



In addition to formative and summative assessment, the English leads and SLT complete work scrutiny and learning walks to gain a wider picture of English learning and its impact across the school.

Phonics (maintaining the trajectory)

By the end of Phase 6 (Year 2), pupils will know and be able to:

- recognise and use the following punctuation correctly; capital letters and full stops, exclamation marks, question marks, commas in lists, contractions and possessive apostrophes
- understand nouns (common, plural and proper nouns), verbs, adjectives, adverbs and expanded noun phrases
- use tenses appropriately (present, regular past, irregular past, future)
- use co-ordinating and subordinating conjunctions
- recognise different sentence types (statement, question, command, exclamation)
- use a dictionary for spellings and definitions
- use a thesaurus to improve vocabulary
- use alphabetical order
- use more graphemes to read and write decodable spellings (examples in brackets):
y saying /igh (try, reply), dge and ge saying /j/ (edge, challenge), gn and kn saying /n/ sign, gnome, know, knife), wr saying /r/ (wrong, wrist), le, el, al and il saying /l (table, camel, total, pencil), eer saying /ear/(cheer), ture saying /cher/ (picture, adventure), mb saying /m/(lamb, climb), al saying /or (walk, small), o saying /u/ (above, cover), ey saying /ee/ (monkey, honey), war saying /wor/(warm, towards), wor saying /wur/(work, worst), s saying /zh/(usual, treasure), wa saying /wo/(want, watch), qua saying /quo(squash, quality), tion saying /shun/station, fiction)
- add -es, -ed, -est or -ing to words ending in y
- add -ed, -er, -est and -y to words ending in e
- add -ing, -ed, - er, -est or -y to CVC and CCVC words
- correctly use the suffixes -ful, -less and -ly, and the prefix dis-
- recognise and spell homophones and near homophones (hear, here, there, their, they're, quiet, quiet)
- read/spell/write Common Exception words (door, floor, prince, princess, autumn, school, know, baby, mother, another, talk, two, world, work, poor, great, break, steak, busy, clothes, whole, Easter, again, most, only, both, please, use, money, parents, every, everybody, pretty, beautiful, England, Ireland, always, after, everyone, mouse, four, eight, aunt, father, prove, improve, hour, move, sure, sugar, half, quarter, straight, weight, caught, daughter, forty, area, heard, early)

Reading

YEAR THREE (End of Y3 colour-coded reading expected standard – Lime-Orange/Lime-Red)

By the end of Year 3 children will:

- read with confidence for more sustained periods, sometimes returning to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.
- look at larger units of words to help them to decode more effectively and read more fluently.
- show developing confidence in tackling new kinds of texts independently.
- show evidence of growing enthusiasm for a wider range of reading material that they self-select, such as information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.
- move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.
- more confidently express opinions including likes, dislikes and challenges, as well as respond to questions and listen to the views of others.
- ask questions to improve their understanding of a text.
- discuss words and phrases that capture interest and imagination.
- recommend books to their peers, giving reasons for choices.

Writing

By the end of Year 3 pupils will know and be able to:

- Begin to use paragraphs to organise ideas
- Describe settings and characters
- Use a range of adjectives
- Use a range of sentence openers for variety, such as fronted adverbials
- Include adverbs and prepositions to add detail and precision
- Use a range of conjunctions to join together clauses
- Use inverted commas for speech
- Use apostrophes for possession
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 3 content)
- Produce legible, joined handwriting

Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms
					Passive Voice
					Subjunctive Form
					Hyphens
					Bullet points

Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p>

The Power of Reading

YEAR 3	Autumn 1 The Tin Forest By Helen Ward	Autumn 2 I Was a Rat By Philip Pullam	Autumn 2 (and the beginning of Spring 1) The Firework Maker's Daughter By Philip Pullman
Literary Form	Narrative: Picture Book	Narrative: Fairy Tale	Narrative: Adventure Story
Link to Main NC Area of Learning			
PSED & Human Themes	Looking after our environment and recognising our emotions.	Writing in role to help develop empathy.	
Reading (NC Objectives):	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> ♣ continuing to read and discuss an increasingly wide range of fiction ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> ♣ continuing to read and discuss an increasingly wide range of fiction ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ preparing playscripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> ♣ continuing to read and discuss an increasingly wide range of fiction ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ preparing playscripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding
- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ♣ predicting what might happen from details stated and implied
- ♣ identifying how language, structure and presentation contribute to meaning
- ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- ♣ provide reasoned justifications for their views

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		ideas and challenging views courteously ♣ provide reasoned justifications for their views	ideas and challenging views courteously ♣ provide reasoned justifications for their views
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Suffixes, Prefixes, Homophones, Subordinate Conjunctions, Adverbs, Fronted Adverbials, a and an, clauses, prepositions, present perfect text,		
Writing (NC Objectives):	<p><u>Children should plan their writing by:</u></p> <ul style="list-style-type: none"> ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere ♣ using a wide range of devices to build cohesion within and across paragraphs 	<p><u>Children should plan their writing by:</u></p> <ul style="list-style-type: none"> ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p><u>Children should plan their writing by:</u></p> <ul style="list-style-type: none"> ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

♣ using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by:

- ♣ assessing the effectiveness of their own and others' writing
- ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ♣ ensuring the consistent and correct use of tense throughout a piece of writing
- ♣ ensuring correct subject and verb agreement when using singular and plural.
- ♣ proof read for spelling and punctuation errors

♣ in narratives, describing settings, characters and atmosphere

♣ using a wide range of devices to build cohesion within and across paragraphs

♣ using further organisational and presentational devices to structure text and to guide the reader.

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- ♣ proof read for spelling and punctuation errors

♣ in narratives, describing settings, characters and atmosphere and integrating **dialogue** to convey character and advance the action

♣ using a wide range of devices to build cohesion within and across paragraphs

♣ using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by:

- ♣ assessing the effectiveness of their own and others' writing
- ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ♣ ensuring the consistent and correct use of tense throughout a piece of writing
- ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ♣ proof read for spelling and punctuation errors

Extended Writing Outcome	No assessed Big Writes Other Extended Writing: Diary entries, Setting descriptions.	Big Write: A Persuasive Letter Other extended writing: Playscript	Big Write: Instructions Other extended writing: Playscript
Class Reading Books (Name of book, author, genre): Matilda, The Book with No Pictures, Reading Beauty, Perfectly Norman, Ruby’s Worry.			

YEAR 3	Spring 1 Firework Maker's Daughter Continued (see Autumn)	Spring 2 Charlotte's Web
Literary Form		Classic Novel
Link to Main NC Area of Learning		
PSED & Human Themes		Considering other's feelings Caring for animals
Reading (NC Objectives):		<ul style="list-style-type: none"> ▪ Increase familiarity with a range of books; ▪ Identify themes and conventions; ▪ Prepare play scripts to read aloud; ▪ Show understanding through intonation, tone, volume and action; ▪ Discuss words and phrases that capture readers' interest and imagination; ▪ Draw inferences about characters' feelings, thoughts, emotions and actions.
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)		<ul style="list-style-type: none"> • Apostrophes for possession • Prefixes: -super, -anti, -auto, -ing, -ed, er, -est, -ness • All word classes
Writing (NC Objectives):		<ul style="list-style-type: none"> ▪ Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. ▪ Draft and write by composing and rehearsing sentences orally;

		<ul style="list-style-type: none"> ▪ In narrative create settings, characters and plot
Extended Writing Outcome		<p>Big Write: (Not linked to book – Haunted Mansion Description)</p> <p>Other extended pieces: Information text on spiders.</p>

Class Reading Books (Name of book, author, genre): Something Else by Kathryn Cave and Chris Riddel

YEAR 3	Summer 1 Pebble in My Pocket	Summer 2 Varjak Paw
Literary Form	Factual Story	Adventure Story
Link to Main NC Area of Learning	Links strongly to the Science topic on rocks and to the Geography topic of mountains and volcanoes.	
PSED & Human Themes		Believing in yourself, standing up for yourself and personal growth.
Reading (NC Objectives):	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction • Identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read 	<p>Maintain positive attitudes to reading and understanding of what is read by: ♣ continuing to read and discuss an increasingly wide range of fiction</p> <ul style="list-style-type: none"> ♣ reading books that are structured in different ways ♣ increasing their familiarity with a wide range of books ♣ identifying and discussing themes and conventions. <p>Understand what they read by:</p> <ul style="list-style-type: none"> ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied

	<p>to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> • providing reasoned justifications for their views 	<ul style="list-style-type: none"> ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ participate in discussions about books building on their own and others' ideas.
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>		<p>Revising all the Year 3 Grammar covered so far.</p>
<p>Writing (NC Objectives):</p>	<p>Children should plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ considering how authors have developed characters and settings in what pupils have read. Draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ using a wide range of devices to build cohesion within and across paragraphs.

	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof read for spelling and punctuation errors 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof read for spelling and punctuation errors.
Extended Writing Outcome	Big Write: Persuasive Writing (Save the Polar Ice Caps)	Big Write: Suspenseful description

Class Reading Books (Name of book, author, genre): Phoenix Goes to School, a selection of Small People Big Dreams books.



By the end of year 3 pupils will know and be able to:

<p>Place Value: Counting</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number 	<p>Place Value: Represent</p> <ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words
<p>Place Value: Use Place Value and Compare</p> <ul style="list-style-type: none"> recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 	<p>Place Value: Problems and Rounding</p> <ul style="list-style-type: none"> solve number problems and practical problems involving these ideas
<p>Addition and Subtraction: Recall, Represent, Use</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers 	<p>Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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
<p>Addition and Subtraction: Solve Problems</p> <ul style="list-style-type: none"> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<p>Multiplication and Division: Recall, Represent, Use</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
<p>Multiplication and Division: Calculations</p>	<p>Multiplication and Division: Solve Problems</p>

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Multiplication and Division: Combined operations	Fractions: Recognise and Write
	<ul style="list-style-type: none"> 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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
Fractions: Compare	Fractions Calculations
<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators 	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] solve problems that involve all of the above
Decimals: Recognise and Write	Decimals: Compare
Decimals: Calculations and Problems	Fractions, Decimals and Percentages
Ratio and Proportion	Algebra
	<ul style="list-style-type: none"> solve problems, including missing number problems
Measurement: Using Measures	Measurement: Money
<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 	<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts

<p>Measurement: Time</p> <ul style="list-style-type: none"> • 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] 	<p>Measurement: Perimeter, Area, Volume</p> <ul style="list-style-type: none"> • measure the perimeter of simple 2-D shapes
<p>Geometry: 2-d shapes</p>	<p>Geometry: 3-d shapes</p>
<ul style="list-style-type: none"> • draw 2-D shapes 	<ul style="list-style-type: none"> • make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
<p>Geometry: Angles and Lines</p>	<p>Geometry: Position and Direction</p>
<ul style="list-style-type: none"> • 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 	
<p>Statistics: Present and Interpret</p>	<p>Statistic: Solve Problems</p>
<ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> • 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



Lower KS2 Working Scientifically

In Year 3, children will be beginning to;

- Ask relevant questions and use 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, take accurate measurements using standard units, use a range of equipment, include thermometers and data loggers.
- Gather, record, classify and present data in 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, including oral and 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.

By the end of year 3, in the study of plants, pupils will know and be able to

- 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 which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

By the end of year 3, in the study of animals including humans, pupils will know and be able to

- 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 movement.

By the end of year 3, in the study of rocks, pupils will know and be able to

- compare and group together different kinds of rocks on the basis of their appearance and 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 and organic matter.

By the end of year 3, in the study of light, pupils will know and be able to

- 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 the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

By the end of year 3, in the study of forces, pupils will know and be able to

- 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 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.



By the end of year 3 pupils will know and be able to:

Investigating our local area.

- plan a route to record features in the locality.
- follow a route or trail in the local area.
- use a structured format to create a simple sketch map.
- create maps and plans with agreed symbols.
- compare informal and OS symbols.

What on Earth?

- identify and match features on a globe and world map.
- identify key features on a map of the British Isles.
- locate countries and cities of the United Kingdom using maps and satellite imagery.
- locate geographical regions of England and Wales.
- locate geographical regions of Scotland and Northern Ireland

Where and why does the Earth rumble?

- name and locate UK and world mountain chains.
- locate on a map the location of: the tallest six mountains in the world; the tallest six mountains in Europe; major mountain ranges and the tallest mountains in the UK.
- understand how contour lines on an OS map show us the formation of mountains and hills.
- describe how different types of mountain and mountain chain are formed and give examples.
- describe how volcanoes are formed and give examples.
- locate volcanoes on a map.
- have an appreciation of the impact of volcanic eruptions on life at both the local and global level.
- understand how weather on a mountain changes through the seasons and altitude and how this affects human activity.
- knows about issues and conflicts in the use of mountain environments.
- understand how weather on a mountain changes quickly and with altitude.
- knows what an avalanche is and where and why they occur.

What's special about Malopolska, Poland?

- locate Europe on a map of the world.
- locate the region and key features of Malopolska on a map of Poland.
- plan journey and route to Malopolska.
- locate and identify key features of Krakow.
- identify contrasts between an urban and rural locality in Malopolska.
- locate and identify some of the characteristic features of Malopolska.
- describe what makes Malopolska region special.

Where does our lunch come from?

- knows and can locate countries from where some of their food originates.
- understand what food miles are.
- understand and able to discuss the environmental impact of transporting food over ever- increasing distances.
- knows the cycle of some foods from producer to consumer.

- understand that discharges and emissions from production, processing, packaging, and transport, contribute to 'greenhouse' gases.
- understand the terms 'import' and 'export'.
- understand how international trade can benefit richer countries and makes it difficult for poorer countries to escape from poverty.
- understand what 'Fairtrade' means and begins to understand that they, as shoppers, can make trade fairer.
- knows about some Fairtrade products and their journey from producer to consumer.

Skills and understanding

- use maps of the locality to plan a route.
- draw a map of a short route.
- use standard symbols on a map.
- use four points of the compass confidently.
- begin to use atlases (maps, index and contents) and globes.
- use thematic maps.
- identify and match features on a globe and world map.
- locate significant places and major features on a globes and world maps
- identify significant places
- locate significant places and features and regions on maps of the United Kingdom.
- locate countries and cities of the United Kingdom using maps and satellite imagery.
- locate geographical regions of England, Wales, Scotland and Northern Ireland.
- describe human and physical characteristics of some geographical regions.
- locate significant places, major features and environments on a map of Europe.
- begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.
- develop the use of appropriate vocabulary to communicate findings.
- identify similarities and differences between areas.



By the end of year 3 pupils will know and be able to:

- understand what humans needed for survival in the Stone Age
- understand what was found at Skara Brae and why it is important
- understand what copper mining meant to the people of the Bronze Age
- understand how evidence about Stonehenge can give us different answers about the past
- understand how and why hillforts were developed in the Iron Age
- understand how evidence about Druids can give us different answers about the past

- understand how artefacts were used in Ancient Egypt
- understand what things held significance to people in Ancient Egyptian times
- understand and explain the ritual of mummification
- understand how evidence can give us different answers about the past
- understand how hieroglyphs were used.
- understand the similarities and differences between hieroglyphs and English.
- Understand the powers of different Egyptian gods.



By the end of year 3 pupils will know and be able to:

- Understands about what religions teach about how life might be lived. *Ethics and Moral Issues*
- Understands how festivals express important religious beliefs. *Festivals*
- Understands what religions teach about God. *Symbolism*
- Understands how places of worship help believers feel closer to God. *Places of Worship*
- Understands what rites of passage say about religious beliefs and attitudes. *Rites of Passage*
- Understands the key beliefs of the Jewish faith. *Community*



By the end of year 3 pupils will know and be able to:

Card

- Evaluate Easter cards.
- Investigate different levers.
- Create initial design ideas for an Easter card.
- Create a final design.
- Create a card with a mechanical system.
- Use our neatest handwriting.
- Evaluate your Easter card.

Photo frames

- Evaluate existing designs.
- Investigate structures
- Create initial designs.
- Create a final design.
- Implement their prior learning about stiffness and stability into their design proposals.
- Work on their own on projects in two and three dimensions.
- Evaluate their product against their original design criteria.

Sandwiches

- Create initial designs considering fillings, combination of fillings, things not in a sandwich and who might you make it for.
- Create a final design including presentation of design.
- Develop instructions for making the sandwich.
- Make the sandwich following own instructions.
- Evaluate the final design in terms of crunchiness, shape, size, texture, filling bread, healthiness, tastiness.



By the end of year 3 pupils will know and be able to:

Autumn

Introduction to Scratch

- add and delete sprites and backgrounds from the library.
- paint my own sprites and backgrounds.
- grow and shrink sprites.
- rename sprites.
- make each sprite move when a key is pressed.
- make sprites bounce off the edge of the screen.
- use forever blocks to keep sprites moving once a button has been pressed.
- use the INFORMATION feature of sprites to set them off at different angles.
- use the right mouse button to duplicate code.
- use the INFORMATION feature of each sprite to change the speed at which they move.
- use a motion block to make the shark sprite chase another sprite around the screen.
- find a way to make the shark stay a little way behind the sprite it is chasing: so it looks like it is following the sprite.
- add PEN UP, PEN DOWN AND CLEAR script blocks and make a different key make each one happen.
- set the pen to a larger size and a different colour.
- add a sequence of scripts which make a sprite draw a 4 sided shape when its key is pressed.
- use a LOOKS block to make the shark sprite change its costume to the closed mouth costume when it touches the sprite which it is chasing.
- make the shark sprite change back to its original costume when it starts chasing the other sprite again.
- PAINT a new sprite and add text to write instructions.
- make a second button costume for my sprite and change the costume to the instructions when it is clicked.
- make it change back again after 10 seconds.

Coding

- learn to drag and drop

Spring

Introduction to Kudo

- experiment with and explore a new piece of software to make a landscape and add objects and characters to it.
- use a story board to plan ideas for a world or game I would like to create.
- code objects to do a variety of different actions.
- create a world with a mixture of different landscapes.
- add objects, creatures and robots to my world.
- code objects to move.
- code objects and characters to react to each other when they come close to one another.

E Book Creation

- create a front cover for my book
- use PowerPoint to insert text and images.
- create an eBook
- add writing and images to PowerPoint.
- add animations to a PowerPoint
- explain what a Slide Show is.
- give constructive feedback.

Summer

Pivot animator

- understand that animations are produced by viewing a sequence of frames in order and that the brain perceives this as a moving image.
- become acquainted with Pivot Stick Figure Animator and to produce a first animation
- understand that animations are smoother if they have more frames with smaller movements
- learn how to add and animate multiple stick men
- learn how to import a background and to make the character appear to interact with it
- learn how to add and animate different figure types (including animals)
- tell a story through their animation
- learn how to produce and animate their own stick figure
- learn how to create an image in one program and use it as a background in Pivot Stick Figure Animator
- complete an assessment task within set parameters

Scratch – Music

- spot opportunities for repeat loops.
- add sprites from the MUSIC category.
- add musical notes to sprites.
- choose a set of notes to make a tune for each instrument sprite.
- simplify my code by using repeat loops.
- use the PLAY NOTE code block to make a tune.
- use different beat lengths to change my tune.
- use repeat loops to make my tunes longer.
- explore the notes in the PLAY NOTE blocks to make the tune Frere Jacques using a list of notes.
- change the lengths of the notes to make the tune sound right.
- look for patterns in my notes and use repeat loops to use less code.
- explore the notes in the PLAY NOTE blocks to make the tune Frere Jacques using a list of notes.
- change the lengths of the notes to make the tune sound right.
- look for patterns in my notes and use repeat loops to use less code.
- use repeat loops to make a few instrument sprites play a tune when the GREEN FLAG is pressed.

E-Safety

FullFilm video of safety online



By the end of year 3 pupils will know and be able to:

Drawing

explore ideas, collect examples and respond to marks made by Vincent Van Gogh
communicate their ideas and observations, comment on their own work and that of others and suggest improvements that could be made
respond using drawing and resist techniques to produce an image from their imagination
discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour.

Painting

investigate visual qualities of shape and colour, experiment with painting techniques and understand how colour can be mixed and applied
comment on differences and similarities between their own and others' work, including artists, and suggest improvements to their own images.

Printmaking

use rollers to produce work using different marks, ink-up a slab and produce monoprint designs on different surfaces
reflect on and record what they have achieved and comment upon their own work and that of others
adapt and improve their own work according to its purpose
understand the idea of repeat patterning.

Collage

use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work
compare and comment on ideas, methods and approaches used in their own and others' work and adapt their work as it progresses.

Textiles

explore ideas about how pattern and colour can be organised and combined
collect visual information and experiment with dip dye, collograph and plasticine relief blocks to make repeat print patterns
comment on similarities and differences between their own and others' work and adapt and improve their own work according to its purpose.

3D

explore ideas and collect information to produce 3D painted forms in response to works of art; experiment with brown, gummed tape, clay slabs and paper strips to produce 3D forms; comment on differences and similarities on their own and others' work and suggest improvements to their own work.



By the end of Key Stage 2 (Year 3, 4, 5 and 6) *Pupils learn...*

HEALTH AND WELLBEING

Healthy Lifestyles

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what good physical health means; how to recognise early signs of physical illness

about what constitutes a healthy diet; how to plan healthy meals, benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn

that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ((e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

about benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they were worried about their health

Mental Health

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

about change and loss, including death, and how these can affect feelings; and ways of expressing and managing grief and bereavement

problem solving strategies for dealing with emotions, challenges and change including the transition to new schools

Ourselves, Growing and Changing

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how to contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

about where to get more information, help and advice about growing and changing, especially about puberty

about the new opportunities and responsibilities that increasing independence may bring

strategies to manage transitions between classes and key stages

Keeping Safe

reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

how to predict, assess and manage risk in different situations

about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

about what is meant by first aid; basic techniques for dealing with common injuries

how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

Drugs, Alcohol and Tobacco

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

RELATIONSHIPS

Families and close positive relationships

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

that a feature of a positive family life is caring relationships, about the different ways in which people care for one another

to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, and experiences, support with problems and difficulties); that the same principle apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination; what it means and how to challenge it

Safe Relationships

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

how to respond safely and appropriately to adults they may encounter (in contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worries about their own or someone else's personal safety (including online)

Respecting self and others

that personal behaviour can affect other people; to recognise and model respectful behaviour online

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people; including those whose traditions, beliefs and lifestyle are different to their own

how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

LIVING IN THE WIDER WORLD

Shared Responsibilities

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: money

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

about stereotypes in the workplace and that a person's career aspirations should not be limited by them

about what might influence people's decision about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)



By the end of year 3 pupils will know and be able to:

(Getting to Know You)

say hello for different times of day.
use formal or informal language appropriately.
use gestures to support my conversation.

introduce myself to someone else.
ask another person their name.
use gestures to support my conversation

use 'Comment ça va?' as a question.
choose the appropriate phrase to say how I feel.

say goodbye in a variety of ways.
use formal and informal language.

say the numbers 0-10 in French.
listen and repeat carefully.
join in when the numbers are in a song.
use music to help me remember new words.

use number words in my sentences.
make up new sentences.
ask how old someone is.
say my own age.

(All about ME)

demonstrate my understanding of instructions in French.
follow instructions when I hear them.

listen to and read the names of different body parts.
repeat words carefully.
sing 'Heads, Shoulders, Knees and Toes' in French.
point to the correct part for each word.

listen to action words and show what to do.
join in a game using the action vocabulary.

name different colours in French.
listen to and repeat words carefully.

ask what's in the wardrobe.
answer questions about what's in the wardrobe.
name clothes in French.
know that un and une mean masculine or feminine nouns.

use et to join words in a list.
name clothes and accessories in French.
Say what I am wearing.
ask someone else what they are wearing.

(Food Glorious Food)

understand and join in with a story.
recognise and repeat key vocabulary in a story.

count items or use 'some' for amounts.
ask politely for something.

use definite articles le/la/les to mean 'the'.
choose the correct article when talking about food.
say if I like or dislike a food.
make my preferences stronger.

can describe what colour something is.
can add words to be more exact about a colour.

can identify a size adjective.
can begin to place adjectives correctly in a sentence.
can recognise that an adjective doesn't always have the same spelling.
can begin to spell adjectives based on grammar rules.

know the vocabulary I need to talk about food
can apply my learning to have short conversations

(Family and Friends)

identify family members.
say 'My...'
use voici to explain who's who in a picture.

use gestures to help me remember pets vocabulary.
link sounds and meanings.
make sentences about myself using je.
use tu to ask questions about a partner.

listen carefully to modelled pronunciation.
copy what I hear.
use a familiar tune to recall new sounds.
join in with a song to practise new language.

recognise how sentences can change to fit the subject.
use 'il' and 'elle' for 'he' and 'she'.
use a vocabulary bank.
make new sentences by swapping key vocabulary.

say letters of the French alphabet with good pronunciation.
ask for and give spellings using the French alphabet.

name rooms in a house or flat.
swap key words to make new sentences.

(Our family)

say the names of objects around the classroom.
follow instructions to identify classroom objects.
use the phrase Il/Elle est là or Ils/Elles sont là in response to a question.
ask my partner a question.

say the names of objects in a pencil case.
use the sentence J'ai un /une dans ma trousse.
convert le to un and la to une.
write sentences converting le/la to un/une.

say the names of subjects at school.
say whether I like/dislike subjects,
answering the questions 'Qui aime... ? Qui n'aime pas... ?
say if I like a subject using 'J'aime.....'
say if I don't like a school subject using 'Je n'aime pas.....'

demonstrate my understanding of instructions in French.
follow instructions when I hear them

say the names of familiar places
follow instructions to show I know the names of familiar places around school
name places around school in French
ask / answer the question 'où es-tu?'

say the names of objects in a pencil case
use the infinitive form of verbs eg J'aime lire.
write sentences using infinitive verbs.
use the vocabulary of around school and what I like to do to write sentences with a preposition.

(Time)

count up to 31.
use good pronunciation.
use words I already know to help me understand new vocabulary.
make predictions about vocabulary.

listen carefully to a set of vocabulary.
understand, say and order the days of the week.

read and say the months of the year.
show my understanding by ordering the months correctly.

make new sentences by swapping key vocabulary.
make my sentences questions or statements.
compare English and French sentences.

say the date using day, number and month.
identify some important French festivals.

say the date using day, number and month.
change my question or answer sentence to make it past or future tense.



PE – endpoints

By the end of year 3 pupils will know and be able to:

- Respond to music in time & rhythm, respond to music to express a variety of moods & feelings.
- Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.
- In netball and basketball make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass.
- In football begin to dribble a ball making small touches, know where space is and try to move into it and begin to send a football to someone on the team.
- Begin to show how to hold a hockey stick and which side to use. Dribble the ball keeping it close, using the correct side of stick. Use a simple push pass to another team mate
- Run in different directions and at different speeds, using a good technique.
- Improve throwing technique, reinforce jumping techniques.



MUSIC – endpoints

By the end of year 3 pupils will know and be able to:

ENVIRONMENT – COMPOSITION

- select descriptive sounds to accompany a poem
- create a musical retelling of a poem
- sing in a two-part harmony
- accompany a song with a melodic ostinato
- explore timbre to create a descriptive piece of music
- learn about ternary form
- sing a song with expression
- develop the lyrics of a song
- choose timbre to make an accompaniment

- combine chants and sound pictures in a class performance in a rando structure

BUILDING – BEAT

- understand how music can be organised in sequences
- use voices and actions to perform simple rhythms within a steady beat
- understand how music can be organised in layers
- combine rhythms in layers
- create music using the children’s own ideas
- make choices about musical structure

SOUNDS – EXPLORING SOUNDS

- learn how sounds are produced and instruments are classified
- learn about aerophones
- understand musical convention structure
- learn about idiophones
- develop an understanding of call and response
- learn about chordophones.

POETRY – PERFORMANCE

- enhance and extend the performance of the poem using vocal patterns
- create a piece of playground music out of layered vocal patterns as part of a performance piece
- explore contrasting moods and effects as part of a performance
- combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece.

CHINA – PITCH

- understand the pentatonic scale
- understand pitch through composing, notating and reading graphic notation
- perform a pentatonic song with tuned and untuned accompaniments
- play in steps using graphic notation

TIME – BEAT

- identify the metre in a piece of music
- play independent parts in more than one metre simultaneously
- identify and perform an ostinato
- improvise an ostinato accompaniment
- perform a rhythmic ostinati individually and in combination
- ayer rhythms. Recognise rhythm patterns in staff notation.

IN THE PAST – PITCH

- understand pitch
- learn to read simple pitch notation
- understand and use pitch notations
- read simple rhythmic notation
- learn a Tudor dance.

COMMUNICATION – COMPOSITION

- represent sounds with symbols
- use voices creatively and expressively
- create and perform from a symbol score

HUMAN BODY – STRUCTURE

- understand call and response structure
- perform word rhythms

- explore sounds
- sing in 2 parts
- perform a call and response structure
- understand and perform binary form

SINGING FRENCH – PITCH

- understand pitch through melody
- develop a song
- understand pitch through singing and playing the melody
- recognise pitch shapes
- read notations to play a melody

ANCIENT WORLDS - STRUCTURE

- explore tuned and untuned percussion to create soothing, repetitive music based on ostinato
- sing a song then accompany it with tuned percussion ostinato.
- explore musical phases, melodic imitation and rounds
- perform a round in three parts
- arrange an accompaniment with attention to balance and musical affect.

FOOD AND DRINK – PERFORMANCE

- explore simple accompaniments using beat and rhythm patterns
- use a score and combine sounds to create different musical textures
- explore different types of accompaniment