

St James' Church of England Primary School

Curriculum Overview Year 3

Year 3	A 1	A 2	Sp 1	Sp 2	Su 1	Su 2	Additional Information
Main Topic Theme	Another Fine Day (Anne Fine) (English)	What was it like for Stone Age boy? (History)	Picture me (Portrait artists) (Arts)	Extreme Earth. (Volcano, Earthquakes) (Geography)	What did the Romans do for us? (Romans) (History)	Be active, Be Heathy (PSHCE)	Artist of the year: Monet Author of the year: Anne Fine
Science	Forces and magnets	Plants	Light	Rocks	Shadows	Animals including humans	
SEALS SRE	New beginnings	Getting on and Falling out Friendship Week	Going for Goals	Good to be me Growing Up	Relationships	Changes Safety	Drug education Healthy Living
RE	3.5 Rules for living (6hrs) Perform Diwali	3.2 Christmas – God with us (4hrs)	Non-Christian Faith Unit: Rules for living (6hrs)	3.4 Easter – Joy, Sadness, Joy (5hrs)	3.1 The Old Testament – Called by God (6hrs) Spirited Arts	3.3 Jesus the Man who changed lives (6 hrs) Spirited Arts	
Music TMS	Charanga Unit 1 Three Little Birds	Charanga Unit 2 Ho, Ho, Ho!	Charanga Unit 3 Glockenspiel Stage 2	Charanga Unit 4 Benjamin Britten – There was a Monkey	Charanga Unit 5 Let Your Spirit Fly Summer Show	Charanga Unit 6 Reflect, Rewind and Replay Summer Show	
Computing	*Programming – Scratch Jr	*Historical scene using software. E-Safety	Digital art gallery poster	Stop-frame animation	*Programming – code.org	Computer networks Google Earth E-Safety	
Languages (French)	Unit 1:3 All About Me	Unit 2:3 My Family and Me	Unit 3:3 More About Me	Unit 4:3 The Body	Unit 5:3 The Weather	Unit 6:3 Food	
PE	Tag Rugby Swimming	Hockey Swimming	Dance Swimming	Gymnastics Swimming	Tops Outdoors Swimming	Cricket Swimming	

Autumn Term 1**Another Fine Day (Anne Fine)**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas
D&T	DT1 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 DT2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately DT4 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 DT10 understand and use electrical systems in their products DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Science	ScWS1-3,6.7 Sc15 compare how things move on different surfaces Sc16 notice that some forces need contact between two objects, but magnetic forces can act at a distance Sc17 observe how magnets attract or repel each other and attract some materials and not others Sc18 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 Sc19 describe magnets as having two poles Sc20 predict whether two magnets will attract or repel each other, depending on which poles are facing.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts C2 use sequence, selection and repetition in programs; work with variables and various forms of input and output
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Autumn Term 2**What was it like for Stone Age boy?**

Art	A3 about great artists, architects and designers in history.
D&T	DT4 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 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Hist	H1 changes in Britain from the Stone Age to the Iron Age
Science	ScWS1-3,6.7 Sc1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Sc2 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 Sc3 investigate the way in which water is transported within plants Sc4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C6 select, use and combine a variety of software 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 C7 use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Spring Term 1**Picture Me**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials A3 about great artists, architects and designers in history.
D&T	DT4 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 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE3 develop flexibility, strength, technique, control and balance PE4 perform dances using a range of movement patterns PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Science	ScWS1-3,6.7 Sc10 recognise that they need light in order to see things and that dark is the absence of light Sc11 notice that light is reflected from surfaces Sc12 recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content C6 select, use and combine a variety of software 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
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Spring Term 2**Extreme Earth**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT4 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 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE3 develop flexibility, strength, technique, control and balance PE4 perform dances using a range of movement patterns PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Geog	G1 locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities G3 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) describe and understand key aspects of: G5 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Science	ScWS1-3,6.7 Sc7 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Sc8 describe in simple terms how fossils are formed when things that have lived are trapped within rock Sc9 recognise that soils are made from rocks and organic matter.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C6 select, use and combine a variety of software 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 C7 use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Summer Term 1**What did the Romans do for us?**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT4 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 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
History	H2 the Roman Empire and its impact on Britain
Science	ScWS1-3,6.7 Sc13 recognise that shadows are formed when the light from a light source is blocked by an opaque object Sc14 find patterns in the way that the size of shadows change.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts C2 use sequence, selection and repetition in programs; work with variables and various forms of input and output C3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Summer Term 2**Be Active, Be Healthy**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials A3 about great artists, architects and designers in history.
D&T	DT4 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 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Geog	G1 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 G4 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 G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied G8 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 G9 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.
Science	ScWS1-3,6.7 Sc5 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 Sc6 identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C4 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 C7 use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Ref	Lower Key Stage 2 Maths	Year 3					
KPI	Number - number and place value	A1	A2	Sp1	Sp2	S1	S2
3.01	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number		x		x		
3.02	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	x	x	x		x	x
3.03	compare and order numbers up to 1000	x	x	x		x	
3.04	identify, represent and estimate numbers using different representations	x	x	x	x		x
3.05	read and write numbers up to 1000 in numerals and in words	x		x	x		
3.06	solve number problems and practical problems involving these ideas.	x		x			
	Number - addition and subtraction						
	add and subtract numbers mentally, including:						
3.01	a three-digit number and ones		x	x	x	x	x
3.02	a three-digit number and tens		x	x	x	x	x
3.03	a three-digit number and hundreds		x	x	x	x	x
3.04	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction				x	x	x
3.05	estimate the answer to a calculation and use inverse operations to check answers	x	x	x	x	x	x
3.06	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	x		x	x		
	Number - multiplication and division						
3.01	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		x	x	x	x	
3.02	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		x		x	x	
3.03	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.	x	x	x	x	x	x
	Number - fractions						
3.01	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	x		x		x	
3.02	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	x		x		x	
3.03	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	x		x		x	
3.04	recognise and show, using diagrams, equivalent fractions with small denominators	x		x		x	
3.05	add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]					x	
3.06	compare and order unit fractions, and fractions with the same denominators			x		x	
3.07	solve problems that involve all of the above.	x		x		x	
	Measurement						
3.01	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	x		x		x	
3.02	measure the perimeter of simple 2-D shapes					x	
3.03	add and subtract amounts of money to give change, using both £ and p in practical contexts		x		x	x	
3.04	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		x		x		x
3.05	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		x		x		x
3.06	know the number of seconds in a minute and the number of days in each month, year and leap year				x		
3.07	compare durations of events [for example to calculate the time taken by particular events or tasks].		x		x		x

Ref	Lower Key Stage 2 Maths	Year 3					
KPI	Geometry - properties of shapes	A1	A2	Sp1	Sp2	S1	S2
3.01	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	x		x			
3.02	recognise angles as a property of shape or a description of a turn			x			
3.03	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			x			
3.04	identify horizontal and vertical lines and pairs of perpendicular and parallel lines.						x
	Statistics						
3.01	interpret and present data using bar charts, pictograms and tables		x		x		x
3.02	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.		x		x		x

Ref	<u>Lower Key Stage 2 English: Year 3</u> A spiral curriculum approach means that English skills (spoken language, reading and writing) will be taught and built on each term.
KPI	Spoken Language
	<ul style="list-style-type: none"> 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
34.01	<ul style="list-style-type: none"> 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
34.02	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	Reading - Comprehension
34.01	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
34.02	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes
34.03	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read
34.04	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
34.05	<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books
34.06	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
34.07	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination
34.08	<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry]
34.09	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
34.10	<ul style="list-style-type: none"> asking questions to improve their understanding of a text
34.11	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
34.12	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
34.13	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these
34.14	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning
34.15	<ul style="list-style-type: none"> retrieve and record information from non-fiction
34.16	<ul style="list-style-type: none"> 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
34.01	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1)
34.02	<ul style="list-style-type: none"> spell further homophones
34.03	<ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1)
34.04	<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]
34.05	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary
34.06	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

	Handwriting
34.01	<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
34.02	<ul style="list-style-type: none"> 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
34.01	<p>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
34.02	<ul style="list-style-type: none"> discussing and recording ideas
34.03	<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)
34.04	<ul style="list-style-type: none"> organising paragraphs around a theme: in narratives, creating settings, characters and plot
34.05	<ul style="list-style-type: none"> organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
34.06	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements
34.07	<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
34.08	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors
34.09	<ul style="list-style-type: none"> 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.
	Writing - Vocabulary, Grammar and Punctuation
34.01	<p>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
34.02	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense
34.03	<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
34.04	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause
34.05	<ul style="list-style-type: none"> using fronted adverbials
34.06	<ul style="list-style-type: none"> learning the grammar for year 3 in English Appendix 2
34.07	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials
34.08	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns
34.09	<ul style="list-style-type: none"> using and punctuating direct speech
34.10	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.