Year 3 Maths						
Counts from 0 in multiples of four, eight, 50 and 100	Can work out if a given number is greater or less than 10 or 100	Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)	Solves number problems and practical problems involving these ideas	"Adds and subtracts numbers mentally, including:	Counts from 0 in multiples of four, eight, 50 and 100	Can work out if a given number is greater or less than 10 or 100
Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)	Solves number problems and practical problems involving these ideas	Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Recognises, finds and writes fractions of	Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Adds and subtracts amounts of money to give change, using both £ and p in practical contexts	Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks	Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle	Interprets and presents data using bar charts, pictograms and tables			

Year 3 Reading					
Develops positive attitudes to reading and understanding of what they read by: 1. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;	2. using dictionaries to check the meaning of words they have read; and	3. identifying themes and conventions in a wide range of books.	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Understands what they have read independently by: 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and	predicting what might happen from details stated and implied.

Year 3 Writing					
Organises paragraphs around a theme	In narratives, creates settings, characters and plot with clear beginning, middle and end	Proof-reads for spelling and punctuation errors	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box	Expresses time, place and cause using conjunctions, uses adverbs and prepositional phrases	Uses basic punctuation (capital letters, full stops, question marks and commas for lists) Introduces inverted commas to punctuate direct speech
Uses headings and sub-headings to aid presentation		Spells some words correctly from year 3/4 word list, common homophones and irregular plurals		Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'	Maintains legibility, fluency and speed. Letter should be joined mostly correctly and show a clear difference between capital and lower case letters

Year 3 Science				
Animals, including humans -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	**Forces and magnets** -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	**Rocks** -compare and group together different kinds of rocks on the basis of their simple physical properties -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock.	**Plants** -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	**Working scientifically** -ask relevant questions and using different types of scientific enquiries to answer them -set up simple practical enquiries, comparative and fair tests make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gather, record, classify and present data in a variety of ways to help in answering questions -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -report on findings from enquiries, include oral and

| movement. | 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 | **Light**
-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 a light source is blocked by a solid object
-find patterns in the way the size of shadows change | which water is transported within plants

-explore the part of flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | written explanations, displays or presentations of results and conclusions
-use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
-identify differences, similarities or changes related to simple scientific ideas and processes
-use straightforward scientific evidence to answer questions or to support their findings. |

Year 3 History				

| **Chronology**
-Use dates to place events, artefacts and historical figures on a timeline | **Interpreting and Investigating**
-Study two different accounts of the same event, exploring similarities and differences
-Refer to more than one source of evidence for more accurate understanding of events | **Knowledge and Understanding**
-Describe features of period studied e.g. clothes, beliefs, homes, attitudes.
-Describe similarities and differences between people, events and objects over time. | **Topics:**
The Stone Age to the Iron age
The Roman Empire and its impact on Britain c. AD 42 to AD 410 |

Year 3 Geography			

| **Locational knowledge**
-Name and locate countries, cities and main geographical regions of the UK (link to Romans)
-Describe the key human & physical features locations e.g. topography, land use patterns
-Understand how land use changes over time (Romans link) | **Human and Physical Geography**
-Describe and understand key aspects of physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns
-Understand how some key aspects have changed over time | **Geographical skills and fieldwork**
-Learn the eight points of a compass,
-Use maps, atlases, globes and digital/computer mapping to locate countries
-Describe features studied using geographical vocabulary
-Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps and plans | **Topics:**
-Investigating our local area
Our European Neighbours
Weather around the world |

Year 3 Design and Technology			
Design, make, evaluate and improve -Explain what they are making and which materials they are using. -Use pictures and words to convey what they want to make. -Make products, using a range of tools to cut, shape, join and finish. -Say what they like and don't like about their product and explain why.	Cooking and nutrition -Understand where food comes from. -Group familiar food products e.g. fruit and vegetables. -Cut ingredients safely.	Construction, mechanics and electronics -Mark out materials to be cut using a template. -Make vehicles with construction kits which contain free running wheels.	Materials -Fold, tear and cut paper or card. -Investigate strengthening sheet materials. -Roll paper to create tubes. -Demonstrate a range of joining techniques such as gluing or taping. -Measure and mark out lines.

Year 3 Art					
Drawing -Sketch lightly (no need to use a rubber to correct). -Use different hardness of pencils to show line, tone and texture. -Represent objects with correct proportions.	Painting -Understand that paint is used in different ways for different effects. -With guidance, add detail to work. -Make some independent decisions about colour. -Use a number of brush techniques using thick and thin brushes, to produce shapes, textures, patterns and lines. -Mix colours effectively. -Begin to understand and identify complimentary colours and warm and cold colours.		Collage -Use coiling, overlapping, tessellation, mosaic and montage	Sculpture -Use clay and over mouldable materials. -Work independently with a wider range of materials. -Add materials to provide interesting detail.	Print -Make printing blocks (e.g. from coiled string glued to a block).

Year 3 Computing			
Information Technology -To type text into different programs and change its style by applying a range of font effects. -To create documents and posters by combining text boxes with inserted images. -To paint a picture by combining different brush styles.	**Digital Literacy** -To compare digital communication methods, including when they are appropriate to use. -To explain the features of a strong password. -To understand how to stay safe when playing computer games.	**Computer Science- programming** -To use logical reasoning to explain how simple algorithms work. -To program a sequence of actions using timings to create a simple animation. -To test, debug and improve programs. -To write code that includes conditional events (e.g. run commands when objects hit).	**Computer Science- theory** -To identify uses of technology beyond school and discuss reasons why they are helpful (e.g. robots and simulations). -To understand how a computer stores data. -To understand the main hardware components of a computer system, including the functions of different input and output devices.

Year 3 RE
(be able to answer key enquiry questions)

Christianity	Christianity	Islam	Islam	Christianity	Christianity
What do Christians say God is like? What do Christians believe about God?	How can there be the 3 in 1? How do I think about God? Why is prayer important to Christians?	What is God like for Muslims? How do Muslims show that they belong?	What do Muslims believe about angels? Why is the mosque important to Muslims?	What impact did Jesus' death have on the disciples?	What impact did Jesus' death have globally?

Year 3 PSHE

Health and wellbeing	Relationships	Living in the wider world
-how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) -to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet -to recognise their increasing independence brings increased responsibility to keep themselves and others safe -that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	-to recognise and respond appropriately to a wider range of feelings in others -to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships -to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. -to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,	-to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Year 3 MFL

I can say my name and ask someone their name. I can say 'hello' and 'goodbye'. I can say my age and ask someone their age. I can count from 1-10. I know words for people in my family. I know the letter sounds j, u, ère I can tell someone how I am feeling. I can say a poem and sing a song in French. I know three things about France.	I know about playground games in France. I can say which playground game I prefer. I can understand which playground games my friends prefer. I can count from 1-10. I can count from 11-20. I can sing songs with numbers I know the letter sounds é, er, ez I can sing and perform a rhyme in French.	I can wish someone a 'happy birthday', in French. I can say which month my birthday is in, in French. I know a little about how children in France celebrate their Birthday. I can understand the months of the year in French. I can say the months of the year in French. I know the sounds for é, er,ez j/ge, ère/aire I know lots of 'praise' words in French.	I can understand a simple story told in French. I can read words for colours in French. I can order coloured cards correctly. I can 'Sing a Rainbow' in French. I can sing 'Heads, Shoulders, Knees and Toes' in French. I know the sounds for é, er,ez j/ge, ère/aire I can recognise parts of the body to play 'Jacques a dit'. I can label parts of the body in French.

		I know some activities in French. I can say how good I am at doing activities.	

Year 3 PE				
Games - Throw and catch with control and accuracy - Strike a ball with control (e.g. using hands with tennis racket or feet with football) -Maintain possession of the ball (eg: with feet, hockey stick or hands, or whilst playing Lacrosse) - Continue to develop tactics which will help your team -Pass to team mates at appropriate times - Lead others within a game	**Dance** - Plan, perform and repeat sequences - Move in a clear and fluent manner - Refine movements into sequences - Change speed and levels within a performance - Choose movements to communicate a mood, feeling or idea. - Develop physical strength and suppleness by practicing moves and stretching - Use styles from different cultures (e.g. Bollywood and African dances)	**Gymnastics** - Swing and hang from equipment safely - Plan, perform and repeat sequences - Move with more accurate control and awareness of space -Refine movements into sequences - Show changes of direction, speed and level during a performance - Hold a position whilst balancing on different points of the body - Stretch and Curl to develop flexibility - Jump in a variety of ways and land with increasing control and balance - Travel in a variety of ways, including flight, by transferring	**Swimming (these objectives continue in Y4)** - Swim over 100 metres unaided - Coordinate leg and arm movements - Swim at the surface and below the water - Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming - Swim fluently with controlled strokes -Turn efficiently at the end of a length	**Athletics** - Sprint over a short distance of up to 60 metres - Run over a longer distance, conserving energy in order to sustain your performance - Use a range of throwing techniques (under/ over arm) - Compete with others and aim to improve personal best performances

		weight to generate power in movements		