

Programme of study

In this theme, children will have the opportunity to:

Reading – Word Reading		Reading - Comprehension	
	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 (R33)		Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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]
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (R34)		Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> 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		Mathematics	
	Spelling <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) (W53) spell further homophones spell words that are often misspelt (English Appendix 1) 		Number and Place Value <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number (MA66) recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (MA67)

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> compare and order numbers up to 1000 (MA68) identify, represent and estimate numbers using different representations (MA69) read and write numbers up to 1000 in numerals and in words (MA70) solve number problems and practical problems involving these ideas. (MA71)
	<p>Handwriting</p> <ul style="list-style-type: none"> 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]. 	<p>Addition and Subtraction add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and ones (MA72) a three-digit number and tens (MA73) a three-digit number and hundreds (MA74) add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction (MA75) estimate the answer to a calculation and use inverse operations to check answers (MA76) solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. (MA77)
	<p>Composition plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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. 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (MA78) 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 (MA79) 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. (MA80)
	<p>Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 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 <p>Indicate grammatical and other features by:</p>	<ul style="list-style-type: none"> Fractions 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 (MA81) recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators (MA82) recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (MA83) recognise and show, using diagrams, equivalent fractions with small denominators (MA84)

	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] (MA85) compare and order unit fractions, and fractions with the same denominators (MA86) solve problems that involve all of the above. (MA87)
		<p>Measurement</p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (MA88) measure the perimeter of simple 2-D shapes (MA89) add and subtract amounts of money to give change, using both £ and p in practical contexts (MA90) tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (MA91) 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 (MA92) know the number of seconds in a minute and the number of days in each month, year and leap year (MA93) compare durations of events [for example to calculate the time taken by particular events or tasks]. (MA94)
		<p>Geometry - Properties of Shapes</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them (MA95) recognise angles as a property of shape or a description of a turn (MA96) 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 (MA97) identify horizontal and vertical lines and pairs of perpendicular and parallel lines. (MA98)
		<p>Statistics</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables (MA99) 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. (MA100)
Science		Computing
	<p>Forces and Magnets</p> <p>Pupils should be taught to: Compare how things move on different surfaces (SC38)</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (COM7)</p>
	<p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance (SC39)</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. (COM8)</p>
	<p>Observe how magnets attract or repel each other and attract some materials and not others (SC40)</p>	<p>Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs. (COM9)</p>

	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 (SC41)		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. (COM10)
	Describe magnets as having two poles (SC42)		Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content. (COM11)
	<p>Predict whether two magnets will attract or repel each other, depending on which poles are facing. (SC43)</p> <p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>		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. (COM12)
	<p>Light and Shadow</p> <p>Pupils should be taught to: Recognise that they need light in order to see things and that dark is the absence of light (SC33)</p>		Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. (COM13)
	Notice that light is reflected from surfaces (SC34)		
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (SC35)		
	Recognise that shadows are formed when the light from a light source is blocked by an opaque object (SC36)		
	<p>Find patterns in the way that the size of shadows change. (SC37)</p> <p>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p>Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p>		
History		Geography	
	<p>History of Farming and how it has changed the landscape of Britain</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (HI10) eg. Study of farming practises and techniques, machinery throughout history in Britain.</p>		<p>Main Focus of GE14 to GE18 – Link farming in Britain to the physical and human geographical features of the UK</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their</p>

	<ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day eg. How farming in Roman Britain changed the landscape a significant turning point in British history, for example, the first railways or the Battle of Britain eg. How farming machinery replaced human/ animal techniques (such as harvesting) 	<p>environmental regions, key physical and human characteristics, countries, and major cities (GE11)</p>
		<p>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) (GE13)</p>
		<p>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 (GE14)</p>
		<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (GE15)</p>
		<p>Describe and understand key aspects of 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 (GE16)</p>
		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GE17)</p>
		<p>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 (GE18)</p>
Art & Design		Design & Technology
	<p>Create sketch books to record their observations and use them to review and revisit ideas. (AR5)</p>	<p>Design</p> <ul style="list-style-type: none"> 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 (DT9) Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (DT10)
	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. (AR6)</p>	<p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (DT11) 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 (DT12)
	<p>Learn about great artists, architects and designers in history. (AR7)</p>	<p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products (DT13) evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (DT14)

			<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world (DT15)
			<p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures (DT16) understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] (DT17) understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (DT18) apply their understanding of computing to program, monitor and control their products (DT19)
			<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet (DT22) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (DT23) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (DT24)
PE		PSHCE	
	<p>Gymnastics and Athletics PE Hub units Use running, jumping, throwing and catching in isolation and in combination (PE4)</p>		
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (PE6)		
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (PE9)		
Music		RE	
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (MU5)		<p>What does it mean to be a Jew? Pupils should: Understand the meaning and significance of Moses as a key figure in Judaism past and present. Explore and discuss stories of God's faithfulness to his people, as revealed in the story of the Exodus.</p>
	Listen with attention to detail and recall sounds with increasing aural memory (MU7)		Explore and discuss the story of the exodus from Egypt. Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today.
	Appreciate and understand a wide range of high quality live and recorded music drawing from different traditions and from great composers and musicians (MU10)		Learn about the idea of rest on Shabbat; Shabbat as a day of delight Understand how Shabbat shows the importance of the creation story in the life of Jewish people Understand how stories from the Jewish Bible matter to Jewish people.
			The synagogue as an important place of worship and community in Judaism. The place of the rabbi in guiding and supporting the Jewish community.
			Learn about the Torah and how it is looked after in the synagogue.

			<p>Suggest reasons why the Torah is a sacred text to most Jewish people.</p> <p>Make a connection between a special book to themselves and what is special to Jewish people.</p> <p>Recognise the difference between what is special and what is holy.</p>
			<p>What do Christians believe about a good life?</p> <p>Pupils should:</p> <p>Understand why the Bible is such an important book for Christians.</p> <p>Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God.</p> <p>Think of some questions to ask a Christian.</p>
			<p>Develop an awareness of Christian rules and what Christianity has to say about 'right' and 'wrong', values and commitment.</p>
			<p>Study Christian teaching on obedience.</p> <p>Explore the concept of keeping promises.</p>
			<p>Identify and describe one of Jesus' miracles</p> <p>Learn that Jesus led by example.</p> <p>Learn that Jesus taught about the obligation to care for others.</p> <p>Think about the aspect of sharing in their own lives.</p>
			<p>Learn that Jesus taught his message by using parables.</p> <p>Jesus taught an obligation to care for and help others.</p> <p>Jesus taught to love your neighbour.</p> <p>Reflect on what we can learn from a parable of Jesus.</p>
			<p>Know that stories Jesus told were a way of teaching people about God, how to behave, and how to treat each other.</p> <p>Understand that stories often contain inner meanings and messages.</p> <p>Know that Jesus taught that people should forgive one another as an example of loving others.</p> <p>Know that there are benefits to forgiving others as well as difficulties.</p>
			<p>Consider the meaning of friendship and of being a true friend.</p> <p>Think about situations when we have to change or do something really difficult to be a better person.</p>
			<p>Appreciate that Jesus demonstrated love to, and sympathy with, the sick.</p> <p>Understand the Christians believe that Jesus cared for and healed people.</p> <p>Consider the qualities of kindness and caring.</p>
			<p>Learn that elements from within religion could be applied to situations they experience in their own lives.</p>

Modern Foreign Languages - French

Y3 should cover: Days of the week, months of the year, revision of the year			
	<p>Pupils should be taught to:</p> <p>listen attentively to spoken language and show understanding by joining in and responding (ML1)</p>		<p>read carefully and show understanding of words, phrases and simple writing (ML7)</p>
	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words (ML2)</p>		<p>appreciate stories, songs, poems and rhymes in the language (ML8)</p>
	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* (ML3)</p>		<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (ML9)</p>
	<p>speak in sentences, using familiar vocabulary, phrases and basic language structures (ML4)</p>		<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly (ML10)</p>

	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* (ML5)		describe people, places, things and actions orally* and in writing (ML11)
	present ideas and information orally to a range of audiences* (ML6)		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. (ML12)