



Year 3 Curriculum Objectives

English	Maths	Science	Topic	ICT	Art	Foreign Language	PE	Music	PSHE
<p>Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)</p> <p>En3/1a listen and respond appropriately to adults and their peers</p> <p>En3/1b ask relevant questions to extend their understanding and knowledge</p> <p>En3/1c use relevant strategies to build their vocabulary</p> <p>En3/1d articulate and justify answers, arguments and opinions</p> <p>En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En3/1g use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas</p> <p>En3/1h speak audibly</p>	<p>Number & Place Value</p> <p>Ma3/2.1a count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Ma3/2.1b recognize the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>Ma3/2.1c compare and order numbers up to 1,000</p> <p>Ma3/2.1d identify, represent and estimate numbers using different representations</p> <p>Ma3/2.1e read and write numbers up to 1,000 in numerals and in words</p> <p>Ma3/2.1f solve number problems and practical problems involving these ideas.</p>	<p>Working Scientifically</p> <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> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of</p>	<p>History and Geography</p> <p>The Ancient World</p> <p>Celebrations: history and art based on individual demographic of the class.</p> <p>Inventors and Inventions</p> <p>Recycling: Enough for Everyone.</p> <p>Rainforest: Different kinds, habitats, and animals.</p> <p>Olympics/Sport/Outdoor Learning and Education.</p>	<p>Information Communication Technology</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 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</p>	<p>Art and Design</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that</p>	<p>Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both</p>	<p>Music</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Personal, Social, Health and Economic</p> <p>Positive friendships, including online Responding to hurtful behavior; managing confidentiality; recognizing risks online</p> <p>Respecting differences and similarities discussing difference sensitively</p> <p>What makes a community shared responsibilities How data is shared and used</p> <p>Making decisions about money using and keeping money safe</p> <p>Maintaining a balanced lifestyle oral hygiene and dental care</p> <p>Personal identity recognizing individuality and different qualities; mental Wellbeing</p> <p>Medicines and household products drugs common to</p>



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<p>and fluently with an increasing command of Standard English</p> <p>En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>En3/1j gain, maintain and monitor the interest of the listener(s)</p> <p>En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>En3/1l select and use appropriate registers for effective communication</p> <p>Reading (The objectives for Reading are common across Years 3 and 4)</p> <p>En3/2.1 Word Reading</p> <p>En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Ma3/2.2 Addition & Subtraction</p> <p>Ma3/2.2a add and subtract numbers mentally, including:</p> <p>Ma3/2.2 Addition & Subtraction</p> <p>Ma3/2.2a add and subtract numbers mentally.</p> <p>Ma3/2.2b add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>Ma3/2.2c estimate the answer to a calculation and use inverse operations to check answers</p> <p>Ma3/2.2e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Ma3/2.3 Multiplication & Division</p> <p>Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8</p>	<p>equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>		<p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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, analyzing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact</p>		<p>others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p>Reading & Comprehension</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 meters</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>	<p>everyday life</p>
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<p>En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>En3/2.2 Comprehension</p> <p>En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and 	<p>multiplication tables</p> <p>Ma3/2.3b 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</p> <p>Ma3/2.3c 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.</p> <p>Ma3/2.4 Fractions</p> <p>Ma3/2.4a count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit</p>	<p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Sc3/2.1 Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b 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</p> <p>Sc3/2.1c investigate the way in which water is</p>				<p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c 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>			
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<p>v. retelling some of these orally identifying themes and conventions in a wide range of books</p> <p>vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>vii. discussing words and phrases that capture the reader's interest and imagination</p> <p>viii. recognizing some different forms of poetry</p> <p>En3/2.2b understand what they read, in books they can read independently, by</p> <p>i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>ii. asking questions to improve their understanding of a text</p> <p>iii. drawing inferences such as inferring</p>	<p>numbers or quantities by 10</p> <p>Ma3/2.4b recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4c recognize and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4d recognize and show, using diagrams, equivalent fractions with small denominators</p> <p>Ma3/2.4e add and subtract fractions with the same denominator within one whole</p> <p>Ma3/2.4f compare and order unit fractions, and fractions with the same denominators</p> <p>Ma3/2.4g solve problems that involve all of the above.</p>	<p>transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a 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</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Sc3/3.1 Rocks</p> <p>Sc3/3.1a compare and group together</p>							
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<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>iv. predicting what might happen from details stated and implied</p> <p>v. identifying main ideas drawn from more than 1 paragraph and summarizing these</p> <p>vi. identifying how language, structure, and presentation contribute to meaning</p> <p>En3/2.2c retrieve and record information from non-fiction</p> <p>En3/2.2d 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.</p> <p>Writing (The objectives for Reading are common across Years 3 and 4)</p>	<p>Ma3/3.1 Measurement</p> <p>Ma3/3.1a measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Ma3/3.1b measure the perimeter of simple 2-D shapes</p> <p>Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Ma3/3.1d tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Ma3/3.1e 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, am/pm, morning,</p>	<p>different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognize that soils are made from rocks and organic matter.</p> <p>Sc3/4.1 Light</p> <p>Sc3/4.1a recognize that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognize that light from the sun can be dangerous and that there are ways to protect their eyes</p>							
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<p>En3/3.1 Spelling</p> <p>En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>En3/3.1b spell further homophones</p> <p>En3/3.1c spell words that are often misspelt (English Appendix 1)</p> <p>En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>En3/3.2 Handwriting and Presentation</p> <p>En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent</p>	<p>afternoon, noon and midnight</p> <p>Ma3/3.1f know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Ma3/3.1g compare durations of events</p> <p>Ma3/3.2 Properties of Shapes</p> <p>Ma3/3.2a draw 2-D shapes and make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations and describe them</p> <p>Ma3/3.2b recognize angles as a property of shape or a description of a turn</p> <p>Ma3/3.2c identify right angles, recognize that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p>	<p>Sc3/4.1d recognize that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>Sc3/4.2 Forces and Magnets</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether</p>							
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<p>to one another, are best left unjoined</p> <p>En3/3.2b increase the legibility, consistency and quality of their handwriting</p> <p>En3/3.3 Composition</p> <p>En3/3.3a Plan their writing by:</p> <ul style="list-style-type: none"> i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas <p>En3/3.3b Draft and write by:</p> <ul style="list-style-type: none"> i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) 	<p>Ma3/3.2d identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Ma3/4.1 Statistics</p> <p>Ma3/4.1a interpret and present data using bar charts, pictograms and tables</p> <p>Ma3/4.1b solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p> <p>a three-digit number and three-digit</p>	<p>they are attracted to a magnet, and identify some magnetic materials</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>							
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<ul style="list-style-type: none"> ii. organizing paragraphs around a theme iii. in narratives, creating settings, characters and plot iv. in non-narrative material, using simple organizational devices 										
<p>En3/3.3c Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 										
<p>En3/3.3d proofread for spelling and punctuation errors</p>										
<p>En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>										



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<p>En3/3.4 Vocabulary, grammar & punctuation</p> <p>En3/3.4a develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none">i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughii. using the present perfect form of verbs in contrast to the past tenseiii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitioniv. using conjunctions, adverbs and prepositions to express time and causev. using fronted adverbialsvi. learning the grammar for years 3 and 4 in Appendix 2 <p>En3/3.4b indicate grammatical and other features by:</p>									
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<p>i. using commas after fronted adverbials</p> <p>ii. indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>iii. using and punctuating direct speech</p> <p>En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>									
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