



You know me
already, so...

Welcome to Y3
and Key stage 2!

Autumn 1 2025



Welcome

Introductions

Timetable & Routines

AM

- Morning work
- Assembly
- Reading Comprehension
- Writing
- Break time
- Maths

PM

- Class story
- Foundation subject
- Spelling / Fact Fluency
- Foundation Subject

****Foundation Subjects include:***

Science, RE, Geography, History, Computing, Art & Design, DT, Music, Computing, PE, Spanish, PSHE

****PE days are:***

- Thursday (indoor)
- Friday (outdoor)

National Curriculum Year Group Expectations

Relationships Education and Health Education

Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

- ☐ that families are important for children growing up because they can give love, security and stability
- ☐ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- ☐ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- ☐ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- ☐ that marriage¹² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ☐ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know

- ☐ how important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ☐ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ☐ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know

- ☐ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- ☐ practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ the conventions of courtesy and manners
- ☐ the importance of self-respect and how this links to their own happiness
- ☐ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ☐ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ☐ what a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know

- ☐ that people sometimes behave differently online, including by pretending to be someone they are not
- ☐ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ☐ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ how information and data is shared and used online

Being safe

Pupils should know

- ☐ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- ☐ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Being safe (continued)

- ☐ how to recognise and report feelings of being unsafe or feeling bad about any adult
- ☐ how to ask for advice or help for themselves or others, and to keep trying until they are heard
- ☐ how to report concerns or abuse, and the vocabulary and confidence needed to do so
- ☐ where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

By the end of primary school:

Mental wellbeing

Pupils should know:

- ☐ that mental wellbeing is a normal part of daily life, in the same way as physical health
- ☐ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ☐ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ☐ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ☐ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ☐ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ☐ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- ☐ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- ☐ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ☐ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- ☐ that for most people the internet is an integral part of life and has many benefits

- ☐ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- ☐ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ☐ why social media, some computer games and online gaming, for example, are age restricted
- ☐ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- ☐ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- ☐ where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- ☐ the characteristics and mental and physical benefits of an active lifestyle
- ☐ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- ☐ the risks associated with an inactive lifestyle (including obesity)
- ☐ how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- ☐ what constitutes a healthy diet (including understanding calories and other nutritional content)
- ☐ the principles of planning and preparing a range of healthy meals
- ☐ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- ☐ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- ☐ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Health and prevention (continued)

- ☐ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ☐ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- ☐ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- ☐ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- ☐ the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- ☐ how to make a clear and efficient call to emergency services if necessary
- ☐ concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- ☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- ☐ about menstrual wellbeing including the key facts about the menstrual cycle

Music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ☐ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ☐ listen with attention to detail and recall sounds with increasing aural memory
- ☐ use and understand staff and other musical notations
- ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ☐ develop an understanding of the history of music

Geography

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ☐ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ☐ name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ☐ 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

☐ describe and understand key aspects of:

- ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

Key stage 2

Pupils should be taught to:

- ☐ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ☐ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ☐ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ☐ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ☐ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ☐ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ☐ investigate and analyse a range of existing products
- ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ☐ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☐ apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- ☐ understand and apply the principles of a healthy and varied diet
- ☐ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ☐ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Languages

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- ☐ listen attentively to spoken language and show understanding by joining in and responding
- ☐ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ☐ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ☐ present ideas and information orally to a range of audiences*
- ☐ read carefully and show understanding of words, phrases and simple writing
- ☐ appreciate stories, songs, poems and rhymes in the language
- ☐ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ☐ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ☐ describe people, places, things and actions orally* and in writing

- ☐ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.

History

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ☐ changes in Britain from the Stone Age to the Iron Age
- ☐ the Roman Empire and its impact on Britain
- ☐ Britain's settlement by Anglo-Saxons and Scots
- ☐ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ☐ a local history study
- ☐ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ☐ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- ☐ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ☐ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Physical Education

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ☐ use running, jumping, throwing and catching in isolation and in combination
- ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ☐ perform dances using a range of movement patterns
- ☐ take part in outdoor and adventurous activity challenges both individually and within a team
- ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ☐ swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ☐ perform safe self-rescue in different water-based situations

Art and Design

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ☐ to create sketch books to record their observations and use them to review and revisit ideas
- ☐ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ☐ about great artists, architects and designers in history

English

Spoken language

Pupils should be taught to:

- ☐ listen and respond appropriately to adults and their peers
- ☐ ask relevant questions to extend their understanding and knowledge
- ☐ use relevant strategies to build their vocabulary
- ☐ articulate and justify answers, arguments and opinions
- ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☒ speak audibly and fluently with an increasing command of Standard English
- ☐ participate in discussions, presentations, performances, role play, improvisations and debates
- ☐ gain, maintain and monitor the interest of the listener(s)
- ☐ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☐ select and use appropriate registers for effective communication

Reading – word reading

Pupils should be taught to:

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

Reading – comprehension

Pupils should be taught to:

- ☐ develop positive attitudes to reading and understanding of what they read by:
 - ☐ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ☐ reading books that are structured in different ways and reading for a range of purposes
 - ☐ using dictionaries to check the meaning of words that they have read

- ☐ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ☐ identifying themes and conventions in a wide range of books
- ☐ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ☐ discussing words and phrases that capture the reader's interest and imagination
- ☐ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ☐ understand what they read, in books they can read independently, by:
 - ☐ 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 their actions, and justifying inferences with evidence
 - ☐ predicting what might happen from details stated and implied
 - ☐ identifying main ideas drawn from more than one paragraph and summarising these
 - ☐ identifying how language, structure, and presentation contribute to meaning
- ☐ retrieve and record information from non-fiction
- ☐ 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 (see [English Appendix 1](#))

Pupils should be taught to:

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

Handwriting

Pupils should be taught to:

- ☐ 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
- ☐ 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

Pupils should be taught to:

- ☐ plan their writing by:
 - ☐ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ☐ discussing and recording ideas
- ☒ draft and write by:
 - ☐ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - ☐ organising paragraphs around a theme
 - ☐ in narratives, creating settings, characters and plot
 - ☐ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ☐ evaluate and edit by:
 - ☐ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ☐ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ☐ proof-read for spelling and punctuation errors
- ☒ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- ☐ using conjunctions, adverbs and prepositions to express time and cause
- ☐ using fronted adverbials
- ☐ learning the grammar for years 3 and 4 in [English Appendix 2](#)
- ☐ indicate grammatical and other features by:
 - ☐ using commas after fronted adverbials
 - ☐ indicating possession by using the possessive apostrophe with plural nouns
 - ☐ using and punctuating direct speech
- ☐ use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading

Mathematics

Number – number and place value

Pupils should be taught to:

- ☐ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- ☐ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- ☐ compare and order numbers up to 1000
- ☐ identify, represent and estimate numbers using different representations
- ☐ read and write numbers up to 1000 in numerals and in words
- ☐ solve number problems and practical problems involving these ideas

Number – addition and subtraction

Pupils should be taught to:

- ☐ 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
- ☐ estimate the answer to a calculation and use inverse operations to check answers
- ☐ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Number – multiplication and division

Pupils should be taught to:

- ☐ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- ☐ 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

Number – fractions

Pupils should be taught to:

- ☐ 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
- ☐ recognise and show, using diagrams, equivalent fractions with small denominators
- ☐ add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- ☐ compare and order unit fractions, and fractions with the same denominators
- ☐ solve problems that involve all of the above

Measurement

Pupils should be taught to:

- ☐ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ☐ measure the perimeter of simple 2-D shapes
- ☐ add and subtract amounts of money to give change, using both £ and p in practical contexts
- ☐ 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]

Geometry – properties of shapes

Pupils should be taught to:

- ☐ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- ☐ 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

Science

Working scientifically

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:

- ☐ asking relevant questions and using different types of scientific enquiries to answer them
- ☐ setting up simple practical enquiries, comparative and fair tests
- ☐ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ☐ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ☐ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ☐ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ☐ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ☐ identifying differences, similarities or changes related to simple scientific ideas and processes
- ☐ using straightforward scientific evidence to answer questions or to support their findings

Plants

Pupils should be taught 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.

Animals, including humans

Pupils should be taught 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.

Rocks

Pupils should be taught 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.

Light

Pupils should be taught 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 an opaque object
- ☐ find patterns in the way that the size of shadows change.

Forces and magnets

Pupils should be taught 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.

Autumn Term Learning

Through the Ages (history)- This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.

Animal Nutrition and the Skeletal System (science) - This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.

Colour Theory (art & design) - This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours and how artists use colour in their artwork.

Cook Well, Eatwell (DT) - This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.

One Planet, Our World (geography) - This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.

Prehistoric Pots (art & design) - This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.

Spring Term Learning

Rocks, Relics and Rumbles (geography) – This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

Forces and Magnets (science) – This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.

Ammonite (Art & Design) – This project teaches children about artistic techniques used in sketching, printmaking and sculpture.

Making It Move (DT) – This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

People and Places (Art & Design) – This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.

Summer Term Learning

Emperors and Empires (history) - This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

Plant Nutrition and Reproduction (science) - This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.

Beautiful Botanicals (art & design) - This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.

Greenhouse (DT) - This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse.

Light and Shadows (science) - This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.

Mosaic Masters (art & design) - This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

Significant year group events

- Y3 lead the Christingle service in church
- Visit to Cresswell Craggs in early spring (letter coming soon)
- Summer term visit, we are looking into a theatre visit (tbc)
- Learning to play the recorder
- Developing reading fluency and reading comprehension skills
- Formal methods of calculation being introduced
- Multiplication Check preparations

The MTC...

- The times tables are being learnt for this now!
- We learn them progressively – timetabled
- Overlearning is key
- We say them in a specific way (always largest number first)
- Daily practise
- We use Numberblocks episodes to support with this
- We deliver times tables specific lessons to introduce the times tables being taught
- Manipulatives used to support conceptual understanding
- TTRS to practise...

20	
$9 \times 5 = \underline{\quad}$	$2 \times 5 = \underline{\quad}$
$5 \times 5 = \underline{\quad}$	$8 \times 2 = \underline{\quad}$
$20 \div 5 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$
$5 \times 3 = \underline{\quad}$	$10 \div 5 = \underline{\quad}$
$8 \times 5 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$
$8 \times 2 = \underline{\quad}$	$4 \times 5 = \underline{\quad}$
$8 \div 2 = \underline{\quad}$	$7 \times 5 = \underline{\quad}$
$6 \times 2 = \underline{\quad}$	$4 \times 2 = \underline{\quad}$
$5 \times 8 = \underline{\quad}$	$14 \div 2 = \underline{\quad}$
$5 \times 2 = \underline{\quad}$	$2 \times 6 = \underline{\quad}$
$5 \times 8 = \underline{\quad}$	$2 \times 7 = \underline{\quad}$
$5 \times 4 = \underline{\quad}$	$5 \times 5 = \underline{\quad}$
$45 \div 5 = \underline{\quad}$	$5 \times 6 = \underline{\quad}$
$7 \times 2 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$
$5 \times 7 = \underline{\quad}$	$3 \times 5 = \underline{\quad}$
$2 \times 8 = \underline{\quad}$	$2 \times 3 = \underline{\quad}$
$4 \div 2 = \underline{\quad}$	$5 \times 9 = \underline{\quad}$
$9 \times 2 = \underline{\quad}$	$2 \times 4 = \underline{\quad}$
$35 \div 5 = \underline{\quad}$	$5 \times 2 = \underline{\quad}$
$2 \times 9 = \underline{\quad}$	$18 \div 2 = \underline{\quad}$

Home Learning

- Aim to listen to your child read at least 3 times per week (record this in their reading record)
- **Spellings to learn** – ***Purple spelling/handwriting book***, linked to the RWI focus for that week and three of the Y3/Y4 statutory spellings.
- **Times Table Rock Stars** (TTRS – Garage & Jamming... Look out for competitions throughout the year)
- **Numbots** – this is still relevant and will help keep the children fluent with their number facts
- **Oxford Owl** – Spelling Practise
- **Purple Mash** – Spelling quizzes, maths games etc
- **1 Minute Maths** (supports White Rose Maths – free app)

