



Year 3 Curriculum

English Objectives

| English Objectives | | | |
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| SPEAKING AND LISTENING | A | Sp | Su |
| SL1: listen and respond appropriately to adults and their peers | | | |
| SL2: ask relevant questions to extend their understanding and knowledge | | | |
| SL3: use relevant strategies to build their vocabulary | | | |
| SL4: articulate and justify answers, arguments and opinions | | | |
| SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | | |
| SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | |
| SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | | | |
| SL8: speak audibly and fluently with an increasing command of Standard English | | | |
| SL9: participate in discussions, presentations, performances, role-play, improvisations and debates | | | |
| SL10: gain, maintain and monitor the interest of the listener(s) | | | |
| SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others | | | |
| SL12: select and use appropriate registers for effective communication | | | |
| READING | | | |
| WR1: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet | | | |
| WR2: read further common exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word | | | |
| RC1: develop positive attitudes to reading and understanding of what they read by: | | | |
| RC1.1: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | | |
| RC1.2: reading books that are structured in different ways and reading for a range of purposes | | | |
| RC1.3: using dictionaries to check the meaning of words that they have read | | | |
| RC1.4: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | | |
| RC1.5: identifying themes and conventions in a wide range of books | | | |
| RC1.6: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | | | |
| RC1.7: discussing words and phrases that capture the reader's interest and imagination | | | |
| RC1.8: recognising some different forms of poetry (e.g. free verse, narrative poem) | | | |
| RC2: understand what they read, in books that they can read independently, by: | | | |
| RC2.1: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words | | | |
| RC2.2: asking questions to improve their understanding | | | |
| RC 2.3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence | | | |
| RC2.4: predicting what might happen from details stated and implied | | | |
| RC2.5: identifying main ideas drawn from more than one paragraph and summarising these | | | |
| RC2.6: identifying how language, structure and presentation contribute to meaning | | | |
| RC3: retrieve and record information from non-fiction | | | |
| RC4: 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 | | | |
| SPELLING | | | |
| WTS1: use further prefixes and suffixes and understand how to add them | | | |
| WTS2: spell further homophones | | | |
| WTS3: spell words that are often misspelt | | | |
| WTS5: use the first two or three letters of a word to check its spelling in a dictionary | | | |
| WTS6: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | | |
| COMPOSITION | | | |
| WC1: plan their writing by: | | | |
| WC1.1: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | | | |
| WC1.2: discussing and recording ideas | | | |
| WC2: draft and write by: | | | |
| WC2.1: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary | | | |

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| and an increasing range of sentence structures (See English Appendix 2) | | | |
| WC2.2: organising paragraphs around a theme | | | |
| WC 2.3: in narratives, creating settings, characters and plot | | | |
| WC 2.4: in non-narrative material, using simple organisational devices (for example as headings and sub-headings) | | | |
| WC3: evaluate and edit by: | | | |
| WC3.1: assessing the effectiveness of their own and others' writing and suggesting improvements | | | |
| WC3.2: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | | | |
| WC4: proof-read for spelling and punctuation errors | | | |
| WC5: 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 | | | |
| VOCABULARY, GRAMMAR AND PUNCTUATION | | | |
| WVGP1: develop their understanding of the concepts set out in English Appendix 2 by: | | | |
| WVGP1.1: extending the range of sentences with more than one clause by using a range of conjunctions, including when if, because, although | | | |
| WVGP1.2: using the present perfect form of verbs in contrast to the past tense | | | |
| WVGP1.4: using conjunctions, adverbs and prepositions to express time and cause | | | |
| WVGP1.5: using fronted adverbials | | | |
| WVGP1.6: learning the grammar for years 3 and 4 in English Appendix 2 | | | |
| WVGP2: indicate grammatical and other features by: | | | |
| WVGP2.1: using commas after fronted adverbials | | | |
| WVGP2.3: using and punctuating direct speech THROUGH NARRATIVE | | | |
| SPELLING | | | |
| WTS1: use further prefixes and suffixes and understand how to add the (English Appendix 1) | | | |
| WTS2: spell further homophones | | | |
| WTS3: spell words that are often misspelt | | | |
| WTS4: place the possessive apostrophe accurately in words with regular plurals | | | |
| WTS5: use the first two or three letters of a word to check its spelling in a dictionary | | | |
| WTS5: write from memory a simple sentence, dictated by the teacher, that include words and punctuation taught so far | | | |
| HANDWRITING | | | |
| WH1: use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | | | |
| WH2: increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) | | | |

Maths Objectives

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| PLACE VALUE | | | |
| Identify, represent and estimate numbers using different representations. | | | |
| 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 | | | |
| Read and write numbers up to 1000 in numerals and in words. | | | |
| Solve number problems and practical problems involving these ideas. | | | |
| Count from 0 in multiples of 4, 8, 50 and 100 | | | |
| ADDITION AND SUBTRACTION | | | |
| Add and subtract numbers mentally, including: 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. | | | |
| MULTIPLICATION AND DIVISION | | | |
| Count from 0 in multiples of 4, 8, 50 and 100 | | | |
| 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 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 objectives. | | | |
| MONEY | | | |
| Add and subtract amounts of money to give change, using both £ and p in practical contexts | | | |
| 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. | | | |
| LENGTH AND PERIMETER | | | |
| Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). | | | |
| Measure the perimeter of simple 2D shapes. | | | |
| FRACTIONS | | | |
| 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 and use fractions as numbers: unit fractions and non-unit fractions with small denominators. | | | |
| Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. | | | |
| Solve problems that involve all of the above. | | | |
| Recognise and show, using diagrams, equivalent fractions with small denominators | | | |
| Compare and order unit fractions, and fractions with the same denominators. | | | |
| Add and subtract fractions with the same denominator within one whole | | | |
| Solve problems that involve all of the above. | | | |
| TIME | | | |
| 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 | | | |
| PROPERTIES OF SHAPE | | | |
| 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. | | | |
| Draw 2-D shapes and make 3-D shapes using modelling materials. | | | |
| Recognise 3-D shapes in different orientations and describe them. | | | |
| MASS AND CAPACITY | | | |
| Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) | | | |

Computing Objectives

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| 1: design and write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | | | |
| 2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output | | | |
| 3: use logical reasoning to explain how some simple algorithm works and to detect and correct errors in algorithms and programs | | | |
| 4: 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 | | | |
| 5: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | | |
| 6: 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 | | | |
| 7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | |

Science Objectives

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| WORKING SCIENTIFICALLY | | | |
| 1: asking relevant questions and using different types of scientific enquiries to answer them | | | |
| 2: setting up simple practical enquiries, comparative and fair tests | | | |
| 3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment thermometers and data loggers | | | |
| 4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | | | |
| 5: recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables | | | |
| 6: reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions | | | |
| 7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | | | |
| 8: identifying differences, similarities or changes related to simple scientific ideas and processes | | | |
| 9: using straightforward scientific evidence to answer questions or to support their findings | | | |
| ANIMALS INCLUDING HUMANS | | | |
| 1: identify that animals, including humans, need the right types of nutrition, and that they cannot make their own food; they get nutrition from what they eat. | | | |
| 2: identify that humans and some animals have skeletons and muscles for support, protection and movement | | | |
| PLANTS | | | |
| 1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | | | |
| 2: 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 | | | |
| 3: investigate the way in which water is transported within plants | | | |
| 4: explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | | |
| ROCKS | | | |
| 1: compare and group together different kinds of rocks on the basis of their simple physical processes | | | |
| 2: describe in simple terms how fossils are formed when things that have lived are trapped within rock | | | |
| 3: recognise that soils are made from rocks and organic matter | | | |
| FORCES AND MAGNETS | | | |
| 1: compare how things move on different surfaces | | | |
| 2: notice that some forces needs contact between two objects, but magnetic forces can act at a distance | | | |
| 3: observe how magnets attract or repel each other and attract some materials and not others | | | |
| 4: 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 | | | |
| 5: describe magnets as having two poles | | | |
| 6: predict whether two magnets will attract or repel each other, depending on which poles are facing | | | |
| LIGHT | | | |
| 1: recognise that they need light in order to see things and that dark is the absence of light | | | |
| 2: notice that light is reflected from surfaces | | | |
| 3: recognise that light from the sun can be dangerous and that there are ways to protect their eyes | | | |
| 4: recognise that shadows are formed when the light from a light source is blocked by a solid object | | | |
| 5: find patterns in the way that the size of shadows change | | | |

History Objectives

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| 1: changes in Britain from the Stone Age to the Iron Age | | | |
| 2: the Roman Empire and its impact on Britain | | | |
| 5: a local history study | | | |

Geography Objectives

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| LOCATION KNOWLEDGE | | | |
| 1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities | | | |
| 2: name and locate countries 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 understanding how some of these aspects have changed overtime | | | |
| 3: 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) | | | |
| PLACE KNOWLEDGE | | | |
| 4: 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 | | | |
| 5: describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle | | | |
| HUMAN AND PHYSICAL GEOGRAPHY | | | |
| 5: describe and understand key aspects of: | | | |
| 5.1: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| 5.2: human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water | | | |
| GEOGRAPHICAL SKILLS AND FIELDWORK | | | |
| 6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | | |
| 7: use the eight points compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | | |

Design and Technology Objectives

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| DESIGN | | | |
| 1: 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 | | | |
| 2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design | | | |
| MAKE | | | |
| 3: select from and use a wider range of tools and equipment to perform practical tasks, (for example, cutting, shaping, joining and finishing) accurately | | | |
| 4: 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 | | | |
| EVALUATE: | | | |
| 5: investigate and analyse a range of existing products | | | |
| 6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | | |
| COOKING AND NUTRITION | | | |
| 12: understand and apply the principles of a healthy and varied diet | | | |
| 13: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | | | |
| 14: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | | | |

Art and Design Objectives

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| 1: to create sketch books to record their observations and use them to review and revisit ideas | | | |
| 2: to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) | | | |
| 3: about the greatest artists, architects and designers in history | | | |

Music Objectives

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| 1: play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression | | | |
| 2: improvise and compose music for a range of purposes using the inter-related dimensions of music | | | |
| 3: listen with attention to detail and recall sounds with increasing aural memory | | | |
| 4: use and understand staff and other musical notations | | | |
| 5: appreciate and understand a wide range of high-quality live and recorded music from drawn different traditions and from great musicians and composers | | | |
| 6: develop an understanding of the history of music | | | |

Languages Objectives

[illegible]