

National Curriculum Expectations

Year 3

Core Subjects

English				
Spoken Language				
<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, non-fiction, poetry and plays Retell a range of stories orally Read aloud own writing using intonation 				
Reading				
Reading - word reading		Reading - Comprehension		
<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes (etymology and morphology) to understand meaning of new words 		Developing positive attitudes and understanding of reading <ul style="list-style-type: none"> Read books that are structured in different ways Use dictionaries to check meaning of different words Increase familiarity with a wide range of texts e.g. fairy stories, myths, legends, fables. Discuss words and phrases that capture the readers interest and imagination Discuss different forms of poetry e.g. calligrams, shape Check text makes sense through discussing and explaining what has been read Draw inferences on character's feelings, thoughts and motives Identify main ideas from more than one paragraph and summarise Retrieve and record information from non-fiction 		
Writing				
Spelling	Handwriting	Composition	Grammar and punctuation	
Revision of Y2 phase 6. (L & S) Prefixes- <i>in, un, dis, mis, il, im, re, de, sub, super, non, ex, co</i> Adding suffixes -y to i before <i>ed, er, est, ing</i> -y to i before <i>es</i> . -ment, -ness, -ful, -less -beginning with vowel letters e.g. <i>ation, -ous</i> -ly (adj +) -sure and -ture e.g. <i>closure, capture, pleasure, picture</i> Confusing words Sound spelt <i>ou</i> , K sound spelt <i>ch</i>	-i-sound spelt <i>-ey</i> or <i>ay</i> -Words with the sound <i>ei, eigh</i> or <i>ey</i> -short 'i' sound e.g. <i>trick, gym, myth</i> -soft <i>c</i> -the 'sh' sound e.g. <i>sh, su, ch</i> Words with sound <i>sc</i> Word families Plurals Possessive apostrophes plural words Homophones (+near)	<ul style="list-style-type: none"> Join words and understand which letters are best left un-joined Increase legibility, consistency and quality of handwriting. 	<ul style="list-style-type: none"> Plan writing through discussing ideas Record ideas using jottings Rehearsal of sentences orally building on a varied vocabulary Organise paragraphs in narratives (settings, characters, plot) Organise paragraphs in non-fiction writing using headings and sub-headings Begin to give suggestions of improvements to peers Proof read own writing for errors including spelling and punctuation 	Revise and build on Skills from Y2 <ul style="list-style-type: none"> Extend sentences using a wider range of conjunctions e.g. although, if Understand when to use a and an Ensure present perfect verb forms make relationships of time and cause Use nouns and pronouns appropriately Begin to use conjunctions, adverbs and prepositions to express time and cause Introduce inverted commas to punctuate direct speech Begin to use possessive apostrophe for plural words Introduction to paragraphs, headings and sub-headings to aid presentation

Mathematics			
Number			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<ul style="list-style-type: none"> ▪ count from 0 in multiples of 4, 8, 50 and 100; 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) ▪ compare and order numbers up to 1000 ▪ identify, represent and estimate numbers using different representations ▪ read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas. 	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> ▪ a three-digit number and ones ▪ a three-digit number and tens ▪ a three-digit number and hundreds ▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ▪ estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<ul style="list-style-type: none"> ▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ▪ 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. 	<ul style="list-style-type: none"> ▪ 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] ▪ compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.
Measurement		Geometry- Properties of shapes	Statistics
<ul style="list-style-type: none"> ▪ 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 		<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

Science				
Working scientifically				
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes <p>using straightforward scientific evidence to answer questions or to support their findings.</p>				
Plants	Animals including humans	Rocks	Light	Forces and magnets
<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • 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. 	<ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that 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. 	<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.

Foundation Subjects

Art and Design - Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

Computing - Key stage 2

- 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 concerns about content and contact.

Design Technology – Key stage 2

Design	Make	Evaluate	Technical Knowledge	Cooking and nutrition
<ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	<ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 	<ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. 	<ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Geography - Key stage 2			
Location Knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
<ul style="list-style-type: none"> 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 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 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) 	<ul style="list-style-type: none"> 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 	Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.

History - Key stage 2
<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world 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.

Language - Key stage 2

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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.

The starred (*) content above will not be applicable to ancient languages.

Music - Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

National Curriculum Expectations
Year 3

Physical Education (PE) - Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming - Key stage 2

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.