



Year 3 & 4 English – Year 3 Maths - 2014 National Curriculum Programmes of Study

Spoken language (Y1 to Y6)

*listen & respond *ask questions to extend understanding & knowledge *build vocabulary *articulate & justify answers, arguments and opinions *give well-structured description *participate actively in collaborative conversations *speculate, hypothesise, imagine & exploring ideas *participate in discussions, presentations, performances, role play, improvisations & debates *gain, maintain & monitor the interest of the listener(s) *consider & evaluate different viewpoints

Handwriting • 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 • 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].

Reading – word level

- apply their growing knowledge of root words, prefixes & suffixes (etymology & morphology) as listed in English Appendix 1, both to read aloud & to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling & sound, & where these occur in the word.

Reading - comprehension

develop positive attitudes to reading & understanding of what they read by:

- listening to & discussing a wide range of fiction, poetry, plays, non-fiction & reference books or textbooks
- reading books that are structured in different ways & reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths & legends, & retelling some of these orally
- identifying themes & conventions in a wide range of books
- preparing poems & play scripts to read aloud & to perform, showing understanding through intonation, tone, volume & action
- discussing words & phrases that capture the reader's interest & imagination

recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding & explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence
- predicting what might happen from details stated & implied
- identifying main ideas drawn from more than one paragraph & summarising these
- identifying how language, structure, & presentation contribute to meaning
- retrieve & record information from non-fiction
- participate in discussion about both books that are read to them & those they can read for themselves, taking turns & listening to what others say.

Writing – transcription

- use further prefixes & suffixes & understand how to add them (English Appendix 1)
- spell further homophones • spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] & in words with irregular plurals [for example, children's]
- 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 & punctuation taught so far.

Writing – composition (appendix 2)

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar
- discussing & recording ideas

draft & write by:

- composing & rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters & plot
- in non-narrative material, using simple organisational devices [for example, headings & sub-headings]

evaluate & edit by:

- assessing the effectiveness of their own & others' writing & suggesting improvements
- proposing changes to grammar & vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling & punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation & controlling the tone & volume so that the meaning is clear.

Writing – vocabulary, grammar & punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity & cohesion & to avoid repetition
- using conjunctions, adverbs & prepositions to express time & cause
- using fronted adverbials
- learning the grammar for years 3 & 4 in English Appendix 2

indicate grammatical & other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using & punctuating direct speech
- use & understand the grammatical terminology in English Appendix 2 accurately & appropriately when discussing their writing & reading.

Number – number and place value

- count from 0 in multiples of 4, 8, 50 & 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 & order numbers up to 1000
- identify, represent & estimate numbers using different representations
- read & write numbers up to 1000 in numerals & in words
- solve number problems & practical problems involving these ideas.

Number – addition and subtraction

- add & subtract numbers mentally, including: a three-digit number & ones, a three-digit number & tens, a three-digit number & hundreds
- add & subtract numbers with up to three digits, using formal written methods of columnar addition & subtraction
- estimate the answer to a calculation & use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, & more complex addition & subtraction

Number – multiplication and division

- recall & use multiplication & division facts for the 3, 4 & 8 multiplication tables
- write & calculate mathematical statements for multiplication & division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental & progressing to formal written methods
- solve problems, including missing number problems, involving multiplication & division, including positive integer scaling problems & correspondence problems in which n objects are connected to m objects.

Number – fractions

- count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts & in dividing one-digit numbers or quantities by 10
- recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators
- recognise & use fractions as numbers: unit fractions & non-unit fractions with small denominators
- recognise & show, using diagrams, equivalent fractions with small denominators
- add & subtract fractions with the same denominator within one whole [eg, $\frac{1}{7} + \frac{6}{7} = \frac{7}{7}$]
- compare & order unit fractions, & fractions with the same denominators
- solve problems that involve all of above.

Measurement

- measure, compare, add & subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add & subtract amounts of money to give change, using both £ & p in practical contexts
- tell & write the time from an analogue clock, including using Roman numerals from I to XII, & 12-hour & 24-hour clocks
- estimate & read time with increasing accuracy to the nearest minute; record & compare time in terms of seconds, minutes & hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon & midnight
- know the number of seconds in a minute & the number of days in each month, year & leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Properties of shape

- draw 2-D shapes & make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations & 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 & four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal & vertical lines & pairs of perpendicular & parallel lines

Statistics

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

Year 3 - Science. KS2 – Foundation Subjects - 2014 National Curriculum Programmes of Study

<p>Working scientifically</p> <ul style="list-style-type: none"> asking relevant questions & using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative & fair tests making systematic & careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers & data loggers gathering, recording, classifying & presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, & tables reporting on findings from enquiries, including oral & written explanations, displays or presentations of results & conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements & raise further questions identifying differences, similarities or changes related to simple scientific /ideas & processes 	<p>Plants</p> <ul style="list-style-type: none"> identify & describe the functions of different parts of flowering plants: roots, stem/trunk, leaves & flowers explore the requirements of plants for life & growth (air, light, water, nutrients from soil, & room to grow) & 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 & seed dispersal. 	<p>Rocks</p> <ul style="list-style-type: none"> compare & group together different kinds of rocks on the basis of their appearance & 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 & organic matter. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types & amount of nutrition, & that they cannot make their own food; they get nutrition from what they eat identify that humans & some other animals have skeletons & muscles for support, protection & movement. 	<p>Light</p> <ul style="list-style-type: none"> recognise that they need light in order to see things & that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous & 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. 	<p>Forces and Magnets</p> <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 & attract some materials & not others compare & group together a variety of everyday materials on the basis of whether they are attracted to a magnet, & 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.
<p>Art & Design</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control & their use of materials, with creativity, experimentation & an increasing awareness of different kinds of art, craft & design. Pupils should be taught: to create sketch books to record their observations & use them to review & revisit ideas to improve their mastery of art & design techniques, including drawing, painting & sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects & designers in history. 	<p>Computing</p> <ul style="list-style-type: none"> design, write & debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, & repetition in programs; work with variables & various forms of input & output use logical reasoning to explain how some simple algorithms work & to detect & correct errors in algorithms & programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; & the opportunities they offer for communication & collaboration use search technologies effectively, appreciate how results are selected & ranked, & be discerning in evaluating digital content select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals, including collecting, analysing, evaluating & presenting data & information use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact. 	<p>Design & Technology</p> <p>Design:</p> <ul style="list-style-type: none"> Use research & 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 & communicate their ideas through discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & computer-aided design <p>Make:</p> <ul style="list-style-type: none"> Select from & use a wider range of tools & equipment to perform practical tasks [eg, cutting, shaping, joining & finishing], accurately Select from & use a wider range of materials & components, including construction materials, textiles & ingredients, according to their functional properties & aesthetic qualities <p>Evaluate:</p> <ul style="list-style-type: none"> Investigate & analyse a range of existing products Evaluate their ideas & products against their own design criteria & consider the views of others to improve their work Understand how key events & individuals in design & technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen & reinforce more complex structures. Understand & use mechanical systems in their products [eg, gears, pulleys, cams, levers & linkages]. Understand & use electrical systems in their products [eg, series circuits incorporating switches, bulbs, buzzers & motors]. Apply their understanding of computing to program, monitor & control their products. <p>Cooking & nutrition</p> <ul style="list-style-type: none"> Understand & apply the principles of a healthy & varied diet Prepare & cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, & know where & how a variety of ingredients are grown, reared, caught & processed 		<p>Geography</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) & North & South America, concentrating on their environmental regions, key physical & human characteristics, countries, & major cities name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones (including day & night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities & differences through the study of human & physical geography of a region of the United Kingdom, a region in a European country, & a region within South America <p>Human & physical geography</p> <ul style="list-style-type: none"> describe & understand key aspects of: physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water <p>Geographical skills & fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied use the eight points of a compass, four & six-figure grid references, symbols & key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom & the wider world use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs, & digital technologies. 	
<p>History</p> <ul style="list-style-type: none"> the Roman Empire & its impact on Britain Britain's settlement by Anglo-Saxons & Scots a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors, WW11) the achievements of the earliest civilizations – an overview of where & when the first civilizations appeared & a depth study of Ancient Egypt a non-European society that provides contrasts with British history (South America- Brazilian Rainforest) 	<p>PE</p> <ul style="list-style-type: none"> use running, jumping, throwing & catching in isolation & in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders & tennis], & apply basic principles suitable for attacking & defending develop flexibility, strength, technique, control & balance [for example, through athletics & gymnastics] perform dances using a range of movement patterns take part in outdoor & adventurous activity challenges both individually & within a team compare their performances with previous ones & demonstrate improvement to achieve their personal best. <p>Swimming & water safety</p> <ul style="list-style-type: none"> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently & proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke & breaststroke] perform safe self-rescue in different water-based situations 	<p>Music</p> <ul style="list-style-type: none"> play & perform in solo & ensemble contexts, using their voices & playing musical instruments with increasing accuracy, fluency, control & expression improvise & compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail & recall sounds with increasing aural memory use & understand staff & other musical notations appreciate & understand a wide range of high-quality live & recorded music drawn from different traditions & from great composers & musicians develop an understanding of the history of music 	<p>Languages</p> <ul style="list-style-type: none"> listen attentively to spoken language & show understanding by joining in & responding explore the patterns & sounds of language through songs & rhymes & link the spelling, sound & meaning of words engage in conversations; ask & answer questions; express opinions & respond to those of others; seek clarification & help* speak in sentences, using familiar vocabulary, phrases & basic language structures develop accurate pronunciation & intonation so that others understand when they are reading aloud or using familiar words & phrases* present ideas & information orally to a range of audiences* read carefully & show understanding of words, phrases & simple writing appreciate stories, songs, poems & rhymes in the language broaden their vocabulary & develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, & adapt these to create new sentences, to express ideas clearly describe people, places, things & actions orally* & in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine & neuter forms & the conjugation of high-frequency verbs; key features & patterns of the language; how to apply these, for instance, to build sentences; & how these differ from or are similar to English <p>Religious Education - Continue to follow locally agreed syllabus for RE</p>		