

## All Saints' C of E Primary School Year 3 Curriculum Map

2025-26	Autumn Term			Spring Term			Summer Term					
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half		1 <sup>st</sup> Half	2 <sup>nd</sup> Half		1 <sup>st</sup> Half		2 <sup>nd</sup> Half			
	The Stone Age/ Bronze age and Iron Age			The Romans			The Ancient Egyptians					
English	<a href="#">Unit 1:</a> Fairy tales	<a href="#">Unit 1:</a> Historical fiction		<a href="#">Unit 1:</a> Newspaper reports	<a href="#">Unit 1:</a> Instructions		<a href="#">Unit 1:</a> Fables		<a href="#">Unit 1:</a> Adventure story			
	<a href="#">Unit 2:</a> Poetry	<a href="#">Unit 2:</a> Playscripts		<a href="#">Unit 2:</a> Myths and Legends	<a href="#">Unit 2:</a> Non-chronological report		<a href="#">Unit 2:</a> Persuasive Letter		<a href="#">Unit 2:</a> Diary			
Mathematics	place value	Addition and subtraction	Multiplication and division	Multiplication and division	Length and perimeter	Fractions A	Mass and capacity	Fractions B	Money	Time	Properties of Shape	Statistics
Science	Rocks and soil		Light and shadows	Movement and nutrition		Forces and magnets		Paint reproduction / Making connections				
Computing	Networks and the internet Journey inside a computer			Video Trailers			Programming scratch					
History	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?			British history 2: Why did the Romans settle in Britain?			How different were the beliefs in Ancient Egypt?					
Geography	Why do people live near volcanoes?			Who lives in Antarctica?			Are settlements all the same?					
Art	Drawing: Growing Artists			Sculpture and 3D: Abstract shape and space			Craft and design: Ancient Egyptian scrolls					
DT	Cooking and nutrition: Eating seasonally			Digital world: Electronic charm			Structure: Constructing a castle					
RE	What do Christians learn from the creation story?			What is it like to follow God?			What is philosophy? How do people make moral decisions?					
	How do festivals and family life show what matters to Jewish people?			How do festivals and worship show what matters to a Muslim?			How and why do people try to make the world a better place?					
PSHE	Family and relationships/ Health and Wellbeing			Health and wellbeing / Citizenship			Economic wellbeing / Safety and the changing body					
PE	Combine your balance and footwork in a speed challenge		Demonstrate a range of jumps and balances	Find multiple ways to travel on a line		Send and receive in a range of scenarios		React to your partner's challenge		Chase and stop a moving ball in a variety of ways		

<b>Spanish</b>	I am learning Spanish / Fruits	Vegetables / Little Red Riding Hood	Presenting myself / Family
<b>Music</b>	Let your Spirit Fly	Three Little Birds	Bringing Us Together

	Autumn	Spring	Summer
Science	<p>Ask relevant questions and suggest different types of scientific enquires to answer them.</p> <p>Set up simple, practical enquiries</p> <p>Make systematic and careful observations</p> <p>Report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes</p> <p>Use straight forward scientific evidence to answer questions or to support findings</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p>	<p>Ask relevant questions and suggest different types of scientific enquires to answer them. Set up simple, practical enquiries, comparative and fair test</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions</p> <p>Record findings using simple, scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions</p> <p>Identify differences, similarities or changes related to simple, scientific ideas and processes</p> <p>Use straight forward scientific evidence to answer questions or to support findings</p>	<p>Ask relevant questions and suggest different types of scientific enquires to answer them. Set up simple, practical enquiries, comparative and fair test</p> <p>Make systematic and careful observations, with opportunities to take standard measurements and use a range of equipment</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions</p> <p>Record findings using simple, scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Use straight forward scientific evidence to answer questions or to support findings</p>

<p>Computing</p>	<p>Use a variety of software to accomplish a goal with support</p> <p>Recognise and make efficient use of different types of input and output devices.</p> <p>Understand that networks share information and data, including the internet.</p> <p>Use simple research techniques and recognise that some are more reliable than others.</p>	<p>Recognise and make efficient use of different types of input and output devices</p> <p>Understand that networks share information and data, including the internet</p> <p>Use simple search technologies and recognise that some are more reliable than others</p> <p>Use technology safely and responsibly, distinguishing between acceptable and unacceptable behaviour</p>	<p>Design, write and debug programmes that control or simulate virtual events</p> <p>Use logical reasoning to explain how simple algorithms work</p> <p>Use technology safely and responsibly, distinguishing between acceptable and unacceptable behaviour</p>
<p>History</p>	<p>Use an increasing range of common words and phrases relating to the passing of time and related to the period of study</p> <p>Place some historical periods in a chronological framework</p> <p>Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other</p>	<p>Use an increasing range of common words and phrases relating to the passing of time and related to the period of study</p> <p>Describe memories of key events in their life using historical vocabulary</p> <p>Place some historical periods in a chronological framework</p> <p>Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other</p>	<p>Use an increasing range of common words and phrases relating to the passing of time and related to the period of study</p> <p>Describe memories of key events in their life using historical vocabulary</p> <p>Place some historical periods in a chronological framework</p> <p>Use a variety of sources of information in ways that go beyond simple observation to answer questions about the past and understand that they may contradict each other</p>
<p>Geography</p>	<p>Understand and use a widening range of geographical terms</p> <p>locate countries and key features</p> <p>Identify physical and human features of the locality</p> <p>Identify where countries are within Europe</p> <p>Use maps and interpret maps, globes, atlases to locate countries and key features.</p> <p>Use 4 and 6 figure grid references</p> <p>Understand why there are similarities and differences between places.</p> <p>Name and locate cities in the UK</p>	<p>Understand and use a widening range of geographical terms</p> <p>Make plans and maps using symbols and keys</p> <p>Use and interpret maps, globes, atlases and computer mapping to</p> <p>Use the 8 points of a compass</p> <p>Demonstrate knowledge of features around them and beyond the UK</p> <p>Understand why there are similarities and differences between places.</p>	<p>Locate some countries in Europe and North and South America using maps</p> <p>Locate some major cities of the countries being studied</p> <p>Locate some key physical features in countries studied on a map</p> <p>Locate some of the world's most of the world's most significant rivers</p> <p>Locate some counties and cities in the UK local to the school</p> <p>Identify key physical and human characteristics of counties, cities and geographical regions in the UK</p>

	<p>Identify where counties are within the UK and the key topographical, physical and human features</p>		<p>Describe how locality has changed over time, giving examples of both physical and human features</p> <p>Describe and begin to explain similarities between two different regions studied</p> <p>Discuss how climates have an impact on trade, land use and settlement</p>
<p>Art</p>	<p>Use a sketchbook for experimenting with techniques or planning out ideas for a completed piece of artwork.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what they like and dislike about their work and articulate how they might improve their work.</p> <p>Compare and recreate from manmade objects, drawing with correct proportions.</p> <p>Explore shading, using different media and create effects using bleeds, washes and splashes.</p>	<p>Use a sketchbook for experimenting with techniques or planning out ideas for a completed piece of artwork.</p> <p>Explain what they like and dislike about their work and articulate how they might improve their work.</p> <p>Compare and recreate from manmade objects, drawing with correct proportions.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers that have been studied.</p>	<p>Use a sketchbook for experimenting with techniques or planning out ideas for a completed piece of artwork.</p> <p>Explain what they like and dislike about their work and articulate how they might improve their work.</p> <p>Compare and recreate from manmade objects, drawing with correct proportions.</p> <p>Explore shading, using different media and create effects using bleeds, washes and splashes.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers that have been studied.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</p>

<p>Design and Technology</p>	<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food.</p> <p>Read and follow recipes which involve several processes, skills and techniques.</p>	<p>To understand that, in programming, a 'loop' is code that repeats something again and again until stopped.</p> <p>To know that a micro:bit is a pocket-sized, codeable computer.</p> <p>To know that a simulator is able to replicate the functions of an existing piece of technology.</p> <p>Understand what is meant by 'point of sale display.'</p> <p>To know that CAD stands for 'Computer-aided design'.</p>	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</p> <p>Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them.</p> <p>Apply techniques they have learnt to strengthen structures and explore their own ideas.</p> <p>Consider how existing products and their own design might be improved and how well they meet the needs of the intended user.</p>
<p>RE</p>	<ul style="list-style-type: none"> <li>· Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</li> <li>· Talk about the difference between knowing and believing.</li> <li>· Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</li> <li>· Use more than one reason to support their view.</li> <li>· Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</li> <li>· Recognise some of the similarities and differences between these ideas.</li> </ul>	<ul style="list-style-type: none"> <li>· Show awareness of different sources of authority and how they link with beliefs.</li> <li>· Identify different types of writing and give an example of how a believer might interpret a source of authority</li> <li>· Recognise that beliefs are influenced by events in the past and present</li> <li>· Identify some links between beliefs being studied within a religion or worldview.</li> <li>· Show awareness of some of the similarities and differences between and within religions and worldviews.</li> <li>· Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</li> </ul>	<ul style="list-style-type: none"> <li>· Recognise that there are many different religious and nonreligious answers to questions people raise about the world around them</li> <li>· Talk about the difference between knowing and believing.</li> <li>· Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</li> <li>· Use more than one reason to support their view.</li> <li>· Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</li> <li>· Recognise some of the similarities and differences between these ideas.</li> <li>· Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</li> <li>· Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</li> <li>· Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</li> </ul>

<p>PSHE</p>	<p>Give and receive compliments and explain the importance of this</p> <p>Show confidence in sharing successes with others</p> <p>Express what being anxious or scared looks like</p> <p>Show awareness of how my behaviour impacts others</p>	<p>Give and receive compliments and explain the importance of this</p> <p>Show confidence in sharing successes with others</p> <p>Express what being anxious or scared looks like</p> <p>Show awareness of how my behaviour impacts others</p>	<p>Give and receive compliments and explain the importance of this</p> <p>Show confidence in sharing successes with others</p> <p>Express what being anxious or scared looks like</p> <p>Show awareness of how my behaviour impacts others</p> <p>Recognise changes that will soon happen to their body</p>
<p>PE</p>	<p>Cope well and respond positively when tasks become difficult</p> <p>Cooperate well with others, helping to organise roles and responsibilities in small group tasks</p> <p>Use awareness of space and others to make good decisions in individual tasks and game play</p> <p>Link actions that express their own ideas</p> <p>Change rules or tasks to make activities more fun or challenging</p> <p>Perform a variety of movements and skills with good body tension, showing flexibility, strength, control and balance.</p>	<p>Cope well and respond positively when tasks become difficult</p> <p>Cooperate well with others, helping to organise roles and responsibilities in small group tasks</p> <p>Use awareness of space and others to make good decisions in individual tasks and game play</p> <p>Link actions that express their own ideas</p> <p>Change rules or tasks to make activities more fun or challenging</p> <p>Perform a variety of movements and skills with good body tension, showing flexibility, strength, control and balance.</p>	<p>Cope well and respond positively when tasks become difficult</p> <p>Cooperate well with others, helping to organise roles and responsibilities in small group tasks</p> <p>Use awareness of space and others to make good decisions in individual tasks and game play</p> <p>Link actions that express their own ideas</p> <p>Change rules or tasks to make activities more fun or challenging</p> <p>Perform a variety of movements and skills with good body tension, showing flexibility, strength, control and balance. Swim competently, confidently and proficiently</p> <p>Discuss how they should exercise to stay healthy including length, amount and intensity of sessions</p>
<p>Spanish – <i>will change with progression throughout school</i></p>	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Ask simple questions and respond with a different answer to my peers</p> <p>Change a few words in a familiar sentence to make a new sentence</p> <p>Speak clearly to an audience with good pronunciation</p> <p>Read some familiar words aloud</p>	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Follow an instruction within a full sentence</p> <p>Speak clearly to an audience with good pronunciation</p> <p>Read some familiar words aloud</p> <p>Remember new words from their reading</p> <p>Write some words independently</p>	<p>Recognise and respond appropriately to a range of familiar words and phrases</p> <p>Join in with familiar songs and stories</p> <p>Speak clearly to an audience with good pronunciation</p> <p>Read some familiar words aloud</p> <p>Remember new words from their reading</p>

	<p>Remember new words from their reading</p> <p>Recognise nouns, adjectives and verbs</p> <p>Recognise the articles that make nouns masculine or feminine</p>	<p>Write a simple sentence with adjectives to describe a picture or object using a word bank</p>	
Music	<p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)</p> <p>Understand that posture, breathing and diction are important</p> <p>Chant or sing a round in two parts</p> <p>Follow simple hand directions from a leader.</p> <p>Keep a steady beat on an instrument in a group and individually</p> <p>Play using symbols</p> <p>Sing and play clearly and with confidence</p>	<p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc)</p> <p>Understand that posture, breathing and diction are important</p> <p>Chant or sing a round in two parts</p> <p>Sing and play clearly and with confidence</p>	<p>Listen to live/recorded extracts of different types of music and identify whether there is a steady beat, a specific rhythm pattern, the tempo, the dynamics and the melody.</p> <p>Create a section of music that tells a story, paints a picture of creates a mood</p> <p>Sing and play clearly and with confidence</p>
<p>Writing</p> <p><i>Targets shown when first introduced</i></p> <p>Spelling</p> <p>Handwriting</p> <p>Composition</p> <p>Grammar and punctuation</p>	<p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the suffix –ly</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words that are often misspelt (English Appendix 1)</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the suffix –ly</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>

	<p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p>	<p>another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock,</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before,</p>
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	<p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Form nouns using a range of prefixes e.g. super-, anti-, auto-</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Begin to use paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech</p>	<p>an open box</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Begin to use paragraphs as a way to group related material</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>	<p>after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Begin to use paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>
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	marks')		
<p>Reading <i>Targets shown when first introduced</i></p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads independently by predicting what might happen from details stated</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>

	<p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p> <p>Retrieve and record information from non-fiction Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Understand what he/she reads independently by predicting what might happen from details stated</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>Understand what he/she reads independently by predicting what might happen from details stated</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</p> <p>Retrieve and record information from non-fiction Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>
<p>Maths <i>Targets shown when first introduced</i></p>	<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals</p> <p>Read and write numbers up to 1000 in words</p> <p>Solve number problems and practical problems involving these ideas</p> <p>Add and subtract numbers mentally, including a three-digit number and ones</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>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</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Add fractions with the same denominator within one whole e.g. <math>5/7 + 1/7 = 6/7</math></p> <p>Subtract fractions with the same denominator within one whole e.g. <math>6/7 - 1/7 = 5/7</math></p> <p>Solve fraction problems</p> <p>Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</p> <p>Measure the perimeter of simple 2-D shapes</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Recognise angles as a property of shape or a description of a turn</p>

	<p>Add numbers with up to three digits using the formal method of columnar addition</p> <p>Add and subtract numbers mentally, including a three-digit number and tens</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p>	<p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm)</p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables</p>	<p>Identify right angles and identify whether other angles are greater or less than a right angle</p> <p>Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>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</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year</p>
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