	Intent and Implementation of Endpoints – Year 3

	English – endpoints

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.

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The / / ɪ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings. The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with **l**, **in–** becomes **il**.	illegal, illegible
	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with **r**, **in–** becomes **ir–**.	irregular, irrelevant, irresponsible
	re– means 'again' or 'back'.	**re–**: redo, refresh, return, reappear, redecorate
	sub– means 'under'.	**sub–**: subdivide, subheading, submarine, submerge
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)
	super– means 'above'.	**super–**: supermarket, superman, superstar
	anti– means 'against'.	**anti–**: antiseptic, anticlockwise, antisocial
	auto– means 'self' or 'own'.	**auto–**: autobiography, autograph
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration

The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. (4) The words *truly, duly, wholly*.	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like **/ʒə/** is always spelt **–sure**. The ending sounding like **/tʃə/** is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. *teacher, catcher, richer, stretcher.*	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like **/ʒən/**, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television

The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous
	Sometimes there is no obvious root word.	
	–our is changed to **–or** before **–ous** is added.	
	A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.	
	If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	serious, obvious, curious hideous, spontaneous, courteous

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are **– ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.	
	–tion is the most common spelling. It is used if the root word ends in **t** or **te**.	invention, injection, action, hesitation, completion
	–ssion is used if the root word ends in **ss** or **–mit**.	expression, discussion, confession, permission, admission expansion, extension, comprehension, tension
	–sion is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention, intend – intention.*	
	–cian is used if the root word ends in **c** or **cs**.	musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character

Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the **c** and the **k** as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; **–s** is not added if the plural already ends in **–s**, but *is* added if the plural does not end in **–s** (i.e. is an irregular plural – e.g. *children's*).	girls', boys', babies', children's, men's, mice's (**Note:** singular proper nouns ending in an *s* use the 's suffix e.g. Cyprus's population)

Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Word list – years 3 and 4

accident(ally)

actual(ly)

address answer

appear arrive

believe bicycle

breath breathe

build

busy/business

calendar caught

centre century

certain circle

complete consider

continue decide

describe different

difficult

disappear

early earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite February

forward(s)

fruit

grammar
group guard
guide heard
heart height
history
imagine
increase
important
interest
island

knowledge
learn length
library material
medicine
mention minute
natural naughty
notice
occasion(ally)
often opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise

purpose

quarter

question

recent regular

reign

remember

sentence separate

special straight

strange strength

suppose surprise

therefore

though/although

thought through

various weight

woman/women

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Notes and guidance (non-statutory) Examples:

business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as **busy + ness**, with the **y** of **busy** changed to **i** according to the rule.

disappear: the root word *appear* contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix **dis–** is then simply added to **appear**.

Understanding the relationships between words can also help with spelling. Examples:

▪ *bicycle* is *cycle* (from the Greek for *wheel*) with **bi–** (meaning 'two') before it.

▪ *medicine* is related to *medical* so the /s/ sound is spelt as **c**.

▪ *opposite* is related to *oppose,* so the schwa sound in *opposite* is spelt as **o**.

<u>Writing</u>

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 *un-*	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 *a* or *an*	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

Vocabulary, grammar and punctuation – Years 1 to 6

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

The Power of Reading

YEAR 3	Autumn 1 *The Green Ship* By Quentin Blake	**Autumn 2** *I was a Rat* *By Phillip* *Pullman*	**Spring 1** *Charlotte's Web* *BY EB White*	Spring 2 *Varjak Paw* *By S F Said*	Summer 1 *One Plastic Bag* *By Miranda Paul*	Summer 2 *The Bluest of* *Blues* *By Fiona* *Robinson*
Literary Form	Picture book Adventure story	Narrative Character development and relationships Fairytales	Narrative Classic Novel	Narrative Mystery novel	Non Fiction Biographical	Non-fiction Historical Biography
Link to Main NC Area of Learning	Science and the environment	PSHE: Family & Friends		PSHE: Relationships	Geography-Human and physical	Science – plants Computing/art – photography
PSED & Human Themes	Debates: is change always good? Should humans interfere with nature?	To write in role in order to explore and develop empathy for characters.	The life cycle of animals	Friendships and family values	The core theme of the book supports the facilitation of a wider consideration of the responsibility we have for taking care of our local environment to preserve our planet.	Pioneering women (background of rights of women to education and equal rights in society and in professional and scientific bodies); the Victorians' passion for natural history (including voracious collecting of plants, seashells, seaweed, fossils); the development of photography, and its special status as a combination of art and science
Reading (NC Objectives):	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from	Increase familiarity with a range of books; Identify themes and conventions; Show understanding through	Develop positive attitudes to reading by listening to and discussing a wide range of fiction Increase familiarity with a range of books	Reading books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in	Increase familiarity with a range of books Identify themes and conventions Prepare play scripts to read aloud

asking questions to improve their understanding of a text 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	their actions, and justifying inferences with evidence predicting what might happen from details stated and implied	intonation, tone, volume and action; Discuss words and phrases that capture readers' interest and imagination; Draw inferences about characters' feelings, thoughts, emotions and actions	Identify themes and conventions Discuss words and phrases that capture readers' interest and imagination Ask questions to improve understanding of the text Draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning	and across a wide range of writing 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 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning 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	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

					views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	- using and punctuating direct speech - Pronouns - Possessive apostrophes - Full stops and capital letters	- Possessive apostrophes - Expressing time, place and cause using conjunctions - Use of the present perfect form of verbs instead of the simple past.	-Use of the forms a or an according to whether the next word begins with a consonant or a vowel -Expressing time, place and cause using conjunctions], adverbs, or prepositions. -Introduction to inverted commas to punctuate direct speech	- Paragraphs - Single and multi clauses -Extended noun phrases - Question marks - Subordinating Conjunctions -	-Ensuring the consistent and correct use of tense throughout a piece of writing. -proof-read for spelling and punctuation errors. -	Adverbials to set the scene - Past tense - First person - Paragraphs and cohesion - Conjunctions – expressing time, place and cause - Direct and indirect speech (quotes) - Chronology
Writing (NC Objectives):	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar assessing the effectiveness of their own and others' writing and suggesting improvements	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in narratives, creating settings, characters and plot.	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; In narrative create settings, characters and plot	Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising	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 Selecting appropriate grammar and	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 In narrative create settings, characters and plot Develop creative and imaginative writing by

| | | | | paragraphs around a theme

In non-narrative use simple organisational devices

In narratives, create settings, characters and plot

Write for different purposes including about fictional personal experiences

Assess the effectiveness of their own and others' writing and suggest improvements

Proof-read for spelling and punctuation errors | 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.

Assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | adopting, creating and sustaining a range of roles |
|---|---|---|---|---|---|---|
| **Extended Writing Outcome** | Adventure Narrative, based on the Green Ship (substituting key plot details). | To write a newspaper report. | To write a story from a character's point of view | To write a recount

Newspaper report

To write a narrative from a character's perspective | Presentation

TED Talk script | Letter of persuasion

Biography of Anna's life |

Mathematics – endpoints

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

Place Value: Counting	Place Value: Represent
• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	• identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words

Place Value: Use Place Value and Compare	Place Value: Problems and Rounding
• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000	• solve number problems and practical problems involving these ideas

Addition and Subtraction: Recall, Represent, Use	Addition and Subtraction: Calculations
• estimate the answer to a calculation and use inverse operations to check answers	• add and subtract numbers mentally, including: ➢ a three-digit number and ones ➢ a three-digit number and tens ➢ a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Addition and Subtraction: Solve Problems	Multiplication and Division: Recall, Represent, Use
• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Multiplication and Division: Calculations	Multiplication and Division: Solve Problems

• 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	• 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**
	• 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**
• recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators	• add and subtract fractions with the same denominator within one whole [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**
	• solve problems, including missing number problems
Measurement: Using Measures	**Measurement: Money**
• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	• add and subtract amounts of money to give change, using both £ and p in practical contexts

Measurement: Time	Measurement: Perimeter, Area, Volume
• 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]	• measure the perimeter of simple 2-D shapes

Geometry: 2-d shapes	Geometry: 3-d shapes
• draw 2-D shapes	• make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Geometry: Angles and Lines	Geometry: Position and Direction
• 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	

Statistics: Present and Interpret	Statistic: Solve Problems
• interpret and present data using bar charts, pictograms and tables	• solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

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.

	History – endpoints

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

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*

DT – endpoints

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

Investigates existing products.
Uses a given design brief and design criteria to produce a final product.
Uses appropriate small tools and equipment safely and accurately.
Evaluates products against design criteria and suggests improvements.
Uses a range of techniques e.g. spreading and mixing, to prepare food for a party, safely and hygienically.

Understanding contexts, users and purposes

Across KS2 pupils should:

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

In early KS2 pupils should also:

- gather information about the needs and wants of particular individuals and groups
- develop their own design criteria and use these to inform their ideas

Generating, developing, modelling and communicating ideas

Across KS2 pupils should:

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

In early KS2 pupils should also:

- generate realistic ideas, focusing on the needs of the user
- make design decisions that take account of the availability of resources

Planning

Across KS2 pupils should:

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- order the main stages of making

Practical skills and techniques

Across KS2 pupils should:

- follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In early KS2 pupils should also:

- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy

Own ideas and products

Across KS2 pupils should:

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In early KS2 pupils should also:

- refer to their design criteria as they design and make
- use their design criteria to evaluate their completed products

Existing products

Across KS2 pupils should investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In early KS2 pupils should also investigate and analyse:

- who designed and made the products
- where products were designed and made
- when products were designed and made
- whether products can be recycled or reused

Events and individuals

Across KS2 pupils should know:

- about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products

Making products work

Across KS2 pupils should know:

- how to use learning from science to help design and make products that work
- how to use learning from mathematics to help design and make products that work
- that materials have both functional properties and aesthetic qualities
- that materials can be combined and mixed to create more useful characteristics
- that mechanical and electrical systems have an input, process and output
- the correct technical vocabulary for the projects they are undertaking

In early KS2 pupils should also know:

- how mechanical systems such as levers and linkages or pneumatic systems create movement
- how simple electrical circuits and components can be used to create functional products
- how to program a computer to control their products
- how to make strong, stiff shell structures
- that a single fabric shape can be used to make a 3D textiles product
- that food ingredients can be fresh, pre-cooked and processed

Where food comes from

Across KS2 pupils should know:

- that a recipe can be adapted a by adding or substituting one or more ingredients
- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

Food preparation, cooking and nutrition

Across KS2 pupils should know:

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In early KS2 pupils should also know:
- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

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

	Art – endpoints

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.

	PSHE – endpoints

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 o 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, resusing, 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)

	MFL – endpoints

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.

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 and 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