

Year 3	
English Spoken	Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> listen and respond appropriately to adults and their peers <input type="checkbox"/> ask relevant questions to extend their understanding and knowledge <input type="checkbox"/> use relevant strategies to build their vocabulary <input type="checkbox"/> articulate and justify answers, arguments and opinions <input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates <input type="checkbox"/> gain, maintain and monitor the interest of the listener(s) <input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others <input type="checkbox"/> select and use appropriate registers for effective communication.
Reading	<p>Word reading: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <input type="checkbox"/> identifying themes and conventions in a wide range of books <input type="checkbox"/> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <input type="checkbox"/> discussing words and phrases that capture the reader's interest and imagination <input type="checkbox"/> recognising some different forms of poetry [for example, free verse, narrative poetry] <input type="checkbox"/> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <input type="checkbox"/> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <input type="checkbox"/> asking questions to improve their understanding of a text <input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <input type="checkbox"/> predicting what might happen from details stated and implied <input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these <input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning

	<ul style="list-style-type: none"> <input type="checkbox"/> retrieve and record information from non-fiction <input type="checkbox"/> 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.
Writing	<p>Spelling: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1) <input type="checkbox"/> spell further homophones <input type="checkbox"/> spell words that are often misspelt (English Appendix 1) <input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary <input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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]. <p>Composition: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <input type="checkbox"/> discussing and recording ideas <input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <input type="checkbox"/> organising paragraphs around a theme <input type="checkbox"/> in narratives, creating settings, characters and plot <input type="checkbox"/> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements <input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

	<p>Grammar & punctuation: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense <input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause <input type="checkbox"/> using fronted adverbials <input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2 <input type="checkbox"/> indicate grammatical and other features by: <input type="checkbox"/> using commas after fronted adverbials <input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns <input type="checkbox"/> using and punctuating direct speech <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>Maths</p>	<p>Number & place value Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <input type="checkbox"/> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <input type="checkbox"/> compare and order numbers up to 1000 <input type="checkbox"/> identify, represent and estimate numbers using different representations <input type="checkbox"/> read and write numbers up to 1000 in numerals and in words <input type="checkbox"/> solve number problems and practical problems involving these ideas. <p>Addition & subtraction: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> add and subtract numbers mentally, including: <input type="checkbox"/> a three-digit number and ones <input type="checkbox"/> a three-digit number and tens <input type="checkbox"/> a three-digit number and hundreds <input type="checkbox"/> add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <input type="checkbox"/> estimate the answer to a calculation and use inverse operations to check answers <input type="checkbox"/> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Multiplication and division: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <input type="checkbox"/> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

- 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.

Fractions:

Pupils should be taught to:

- 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
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement:

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 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
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry:

Shapes –

Pupils should be taught to:

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics –

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

<p>Science</p>	<p>Plants: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers <input type="checkbox"/> explore 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 <input type="checkbox"/> investigate the way in which water is transported within plants <input type="checkbox"/> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals inc. humans: Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Rocks:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <input type="checkbox"/> describe in simple terms how fossils are formed when things that have lived are trapped within rock <input type="checkbox"/> recognise that soils are made from rocks and organic matter. <p>Light:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognise that they need light in order to see things and that dark is the absence of light <input type="checkbox"/> notice that light is reflected from surfaces <input type="checkbox"/> recognise that light from the sun can be dangerous and that there are ways to protect their eyes <input type="checkbox"/> recognise that shadows are formed when the light from a light source is blocked by an opaque object <input type="checkbox"/> find patterns in the way that the size of shadows change. <p>Forces and magnets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare how things move on different surfaces <input type="checkbox"/> notice that some forces need contact between two objects, but magnetic forces can act at a distance <input type="checkbox"/> observe how magnets attract or repel each other and attract some materials and not others <input type="checkbox"/> compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials <input type="checkbox"/> describe magnets as having two poles <input type="checkbox"/> predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>Art & design:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history.

<p>Computing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <input type="checkbox"/> 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 <input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <input type="checkbox"/> 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 <input type="checkbox"/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p>D&T</p>	<p>Design</p> <ul style="list-style-type: none"> <input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> <input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures <input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <input type="checkbox"/> apply their understanding of computing to program, monitor and control their products. <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand and apply the principles of a healthy and varied diet <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<p>Geography</p>	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe and understand key aspects of: <ul style="list-style-type: none"> <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> changes in Britain from the Stone Age to the Iron Age <input type="checkbox"/> the Roman Empire and its impact on Britain <input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <input type="checkbox"/> a local history study <input type="checkbox"/> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <input type="checkbox"/> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world <input type="checkbox"/> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

MFL - Spanish	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <input type="checkbox"/> present ideas and information orally to a range of audiences* <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally* and in writing <input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>The starred (*) content above will not be applicable to ancient languages.</p>
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory <input type="checkbox"/> use and understand staff and other musical notations <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input type="checkbox"/> develop an understanding of the history of music.
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use running, jumping, throwing and catching in isolation and in combination <input type="checkbox"/> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <input type="checkbox"/> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <input type="checkbox"/> perform dances using a range of movement patterns <input type="checkbox"/> take part in outdoor and adventurous activity challenges both individually and within a team <input type="checkbox"/> compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> swim competently, confidently and proficiently over a distance of at least 25 metres <input type="checkbox"/> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <input type="checkbox"/> perform safe self-rescue in different water-based situations.

