



UNDERSTANDING THE WORLD

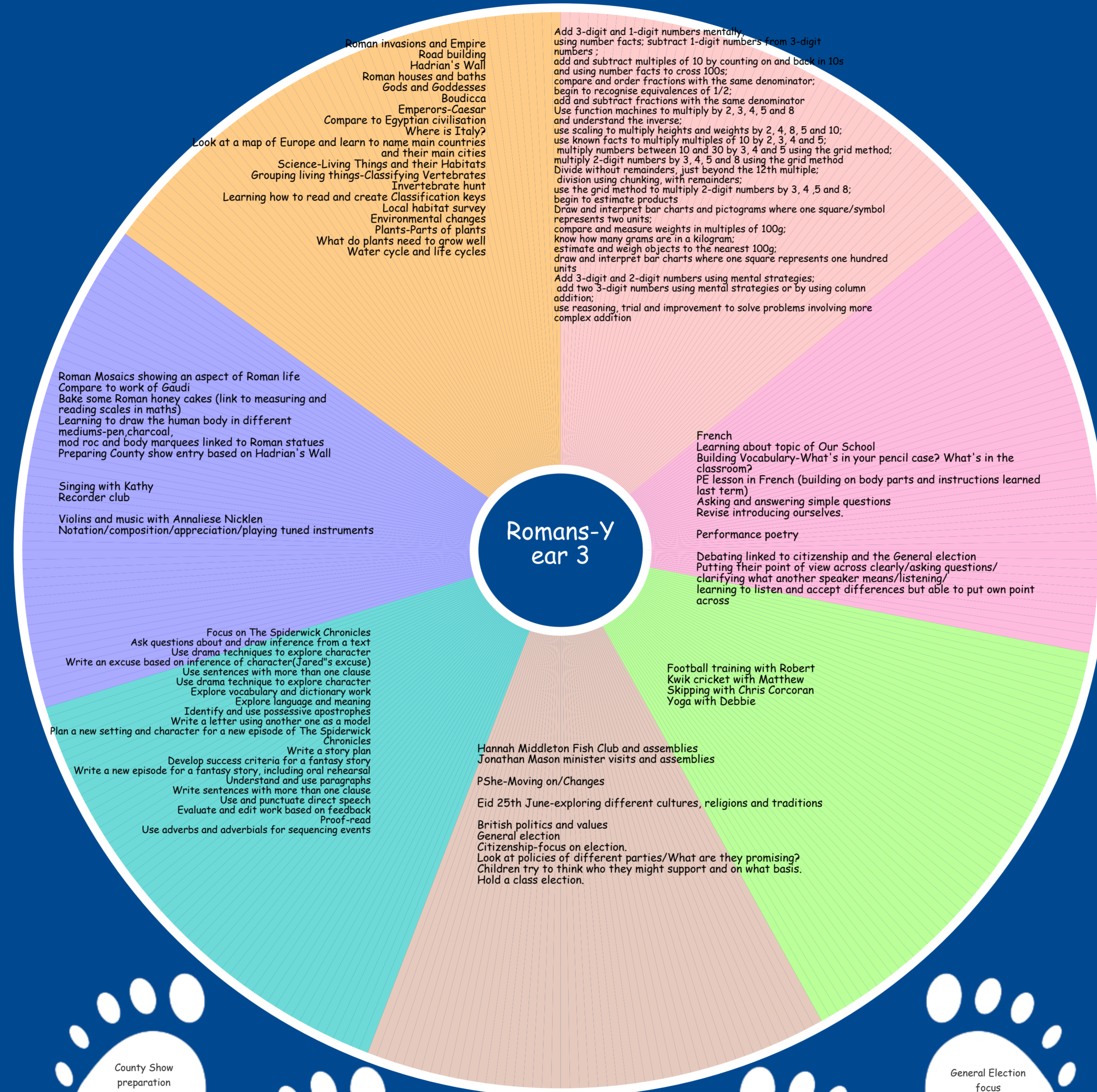
- Working scientifically** LKS2
- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - sc32 asking relevant questions and using different types of scientific enquiries to answer them
 - sc33 setting up simple practical enquiries, comparative and fair tests
 - sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 - sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
 - sc39 identifying differences, similarities or changes related to simple scientific ideas and processes
 - sc40 using straightforward scientific evidence to answer questions or to support their findings.
- Plants** LKS2
- sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 - sc42 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
 - sc43 investigate the way in which water is transported within plants
 - sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Location knowledge** LKS2
- ge27 I can identify the countries of Europe (including Russia) on a map or globe
 - ge29 I know the major cities in the countries I can identify
- ge31** I can name and locate the counties and major cities in the UK
- Place knowledge** LKS2
- ge38 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America
- Human and physical geography** LKS2
- ge42 I understand human geography in relation to types of settlement and land-use
- Care Skills across the Key Stage** LKS2
- hi18 I can place events, people and changes into correct periods of time (British, local and world history)
 - hi19 I can describe key features and events in the periods and societies I have studied
 - hi20 I can recognise similarities and differences between periods of time
 - hi21 I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
 - hi22 I can ask and answer questions about change and cause and effect
 - hi23 I can ask and answer questions about similarities and differences and their significance
 - hi26 I can use sources of information, including ICT, to find out about events, people and changes in the past
 - hi27 I understand that the same event in the past can be interpreted or represented differently by different people
 - hi51 I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it
 - hi55 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain
 - hi61 I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own
 - hi63 I have studied a non-European society and can identify the similarities and differences between it and British society during the same period of time

EXPRESSIVE ARTS AND DESIGN

- LKS2**
- ad10 I can show in my sketch book how I have developed techniques and ideas
 - ad11 I can describe the range of materials I have used since being in KS1
 - ad13 I can show examples of painting with different kinds of paint
 - ad15 I can talk about some famous artists, architects and designers from the past
- Design** LKS2
- dt25 I can talk about my product and explain my design ideas and where they came from
 - dt26 I can tell you for whom I have designed my product and why I think my product would be useful to them
 - dt29 I can make a model of my design
- Make** LKS2
- dt34 I can join, assemble and combine components with precision
 - dt35 I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- Cooking and nutrition** LKS2
- dt49 I can describe a healthy diet and explain its importance
 - dt50 I can prepare a variety of savoury meals
 - dt51 I can use a variety of cooking techniques
- LKS2**
- mu11 I can sing in a group, or on my own, with expression, awareness of others and in tune
 - mu12 I can play instruments with accuracy and control
 - mu13 I can play instruments with fluency and expression to reflect the intentions of the music
 - mu16 I can listen carefully and perform accurately from memory
 - mu17 I can perform from simple, standard notation
 - mu18 I can use standard notation in my compositions
 - mu19 I can describe, compare and evaluate different kinds of music
 - mu20 I can identify music from different traditions
 - mu21 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LITERACY

- Reading - word reading** LKS2
- e135 apply their growing knowledge of root words
 - e159 use the first two or three letters of a word to check its spelling in a dictionary



OUTDOOR LEARNING

- Local habitat survey
- Invertebrate hunt
- Investigating school environment
- Identifying trees at school
- Growing flowers and beans



MATHEMATICS AND COMPUTING

- Number - number and place value** LKS2
- m80 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 - m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
 - m82 compare and order numbers up to 1000
 - m83 identify, represent and estimate numbers using different representations
 - m85 solve number problems and practical problems involving these ideas.
- Number - addition and subtraction** LKS2
- m86 add and subtract numbers mentally, including:
 - m87 a three-digit number and ones
 - m88 a three-digit number and tens
 - m89 a three-digit number and hundreds
 - m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
 - m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Number - multiplication and division** LKS2
- m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
 - m94 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
 - m95 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.
- Number - fractions** LKS2
- m99 recognise and show, using diagrams, equivalent fractions with small denominators
 - m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]
 - m101 compare and order unit fractions, and fractions with the same denominators
- Measurement** LKS2
- m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
 - m106 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
 - m107 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
 - m108 know the number of seconds in a minute and the number of days in each month, year and leap year
- Statistics** LKS2
- m114 interpret and present data using bar charts, pictograms and tables
 - m115 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.

COMMUNICATION AND LANGUAGE

- LKS2**
- fl1 I can understand what is being said to me and respond correctly
 - fl2 I can sing songs and say poems in another language and know what the words mean
 - fl3 I can have a conversation including asking and answering questions
 - fl3.1 I can express my own and understand others' opinions
 - fl3.2 I can ask for clarification of information or for help
 - fl6 I can communicate and be understood in different situations
 - fl7 I can read simple passages with understanding
 - fl9 I use a dictionary to help me to understand and learn new words
 - fl10 I can write phrases from memory
 - fl11 I can speak and write about everyday life
 - sl13 listen and respond appropriately to adults and their peers
 - sl14 ask relevant questions to extend their understanding and knowledge
 - sl16 articulate and justify answers, arguments and opinions
 - sl17 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - sl20 speak audibly and fluently with an increasing command of Standard English
 - sl21 participate in discussions, presentations, performances, role play, improvisations and debates
 - sl22 gain, maintain and monitor the interest of the listener(s)
 - sl23 consider and evaluate different viewpoints, attending to and building on the contributions of others
 - sl24 select and use appropriate registers for effective communication.

PHYSICAL EDUCATION

- LKS2**
- pe4.1 I can explain how developing my skills separately has improved my performance in team games
 - pe5 I can play competitive net, striking, fielding and invasion games
 - pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them
 - pe9.1 I can show you how I have improved in different activities over time

PSED & RELIGIOUS EDUCATION

- PSED Preparing to play an active role as citizens** LKS2
- pa21 Begin to develop negotiating strategies.
 - pa23 Participate in making and changing rules.
 - pr26 Able to empathise with another viewpoint.
 - pr27 Consolidate understanding of differences and similarities between people.
- RE - Learning From Religion** LKS2
- rf21 Reflect on what it means to belong to a faith community

Romans-Year 3 - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **LKS2**

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
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- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Plants **LKS2**

- **sc41** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **sc42** 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
- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Location knowledge **LKS2**

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge29** locate the world's countries, using maps to focus on major cities
- **ge31** name and locate counties and cities of the United Kingdom

Place knowledge **LKS2**

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography **LKS2**

- **ge42** human geography, including: types of settlement and land use

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist
- **hi51** a local history study For example:
- **hi55** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:
- **hi61** a depth study of one of the following: Ancient

MATHEMATICS AND COMPUTING

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- **m85** solve number problems and practical problems involving these ideas.

Number - addition and subtraction **LKS2**

- **m86** add and subtract numbers mentally, including:
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- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
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- **m99** recognise and show, using diagrams, equivalent fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- **m101** compare and order unit fractions, and fractions with the same denominators

Measurement **LKS2**

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
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Statistics **LKS2**

- **m114** interpret and present data using bar charts, pictograms and tables
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PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe9.1** demonstrate improvement

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad15** about great artists, architects and designers in history.

Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt29** generate, develop, model and communicate their ideas through prototypes

Make **LKS2**

- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately

Cooking and nutrition **LKS2**

- **dt49** understand and apply the principles of a healthy and varied diet
- **dt50** prepare and cook a variety of predominantly savoury dishes
- **dt51** cook using a range of cooking techniques

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu18** se staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions
- **mu21** appreciate some great composers and musicians

LITERACY

Reading - word reading **LKS2**

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension **LKS2**

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e152** identifying how language, structure, and presentation contribute to meaning
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling **LKS2**

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting **LKS2**

- **e161** 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
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring 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].

Writing - composition **LKS2**

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e171** evaluate and edit by:

COMMUNICATION AND LANGUAGE

LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl3.1** engage in conversations and express opinions and respond to those of others
- **fl3.2** engage in conversations and seek clarification and help
- **fl6** present ideas and information orally to a range of audiences
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl11** describe people, places, things and actions orallyand in writing
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl22** gain, maintain and monitor the interest of the listener(s)
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens **LKS2**

- **pa21** Begin to develop negotiating strategies.
- **pa23** Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities **LKS2**

- **pc25** Be able to talk about their views on issues that effect themselves and their class.
- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- **pc28** Be able to identify the range of jobs carried out by people they know.

PSED Developing good relationships and respecting the differences between people **LKS2**

- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

RE - Learning From Religion **LKS2**

- **rf21** Reflect on what it means to belong to a faith community.
- **rf24** Discuss their own religious beliefs.

Learning About Religion **LKS2**

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.

