



English

Writing

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).
I can use the first two or three letters of a word to check its spelling in a dictionary.
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
I can in narratives, create settings, characters and plot
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
I can use and punctuate direct speech.
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading

I can use a dictionary to check meanings of words.
I can retrieve and record information from non-fiction.
I can predict what might happen next.
I can participate in discussion about books, taking turns and listening to what others say.
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can identify themes and conventions in a wide range of books.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Speaking and Listening

I take a full part in paired and group discussions.
I can retell a story using narrative language and add relevant detail.
I can show that I have listened carefully because I make relevant comments.
I can hold attention of people I am speaking to by adapting the way I talk
I can listen and respond appropriately to adults and my peers

Maths

I can calculate 2-digit x 1-digit.
I can understand and can count in tenths, and find the fractional value of a given set.
I can recognise and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
I can solve one and two-step problems using information presented in scaled bar charts, pictograms and tables.
I can measure the perimeter of simple 2-D shapes.
I can 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.

Spelling

I know that the /I/ sound is spelt y elsewhere than at the end of words.
I know that the /Λ/ sound is spelt ou.



Art

To compare the works and styles of great artists.

To create a piece of abstract art.

To add colour to my work using pointillism.

To recognise when art is from different historical periods. (Roman)

To create a mosaic.

To recognise art from other cultures. (Diwali links)

Music

I can sing tunefully and with expression, piano and forte (loud and soft).

I can listen to a piece of music and comment on the instrumentation and mood.

I can compose accompaniments on untuned percussion using known rhythms and note values.

I can perform using a tuned instrument following staff notation using a small range (C-E).

PSHE

I understand that families are important for growing up as they can give love, security and stability.

I know that other families either in school or the wider world look different from my family.

I know that caring, stable relationships, which maybe of different types, are the heart of happy families.

I can understand what positively and negatively effects my physical health.

I can understand what positively and negatively effects my mental health.

A United Kingdom Geography

History

Historical Chronology

I can create a timeline which shows when the Roman empire began.

Historical Concepts

I can understand the power and organisation of the Roman army and ask and answer historically relevant questions about why it was so successful.

Historical Interpretation

I can explain about life in Britain before the Romans arrived and how the arrival of the Roman armies affected the Celtic tribes.

Historical Enquiry

I can understand about the Roman Legacy and explore the things that the Romans brought which affect our history and even our language.

I can locate and identify key features of the Mediterranean

I can describe how the weather impacts on tourism in the Mediterranean.

I can understand the similarities and differences between Mt Etna and Mt Vesuvius and the impact on humans and their environment.

I can locate key towns of the Mediterranean using a range of media.

Design Technology

I can analyse current products similar to that which I will create.

I can use computer-aided design to create a design using set criteria for a product.

I can select and use appropriate tools and equipment to perform practical tasks.

I can use a range of construction materials to form a standing structure.

I can evaluate my own designs and suggest improvements.

I can apply skills to strengthen, stiffen and reinforce more complex structures.

Year 3 Spring



Computing

To explain how a sprite moves in an existing project
To create a program to move a sprite in four directions
To adapt a program to a new context
To develop my program by adding features
To identify and fix bugs in a program
To design and create a maze-based challenge
To create questions with yes/no answers
To identify the attributes needed to collect data about an object
To create a branching database
To explain why it is helpful for a database to be well structured
To plan the structure of a branching database
To independently create an identification tool

RE

I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.

I can explain one Christian viewpoint about one of Jesus' healing miracles.

I can start to say whether I believe Jesus actually healed people or not.

I can suggest how a person may rescue/help others who are in difficult situations.

I can start to tell you why Christians believe Jesus' death is important.

I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

MFL

I can begin to say and recognise the 39 sounds in Spanish

I can begin to understand the different phonics sounds in Spanish

I can recognise and understand familiar written words and phrases (animals and colours)

I can write 5 or more animals using my phonic knowledge

I can begin to understand the concept of singular and plural words.

Science

Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)

Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)

Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)

I can explore how to make objects move (e.g. pulleys, cogs, wind-up toys) (N – Forces)

I can explore & talk about different forces I can feel (e.g. water, wind) (N – Forces)

I can explore how objects move in water and wind. (R – Forces)

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

PE

I can choose and plan sequences of contrasting actions.

I can notice and comment on similarities and differences between sequences.

I can demonstrate how to jump safely both on the floor and from apparatus.

I can perform gymnastics actions with increasing control and balance.

I can provide feedback using gymnastics vocabulary.

I can use basic racket skills.

I can use the ready position to move towards the ball and return it over the line/net to a partner.

I can play over a net.

I can play in a continuous game using throwing and catching or some simple hitting against an opponent.

I can attempt an underarm serve to begin a game.

I can develop ball skills including throwing, catching, dribbling and passing.

I can develop movement skills to lose a defender.

I can develop movement skills to stop attacking players.

I can use my skills in a game situation.

I can change speed and direction to attack or defend in a game situation.

I can communicate with others during game situations.

Year 3 Spring