durations of events Identify right angles; recognise that two right angles make a half-turn, three right angles make three quarters of a turn and four right angles a complete turn; identify whether angles are greater than or less than a right angle Interpret and present data using bar charts, pictograms and tables.

MUSIC	PHYSICAL EDUCATION	LANGUAGES
Know and can sing/rap four songs off by heart! To perform • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. To compose • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. To transcribe • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave.	Dance • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group • can repeat, remember and perform phrases. There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g. Dance through history (Time Travellers) e.g. Tudor dance GAMES • Throw and catch with control. • Aware of space and use it to support team-mates and to cause problems for the opposition. • Know and use rules fairly. GYMNASTICS • Adapt sequences to suit different types of apparatus and criteria. • Explain how strength and suppleness affect performance. • Compare and contrast gymnastic sequences	Listen and recognise most of vocabulary encountered Join in with actions of songs, stories and rhymes and say some words Develop accurate pronunciation and intonation Begin to know the names and describe people and places and objects. Recognise a familiar question and respond using a short phrase. Start to speak in sentences maybe with a connective Begin to read, understand and explain a short passage using familiar language independently. Use a bilingual dictionary or glossary to look up new words. Write familiar words using a model and some from memory
RE	PSHE	VALUES
Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Myself & My relationships – Role in school life – ground rules Manage emotions & understands relationships in new situations Resilience & managing feelings Asking for help & networks of support Self-respect, mental wellbeing, RSE – understand difference between genders, body's uniqueness, capability, hygiene needs and prevention of illness Citizenship Recognising and valuing strengths and areas for development Effective communication, questioning and problem-solving skills, Similarities and differences between communities Developing understanding of stereotypes Healthy Lifestyles Managing risky situations How own decision affect friends Road and water safety developing Continuing awareness of digital safety	BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance SCHOOL VALUES: Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect. School Vision: Empowering and preparing for success in a changing world. Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 

