Year 3 Yearly Overview

English International School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Spelling:** The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words **Composition Writing:** Planning their writing. Discuss writing similar to what they will write to understand structure, vocabulary, grammar. Discuss and record	**Spelling:** The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding –ies to nouns and verbs ending in -y Common Exception Words **Grammar and Punctuation:** Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present Tense Apostrophes **Composition Writing**: Drafting & Writing Organise ideas into paragraphs around themes.	**Spelling:** Adding –ed, -er and –est to a word ending in –y with a consonant before it Adding –ing to a word ending in –y with a consonant before it Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll Common Exception Words. **Grammar and Punctuation:** Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions	**Spelling:** The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's' Common Exception Words **Grammar and Punctuation:** Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices **Composition Writing:** Proofreading & Presentation. Proofread to correct	**Spelling:** The suffixes –ment, -ness and -ful The suffixes –less and –ly Words ending in -tion Contractions The possessive apostrophe Common Exception Words **Grammar and Punctuation:** Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs **Composition Writing:** Revision & Reinforcing Composition Skills Revisit planning and drafting with greater independence. Explore a mix of narrative and non-	**Spelling:** Homophones and near homophones Conjunctions, Months of the year/time Months of the year/time Question Words SPaG terms **Grammar and Punctuation:** Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating **Composition Writing**: Consolidation & Application Across the Curriculum. Apply composition skills in cross-curricular contexts (e.g. writing up history reports or science explanations). Encourage editing

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	ideas for their own writing. Practice composing and rehearsing sentences orally, including dialogue, using varied vocabulary and sentence structures (drawing on English Appendix 2). **Grammar, Vocabulary and Punctuation:** Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses **Reading and Comprehension:** Apply growing knowledge of root words, prefixes, and suffixes to read aloud and understand new words.	Develop narratives by creating settings, characters, and plot. Start structuring non-narrative writing using simple devices (e.g. headings, subheadings). **Reading and Comprehension:** Read books that are structured in different ways and discuss their features (e.g. traditional tales vs. modern stories). Use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest or imagination. Continue developing inference and prediction skills using evidence from the text.	Inverted Commas **Composition Writing**: Evaluation & Editing. Assess effectiveness of own and others' writing and suggest improvements. Propose changes to grammar and vocabulary for clarity and consistency (e.g. pronoun use). **Reading and Comprehension** Read and understand non-fiction texts including instructions, reports, and information texts. Identify the main idea of a paragraph and summarise key points. Retrieve and record information from non-fiction texts. Identify organisational features (headings,	spelling and punctuation errors. Practice reading writing aloud to the class, using appropriate intonation, tone, and volume so meaning is clear. **Reading and Comprehension:** Listen to, read, and discuss a wide range of poems, focusing on vocabulary, rhythm, and tone. Recognise different poetic forms (e.g., free verse, rhyming couplets, acrostics). Discuss the impact of language choices, imagery, and structure in poems. Perform poems using appropriate intonation, volume, and expression. Make inferences and discuss ideas, themes,	narrative genres (e.g. stories, reports, instructions). Encourage stronger awareness of audience and purpose, using examples to guide adaptation. **Reading and Comprehension:** Read a wide range of chapter books (including texts above independent reading level) with growing stamina and understanding. Summarise the main ideas drawn from more than one paragraph. Develop skills in drawing inferences, justifying with evidence from the text. Identify how authors use language to convey mood, build	that tightens structure, cohesion, and vocabulary use. Continue reading aloud with expression and clarity. **Reading and Comprehension:** Revisit a variety of genres and reflect on reading preferences and favourites. Compare different versions of traditional tales or stories from different cultures. Consolidate skills in retrieving, summarising, inferring, and predicting across a range of texts. Participate in book reviews and reading discussions, articulating opinions clearly. Read and comprehend a short novel independently,

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	Begin to identify and discuss key themes and conventions in familiar stories. Draw simple inferences about characters' feelings, thoughts, and motives based on what is said and done. Predict what might happen next based on what has been read so far. **Handwriting:** Students will be learning to: 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.	**Handwriting:** Students will be learning to: 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.	subheadings, diagrams, etc.) and explain how they aid understanding. Compare how information is presented in different types of non-fiction. Develop note-taking skills using skimming and scanning strategies. **Handwriting:** Students will be learning to: 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.	and feelings conveyed in poetry. Begin to compare poems on similar themes or styles. **Handwriting:** Students will be learning to: 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.	character, and create settings. Respond to texts through oral and written activities, showing deeper understanding of themes and plots. Compare characters, settings, and themes across different texts. **Handwriting:** Students will be learning to: 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.	using all reading strategies developed over the year. **Handwriting:** Students will be learning to: 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.

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Maths	**Addition and subtraction.** Use multiples of 5 and 10 bonds to 100 to solve additions and subtractions Add and subtract 1-digit numbers to and from 2-digit numbers. Compare and order 2- and 3- digit numbers Count on and back in 10s and 1s. Add and subtract 2-digit numbers. Solve problems using place value. **Multiplication and division.** Use multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving. **Time** Understand and remember the calendar, including	**Addition and Subtraction** Add 2- and 3-digit numbers using expanded method. Add two numbers using partitioning. Subtract by counting up. **Multiplication and division.** Describe equal groups of amounts; build confidence with recalling multiplication and division facts for 3×, 4× and 8× tables Begin to identify patterns in the 3×, 4× and 8× tables when presented visually. Understand the commutative law by explaining how multiplication can be carried out in any order **Fractions.**	**Addition and Subtraction** Add 2- and 3-digit numbers using expanded method. Add two numbers using partitioning. Subtract by counting up. **Fractions** Identify fractions of an amount. Identify fractions of an array. Add to a fraction to make a whole. Compare and find equivalent fractions. Place fractions on a number line. **Angles** Recognise and measure right angles. Recognise measure and draw angles. **2D Shapes**	**Addition and Subtraction** Add and subtract three-digit numbers and ones. Add and subtract three-digit numbers and tens. Add and subtract three-digit numbers and hundreds. Add numbers up to two digits using a formal written method, crossing the tens boundary. Subtract numbers up to two digits using a formal written method, crossing the tens boundary. **Multiplication and Division** Recall multiplication and division facts for the 3×, 4×, and 8× tables with increasing speed and accuracy.	**Addition and Subtraction** Add and subtract three-digit numbers and ones mentally. Add and subtract three-digit numbers and tens mentally. Add and subtract three-digit numbers and hundreds mentally. Add numbers up to three digits using a formal written method. Subtract numbers up to three digits using a formal written method. Use inverse operations to check answers to a calculation. Find missing numbers using the inverse. Solve one-step problems involving three-digit numbers.	**Addition and Subtraction** Add and subtract three-digit numbers and ones mentally. Add and subtract three-digit numbers and tens mentally. Add and subtract three-digit numbers and hundreds mentally. Add numbers up to three digits using a formal written method. Subtract numbers up to three digits using a formal written method. Use inverse operations to check answers to a calculation. Find missing numbers using the inverse. Solve one-step problems involving three-digit numbers.

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	days, weeks, months, years Tell the time to the nearest 5 minutes on analogue and digital clocks **3D Shapes** Know the properties of 3D shapes. **Place value; difference**. Compare, order and understand place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations.	Use resources to add and subtract fractions with the same denominator. Use resources to compare and order fractions. Share objects to find a fraction of a set of objects. Identify pairs of equivalent fractions on a fraction wall. **Length** Estimate and measure in exact centimeters Estimate and measure in exact meters. Estimate and measure in multiples of 10mm. Measure and draw lines in centimeters and millimeters, to the nearest 5mm. Solve word problems by adding and subtracting two	Recognise triangles, quadrilaterals, pentagons and hexagons. Explain the properties of 2D shapes. **Multiplication and division.** Use multiplication and division facts for the 2, 3, 4, 5, 8, and 10 times-tables; doubling and halving.	Identify patterns in known multiplication tables. Divide by grouping. Construct fact families and use manipulatives and pictorial representations to make links between multiplication and division. **Time** Use the language of time, such as o'clock, quarter past, quarter to, half past, midday, and midnight. Identify whether events could be a.m. or p.m. Draw the minute and hour hands on analog clocks to show o'clock, half past, quarter past, and quarter to. Read digital time.	**Multiplication and Division** Recall multiplication and division facts for the 3×, 4× and 8× tables with increasing speed and accuracy. Identify patterns in known multiplication tables. Explain the commutative law and use this to make mental calculations more manageable. Explore the use of partitioning, for example: 7 × 3 = 5 × 3 + 2 × 3. Check my answers using the inverse operations. Recognise the difference between dividing by sharing and dividing by grouping. Construct fact families and use manipulatives and pictorial	**Multiplication and Division** Recall multiplication and division facts for the 3×, 4× and 8× tables with increasing speed and accuracy. Identify patterns in known multiplication tables. Explain the commutative law and use this to make mental calculations more manageable. Explore the use of partitioning, for example: 7 × 3 = 5 × 3 + 2 × 3. Check my answers using the inverse operations. Recognise the difference between dividing by sharing and dividing by grouping. Construct fact families and use manipulatives and pictorial

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		measurements in centimeters. Solve addition problems involving meters by adding two three-digit numbers totaling up to 350m. **Place value; difference**. Compare, order and understand place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations		Interpret the position of the hour and minute hands. Remember that there are 60 minutes in an hour and 24 hours in one day. **3D Shapes** Describe the properties of 3D shapes using the vocabulary faces, edges, and vertices. Recognise that two right angles make a half-turn, three make three-quarters of a turn, and four make a complete turn. Identify whether angles are greater than or less than a right angle. Identify pairs of perpendicular and parallel lines. **Place Value**	representations to make links between multiplication and division. Derive unknown facts from known facts by using strategies such as doubling/halving and partitioning. Consider finding numbers in the 8 times table that are greater than 96 using my understanding of partitioning, for example: 10 × 8 + 6 × 8 = 128 so 128 is in the 8 times table. **Statistics and Data** Create scaled bar charts and pictograms. Create Venn and Carroll diagrams. Create a table of information. Ask and answer two-step questions about charts, tables and diagrams.	representations to make links between multiplication and division Derive unknown facts from known facts by using strategies such as doubling/halving and partitioning. Consider finding numbers in the 8 times table that are greater than 96 using my understanding of partitioning, for example: 10 × 8 + 6 × 8 = 128 so 128 is in the 8 times table. **Money** Compare money amounts up to £1. Make different money combinations, using coins up to £1. Add three amounts together (in pence) where the total equals up to £1. Add three amounts together (in pounds)

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				Read numbers up to 1000 in numerals and words. Recognise multiples of 4, 8, 50, and 100. Find missing numbers in a sequence. Solve problems involving multiples. Solve problems involving place value. Solve problems involving partitioning.	**Weight** Read scales to measure mass in intervals of 25g and 200g. Add and subtract in kilograms, adding up to 1000kg and subtraction involving exchanging. Read scales to measure capacity in intervals of 20ml. Identify equivalent masses where values have a mix of kilograms and grams. Recognise that kilograms are heavier than grams. Identify simple equivalent masses such as 1000g is equal to 1kg. Use units of measure to work out which object is heavier or lighter.	where the total equals up to £150. Calculate the change required when paying for a single and several items, paying with £1. **Time** Read the time in minute intervals on an analogue clock. Read digital clocks in five-minute intervals and state the time in analogue form. Read clocks with Roman numerals in five-minute intervals. Order times which use a.m. and p.m. Calculate the number of days from one date to another, up to 50 days. Calculate and compare the length of events using digital times in ten-minute intervals.

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						Shape Measure the perimeter of rectangles and squares. Calculate the perimeter of rectangles and squares, all side measurements given. Draw two different rectangles whose perimeters are the same. **Statistics and Data** Create scaled bar charts and pictograms. Create Venn and Carroll diagrams. Create a table of information. Ask and answer two-step questions about charts, tables and diagrams.

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History Geography **(Humanities)**	**Romans** Order a number of significant events from the Romano-British era on a timeline. Identify why a good road network and well-planned towns were important to the Romans. Recognise and describe different viewpoints relating to Boudicca's Rebellion. Ask questions about historical artefacts and answer key questions using evidence from primary sources. Make sound deductions about the lives of people in the past. Research an aspect of Roman daily life and record key facts. Use primary and secondary sources to gain a clearer	**Extreme Earth** Name the layers that make up the Earth. Name the key parts of a volcano. Show where most volcanoes are found. Explain how to keep safe during an earthquake. Describe a tsunami. Describe the damage caused by a tsunami. Explain how tornadoes form. Describe how scientists collect data about storms. Describe the properties of the Earth's layers. Explain how a volcano is formed. Describe what happens when a volcano erupts. Describe some risks and benefits of living near a volcano.	**Global Citizenship** Developing confidence and responsibility and making the most of their abilities. Preparing to play an active role as citizens. Developing a healthy, safer lifestyle. Developing good relationships and respecting the differences between people.	**Rainforests** Name some countries where rainforests are found. Label a map to show countries where rainforests are found. Find the Equator on a map. Tell you that rainforests are found near the Equator. Describe what the weather is usually like in a tropical climate. Name the four layers of a rainforest. Tell you about the climate in each layer. Tell you more about one animal living in a rainforest. Tell you some similarities between the Amazon Rainforest and Sherwood Forest. Tell you some differences between	**Ancient Egypt** Understand what was important to people during ancient Egyptian times. Compare the powers of different Egyptian gods. Find Egypt on a map. Raise questions when confronted with an artefact in order to understand more about this ancient civilisation, and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. Know where and when the Egyptians lived through looking at maps and artefacts. Select information about mummification and Egyptian gods	**Outdoor Learning** Self-confidence and self-esteem developed through progressive challenges and skills development. Resilience developed through dealing with adversity. Developing and managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding.

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	understanding of the Romano-British era. Evaluate and describe the impact and legacy of the Romans on Western civilization.	Explain why earthquakes occur. Explain how tsunamis occur. Explain how to keep safe in a tsunami. Explain where tornadoes happen.		the Amazon Rainforest and Sherwood Forest. Tell you what deforestation means. Tell you more about one country where rainforests are found. Use an atlas to find countries of the world where rainforests are found. Find the Tropics of Cancer and Capricorn on a map. Tell you that rainforests are found between the Tropics of Cancer and Capricorn. Tell you about the plants found in each layer. Name some animals that live in each layer.	carefully when learning about these areas.	

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Science	**Rocks and Fossils** Give examples of natural and man-made rocks. Group rocks by their properties and identify similarities and differences. Explain the difference between a bone and a fossil. Explain, using scientific language, how soil is formed. Make systematic observations and record them. Explain the main processes of fossilization. Identify the importance of Mary Anning's work to the field of paleontology. Use scientific language accurately in oral and written work. **Working Scientifically:** Asking relevant questions and using	**Animals Including Humans** Know 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. Humans and some other animals have skeletons and muscles for support, protection and movement. **Working Scientifically:** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.	**Forces and Magnets** Identify the type of force required to carry out an action. Investigate the force of friction produced by different surfaces. Explain that magnets produce an invisible pulling force. Identify magnetic materials. Identify different types of magnet. Investigate the strength of different magnets. Identify when magnets will repel or attract based on their poles. Construct a bar chart of their results. Explain their predictions and conclusions using key words or prompts. **Working Scientifically:** Asking relevant questions and using different types of	**Light** Understand that dark is the absence of light. Set up an investigation and make predictions. Understand how surfaces reflect light. Recognise that a mirror appears to reverse an image. Identify some parts of the eye. Understand how the Sun can damage parts of the eye. Identify opaque, translucent and transparent objects. Know how shadows change size. **Working Scientifically:** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries,	**Plants** Explain the functions of the different parts of plants. Set up an investigation and make predictions. Make observations and conclusions. Identify different parts of a flower. Identify and describe the stages of the life cycle of flowering plants. Predict what will happen in an investigation into the transportation of water within plants. **Working Scientifically:** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.	**Scientists and Inventors** Identify familiar plants in the local area. Design their own new plant and use prompts to explain its requirements for growth. Give five facts about Marie Curie's life and work and use prompts to describe her legacy. Describe how Marie Curie used x-rays. Use prompts to explain the function of bones shown in Introduction. **Working Scientifically:** Asking relevant questions and using different types of scientific enquiries to answer them.

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	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	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.	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,	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	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.	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,

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	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 using straightforward scientific evidence to answer questions or to support their findings.	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 using straightforward scientific evidence to answer questions or to support their findings.	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 using straightforward scientific evidence to answer questions or to support their findings.	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 using straightforward scientific evidence to answer questions or to support their findings.	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 using straightforward scientific evidence to answer questions or to support their findings.	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 using straightforward scientific evidence to answer questions or to support their findings.
ICT	**Desktop Publishing** Learn how text and images can be combined to create	**Online Safety** Learn about keeping themselves safe online, including how to create secure	**Stop-frame Animation** Explore how to bring still images to life by creating short	**Programming A – Sequencing Sounds** Students will be introduced to programming through	**Data and Information** Learn how information can be organised and sorted using branching	**Programming B – Events and Actions in Programs** Build on their coding skills by exploring

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	clear and effective documents. Explore how to change fonts, colours, and layouts to make their work more attractive and suitable for an audience. Design posters, leaflets, and other simple publications, understanding how design choices affect how information is received.	passwords and why it is important not to share personal information. They will begin to understand the idea of online reputation and how their actions create a digital footprint. They will also discuss what to do if they come across something that makes them uncomfortable and the importance of speaking to a trusted adult.	animations. They will learn how a sequence of images can show movement and experiment with storyboarding simple ideas. Using digital tools, they will create their own animations and begin to think about how media can be used to tell stories in different ways.	sound. They will learn how to create sequences of instructions that produce music and sound effects. By experimenting with patterns, loops, and timing, they will begin to see how coding can be used creatively and how precise instructions are needed to make a program work as expected.	databases. They will create their own yes/no questions to classify objects such as animals or everyday items, developing their understanding of how data can be structured. By the end of the unit, children will be able to design simple branching databases and explain how they help us find information quickly.	how events can trigger actions in a program. They will learn that programs can respond to user input, such as clicking or pressing a key, and use this to make simple interactive projects. Through practical tasks, they will develop their ability to predict, test, and debug code, building confidence as young programmers.