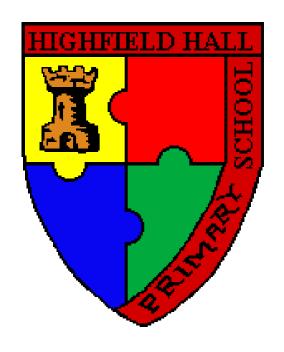
## National Curriculum 2014 Planning Document



Statutory Requirements
Year 3

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to:  Ilisten and respond appropria t ely to adults and their peers  ask relevant questions to extend their understan ding and knowledg e  use relevant strategies to build their vocabular y  articulate and justify answers, argument s and opinions  give well-	Pupils should be taught to:  apply their growing knowledge of root words, prefixes and suffixes (etymology and morpholog y) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet  read further exception words, noting the unusual correspond ences between spelling	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	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.	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 downstroke s of letters are parallel and equidistant;	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	Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  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

structured	and sound,	in a wide range of	that lines of	around a theme	Appendix 2
descriptio	and where	books preparing	writing are	<ul><li>in narratives,</li></ul>	
ns,	these	poems and play	spaced	· ·	<ul> <li>indicate grammatical and</li> </ul>
explanati	occur in	scripts to read	sufficiently	creating settings, characters and	other features by:
ons and	the word.	aloud and to	so that the	plot	<ul> <li>using commas after</li> </ul>
narratives		perform, showing	ascenders	· ·	fronted adverbials
for		understanding	and	<ul><li>in non-narrative</li></ul>	<ul><li>indicating</li></ul>
different		through	descenders	material, using	possession by
purposes,		intonation, tone,	of letters do	simple	using the
including		volume and action	not touch].	organisational	possessive
for		discussing words		devices [for	apostrophe with
expressin		and phrases that		example,	plural nouns
g feelings		capture the		headings and	
		reader's interest		sub-headings]	<ul><li>using and punctuating direct</li></ul>
<ul><li>maintain</li></ul>		and imagination		evaluate and edit by:	speech
attention		=		<ul><li>assessing the</li></ul>	speech
and		<ul> <li>recognising some</li> </ul>		effectiveness of	<ul> <li>use and understand</li> </ul>
participat		different forms of		their own and	the grammatical
e actively		poetry [for		others' writing	terminology in
in		example, free		and suggesting	English Appendix 2
collaborat		verse, narrative		improvements	accurately and
ive .		poetry]		·	appropriately when
conversat		<ul> <li>understand what they</li> </ul>		proposing	discussing their
ions,		read, in books they can		changes to	writing and reading.
staying		read independently, by:		grammar and	
on topic		checking that the		vocabulary to	
and		text makes sense		improve	
initiating		to them,		consistency,	
and		discussing their		including the	
respondin		understanding		accurate use of	
g to		and explaining the		pronouns in	
comment		meaning of words		sentences	
S		in context		<ul> <li>proof-read for spelling</li> </ul>	
<ul><li>use</li></ul>				and punctuation errors	
spoken		asking questions		and alone to	
language		to improve their		read aloud their own	
to		understanding of		writing, to a group or the	
develop		a text		whole class, using	
understan		<ul><li>drawing</li></ul>		appropriate intonation	
ding		inferences such		and controlling the tone	
				and volume so that the	

through	as inferring	meaning is clear.
speculatin	characters'	
g,	feelings, thoughts	
hypothesi	and motives from	
sing,	their actions, and	
imagining	justifying	
and	inferences with	
exploring	evidence	
ideas		
lada	<ul> <li>predicting what</li> </ul>	
<ul><li>speak</li></ul>	might happen	
audibly	from details stated	
and	and implied	
fluently	<ul><li>identifying main</li></ul>	
with an	ideas drawn from	
increasin	more than one	
g	paragraph and	
command	summarising	
of	these	
Standard		
English	identifying new	
	language,	
<ul><li>participat</li></ul>	structure, and	
e in	presentation	
discussio	contribute to	
ns,	meaning	
presentati	retrieve and record	
ons,	information from non-	
performa	fiction	
nces, role		
play,	<ul> <li>participate in</li> </ul>	
improvisa	discussion about	
tions and	both books that	
debates	are read to them	
	and those they	
• gain,	can read for	
maintain	themselves,	
and	taking turns and	
monitor	listening to what	
the	others say.	
interest of	,	
the		

listener(s)			
consider			
and			
evaluate			
different			
viewpoint			
S,			
attending			
to and			
building			
on the			
contributi			
ons of			
others			
select			
and use			
appropria			
t e			
registers			
for			
effective			
communi			
cation.			

			Maths				
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
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	Pupils should be taught to:  add and subtract numbers mentally, including:  a three-digit number and ones	Pupils should be taught to:  recall and use multiplication and division facts for the 3, 4 and 8 multiplication	Pupils should be taught to:  count up and down in tenths; recognise that tenths arise from dividing an	Pupils should be taught to:  measure, compare, add and subtract: lengths (m/cm/mm);	Pupils should be taught to:  draw 2-D shapes and make 3-D shapes using modelling		Pupils should be taught to:  interpret and present data using bar charts,

seconjies the place value of each digit name in the place value of each digit name in three-digit number and hundreds (hundreds, tens, ones)   a dad and subtract numbers with up to the digits, using order rumbers up to 1000   to 1000 in numerats and in words   representations representations words   representations and practical problems, including missing number facts, place value and problems involving these ideas.   a self-water and practical problems involving these ideas.   a self-water and practical problems involving these ideas.   a self-water and tens water and practical and proper sent and practical or tens water and practical contexts and in dividing one-digit numbers of a distorted and water and wa		aivan numbar		a three digit	1	toblos	1	object into 10		mana (ka/a):		motorials:		niotogram
recognise me tens place value of each digit in a three-digit number and hundreds (hundreds, tens, ones)  compare and order numbers with up to three digits, using order numbers using different umbers using different unmbers using different using the umbers times cone-digit numbers intension and subtraction a calculation and subtraction and subtraction unimbers using different using the multiplication and estimate numbers using different using the multiplication and estimate numbers using different using the multiplication and subtraction of three digits, using recognise and and estimate numbers using different using the multiplication and subtraction of three digits, using recognise and subtraction.  * read and write numbers using different using the multiplication and division, including missing number facts, place value, and more complex addition and subtraction.  * solve number problems, including missing numbers complex and division, including positive integer scaling problems and correspondence problems, including gioralizes and correspondence problems and vibraction.  * solve number umbers using different using the fractions and mon-unit fractions and non-unit fractions with small denominators involving the denominators inv		given number		•		tables		•				•		
place value of each digit in a three-digit number and hundreds and division ones)  ** compare and order numbers up to 1000  ** identify, represent and estimate the answer to estimate the answer to representations and use inverse operations to check answers including missing numbers and practical problems and practical problems involving these involving these involving these involving these involving these involving the set	•	recognise the			•	write and						ū		
acch digit in a tine-edigit number and hundreds tens, ones)  **Compare and numbers with up to thrive digits, using order numbers up to 1000  **Identify, represent and estimate numbers using different representations and write numbers using offerent representations and write numbers and practical problems in works  **Solve number involving these ideas.**  **Solve problems and practical problems and practical problems and practical problems and practical ideas.**  **Solve number involving these ideas.**  **Solve problems and practical problems and practical ideas.**  **Solve number involving these ideas.**  **Solve problems and practical problems and practical ideas.**  **Solve number involving these ideas.**  **Solve problems and practical problems and practical problems and practical ideas.**  **Solve number involving these ideas.**  **Solve numbers involving these involving the involv		place value of		tens		calculate		-		(I/MI)		•		tables
three-digit number and hundreds (hundreds, tens, ones)  - compare and order numbers up to 1000 a identify, represent and estimate numbers using different representations and write numbers up to 1000 in numerals and in words  - read and write numbers up to 1000 in numerals and in words  - solve number problems and practical problems in which in objects.  - solve number in the district of the problems in which in objects.  - solve number in the correspondence problems and practical in version in version in the correspondence problems in which in objects.  - solve number in the correspondence problems and practical in version in vers		each digit in a		<ul><li>a three-digit</li></ul>		mathematical		J		measure the				solve one-
number (hundreds, tens, ones) ones)  **compare and more from horse with up to three digits, using order numbers with up to three digits that they distriction and subtract order numbers with up to three digits that they districted in subtract order order numbers with up to thought where numbers with up to three digits and division and subtract order numbers with numbers with up to three digits that they and subtract numbers with normal witten membrals and progressing to formal witten membral with fractions with small practical cann		•		number and		statements for		quantities by 10		perimeter of				step and
(hundreds, tens, ones)		•		hundreds		multiplication		recognise, find		•				
ones)  compare and order numbers with up to three digits, using discrete set of objects: unit fractions and order numbers using different representations  read and write numbers using different representations  read and write numbers using different representations  solve problems, including missing number and subtraction.  solve number problems, and in words  solve number problems and practical problems in working involving these ideas.  solve number problems and practical problems in workin on bjects.  solve number problems and practical problems and correspondence of ideas.  solve number problems and in words  solve number problems and practical problems and elease.  solve number problems and practical problems and elease.  solve number problems and practical problems and practical problems and elease.  solve number problems and elease and subtract and operations and domain and division, including positive integer scalling problems and correspondence problems in which n objects are connected to mobilects.  solve number problems and practical problems and elease involving these ideas.  solve number problems and practical problems and elease involving these ideas.  solve numbers using different representations and the fractions with small denominators including using recognise and son-unit fractions with fractions with small denominators including using recognise and son-unit fractions with small denominators including using recognise and solver and to the fractions and non-unit fractions with small denominators including using recognise and solver and use interesting the multiplication of the fractions and non-			_					•		•		them		•
three digits, using formal written methods of columnar addition and subtraction numbers using different representations representations of numbers using different representations and more numbers up to 1000 in numerals and in words  * solve problems and practical problems and problems involving these ideas.  * solve number problems and practical problems are involving these ideas.  * solve number problems are involving these ideas.  * solve number problems and practical problems are involving these ideas.  * solve number problems are involving these ideas.  * solve number problems are involving these ideas.  * solve number problems and practical problems are involving these ideas.  * solve number problems and practical groblems and processing to formal written methods on the destinate the answer to a calculation and subtraction and subtraction.  * solve problems, including missing number problems, including missing number problems and practical problems and practical integer scaling problems and process in which nobjects are connected to mobjects.  * solve number problems and practical problems in which nobjects are connected to mobjects.  * solve number problems and practical problems and process in the structure of the problems in which nobjects are connected to mobjects.  * solve number problems and practical problems in which nobjects are connected to mobjects.  * solve number problems are involving multiplication and subtraction.  * solve problems are read and write number problems in which nobjects are connected to mobjects.  * solve number problems are involving multiplication and subtractions with fractions with the same denominator with the same denominator within non-with the fractions with the		, ,	•							onapoo		recognise		•
compare and order numbers up to 1000  * identify, represent and estimate numbers using different representations and representations and inwords unumber sup to 1000 in number and and inwords problems and practical problems and practical problems involving these ideas.  * solve number problems and practical problems involving these ideas.  * solve number problems and practical problems and processing ideas.  * solve number problems and practical problems in which no bjects.  * solve number problems and practical problems and core complex addition and subtraction.  * solve number problems and practical problems in which no bjects.  * solve number problems and practical problems and core complex addition and subtraction.  * solve number problems and practical problems in which no bjects.  * solve number problems and practical problems and core complex addition and subtraction.  * solve number problems and practical problems in which no bjects.  * solve number problems and practical problems and core complex addition and subtraction.  * solve number problems and practical problems in which no bjects.  * solve number problems and practical problems and correspondence problems in which no bjects.  * solve number problems and practical problems and correspondence problems in which no bjects are connected to m objects.  * solve number problems and corrected to m objects.  * solve number problems and practical problems and correspondence problems in which no bjects are connected to m objects.  * solve number problems and corrected to m objects.  * solve number problems and subtraction.  * solve number problems and corrected to m objects.  * solve number problems and corrected to m objects.  * solve number problems and corrected to m objects.  * solve number problems and progressing to formal written methods to fractions and number tactions and		01100)		•		•			•	add and subtract		•		•
order numbers up to 1000 of columnar addition and subtraction numbers using different representations * read and write numbers up to 1000 in numerals and in words  * solve number problems and practical problems and practical problems involving these ideas.  * solve number with the sime of the same ideas.  * solve number is up to 1000 in numerals and in words  * solve number is up to 1000 in numerals and in words  * solve number is up to 1000 in numerals and in words  * solve number is up to 1000 in numerals and in words  * solve number problems and practical problems and practical problems and practical problems and vindy find the simulation and division, including mostive integer scaling problems and correspondence problems in wolving these ideas.  * solve number with the same deared the same involving these ideas.  * solve number with the same deared the same involving these ideas.  * solve number with the same deared the same with the same denominator within no elects.  * solve number with the same deared the same with the same denominator within no elects.  * solve numbers using different representations and division, including missing number groblems, including missing number groblems, including missing number groblems, and practical problems and practical problems and involving these ideas.  * solve number withing the solve the same deared the same with the same denominator within none whole for within one withing the same deared the same description of a turn of description of a turn of description of a turn of description of a description of a description of a de	•	compare and		0 . 0		•				amounts of		ŭ		
and subtraction one-digit numbers times one-digit numbers using different representations 1000 in numerals and in words  * Solve number problems and proclems involving these ideas.  * Solve number involving these ideas.  * Solve number words  * Solve number involving these ideas.  * Solve problems involving involving involving these ideas.  * Solve problems involving involvi						•		•		money to give				
<ul> <li>identify, represent and estimate enumbers using different representations of check answers of check answers of some of the check answers of the check answers of check answers one-digit numbers, using different representations of the check answers of a calculation and use inverse operations to check answers of a calculation and use inverse operations to check answers of check answers one-digit numbers, using mental and progressing to formal written methods</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve problems, unimber facts, place value, and more complex addition and practical problems involving these ideas.</li> <li>solve number problems and practical problems involving these ideas.</li> <li>In the fractions with small denominators in the fractions with small denominators are connected to mobjects.</li> <li>In the fraction with small denominators and division, including positive integer scaling problems and correspondence problems in wolving these ideas.</li> <li>In the fraction with small denominators and division, including positive integer scaling problems and correspondence problems in wolving these ideas.</li> <li>In the fraction with small denominators and denominators and analogue clock, including using fractions and non-unit fractions with small denominators and denominators and correspondence problems in wolving these ideas.</li> <li>In turn identify right angles the time from an analogue clock, including using Roman numerals fractions with small denominators and non-unit fractions with small denominators and proprecise and understance and proprecise and use fractions and non-unit fractions with small denominators and parallel lines.</li> <li>In turn identify right angles and sandigue clock, including using Roman numerals fractions and non-unit fractions and non-unit simple fractions</li></ul>		up to 1000								change, using		•		•
represent and estimate estimate estimate estimate estimate estimate estimate numbers using different representations a calculation and use inverse operations to check answers ocheck answers read and written numbers up to 1000 in numerals and in number facts, place value, and more complex addition and protectical problems involving these ideas.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems in which n objects are connected to m objects.  * solve number problems, including missing number problems and correspondence problems in which n objects are connected to mobjects.  * tell and write the time from at the time from It XII, and 12-hour and 24-hour clocks to XII, and 12-hour	1.	identify		and subtraction		0				both £ and p in		•		
a calculation and use inverse operations to check answers check answers solve problems, including missing number problems, and process and process and process and problems and problems involving these ideas.  ***Solve number problems and problems involving these ideas.**  ***Indeptivation and use inverse operations to check answers of the check including using analogue clock, including using Roman numerals from it vall, and 12-hour and 24-hour clocks and 12-hour and 24-hour clocks and the complete turn; identify whether angles are greater than or less than a right angle of the complete turn; identify whether angles are greater than or less than a right angle of the complete turn; identify whether angles are greater than or less than a right angle of the complete turn; identify whether angles are greater than or less than a right angle and problems. Including using the check including using the chour clocks and the complete turn; identify whether angles are grea	-	• • • • • • • • • • • • • • • • • • • •		estimate the answer to						practical contexts		tuiii		
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different representations different representations as olve problems, including missing number facts, place value, and more problems and practical problems involving these ideas.  * Solve number problems and practical problems involving these ideas.  * Solve number to the facts of a turn and four a complex addition and subtraction.  * Solve number problems and practical problems involving these ideas.  * Solve number problems and practical problems involving these ideas.  * Solve number problems and practical problems involving these ideas.  * Solve number problems and complex addition and subtraction.  * Solve number problems in which n objects.  * Solve number problems in which and witten methods formal written methods use fractions as numbers: unit fractions and non-unit fractions with small denominators including using Roman numerals and 12-hour and 24-hour clocks and 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 whole (for whole (for a methods use fractions as numbers: unit fractions and non-unit to fractions with small denominator and division, a number facts, place value, and more complex addition and subtraction.  * Solve number problems in which 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 whole (for a malloque clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  * Solve number problems in cluding missing number facts, place was an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  * Solve number problems in watching the probl				inverse operations to				denominators	•			angles,		-
representations vith fractions with small denominators recognise and show, using diagrams, equivallent fractions with small denominators represented trum, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle represented tion XII, and 12-hour and 24-hour clocks record and compresented from I o XII, and 12-hour and 24-hour clocks record and compresented from I o XII, and 12-hour and 24-hour clocks represented from I o XII, and read time with increasing accuracy to the nearest minute; record and compresented from I o XII, and 12-hour and 24-hour clocks represented from I o XII, and represen		•		•			•	recognise and				recognise that		J
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numbers up to 1000 in number facts, place value, and more complex addition and subtraction.  **Solve number problems and practical problems involving these ideas.  **Indinder problems, and more complex addition and subtraction.  **Indinder problems, including missing number facts, place value, and more complex addition and subtraction.  **Indinder problems, including missing number problems, involving multiplication and division, including positive integer scaling problems in which n objects are connected to m objects.  **Indinder problems, including missing number facts, place value, and more complex addition and subtraction.  **Indinder problems, including missing number facts, place value, and more complex addition and subtraction.  **Indinder problems, including missing number problems, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.  **Indinder problems, including missing number facts, place value, and more complex addition and subtraction.  **Indinder problems, including missing number facts, place value, and more complex addition and subtraction.  **Indinder problems, including missing number facts, place value, and more complex addition and subtractions with samal denominators  **Indinder problems, including missing number gets, place value, and denominators involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to mobjects.  **Indinder problems in value and denominators including missing problems and denominators including missing problems and denominators including positive integer scaling problems and correspondence problems in which n objects are connected to mobjects.  **Indinder problems and denominators including missing number problems an		read and write		0 0		methods		fractions and				turn, three		•
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are connected to m objects.  subtract fractions with the same denominator within one whole [for whole [for subtract of mothers]]  subtract hours; use hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and pairs of perpendicular and parallel lines.						•		add and		•				
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whole [for afternoon, noon										•				
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		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.		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].			
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		Science	e		
Working Scientifically	Plants	Animals, inc Humans	Rocks	Light	Forces & Magnets
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	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	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.	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.	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 a solid object  find patterns in the way	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

a range of equipment,	flowers play in the life	that the size of shadow	'S •	compare and group
including thermometers	cycle of flowering plants,	change.		together a variety
and data loggers	including pollination, seed			of everyday
gathering, recording,	formation and seed			materials on the
classifying and presenting	dispersal.			basis of whether
				they are attracted
data in a variety of ways to				to a magnet, and
help in answering				identify some
questions				magnetic materials
<ul> <li>recording findings using</li> </ul>				
simple scientific language,				describe magnets
drawings, labelled				as having two
diagrams, keys, bar charts,				poles
and tables				predict whether two
				magnets will attract
<ul> <li>reporting on findings from</li> </ul>				or repel each other,
enquiries, including oral				depending on
and written explanations,				which poles are
displays or presentations				facing.
of results and conclusions				3
<ul> <li>using results to draw</li> </ul>				
simple conclusions, make				
predictions for new values,				
suggest improvements and				
raise further questions				
<ul> <li>identifying differences,</li> </ul>				
similarities or changes				
related to simple scientific				
ideas and processes				
<ul> <li>using straightforward</li> </ul>				
scientific evidence to				
answer questions or to				
support their findings.				
support their infairigs.				

			Non-Core Subje	ects			
Art & Design	Computing	Design & Technology	Geography	History	MFL	Music	PE
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	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	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	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 counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	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	Pupils should be taught to:  Ilisten 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;	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	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]

artists,		opportunities they	communicate	(including hills,	thro	ough teaching the		seek	1	high-quality live		perform dances
architects and		offer for	their ideas	mountains, coasts and		ish, local and		clarification		and recorded		using a range
designers in		communication and	through	rivers), and land-use	wo	rld history outlined		and help*		music drawn		of movement
history.		collaboration	discussion,	patterns; and		ow, teachers				from different		patterns
,			annotated	understand how some		uld combine	•	speak in		traditions and		
	•	use search	sketches, cross-	of these aspects have		erview and depth		sentences,		from great	•	take part in
		technologies	sectional and	changed over time		dies to help pupils derstand both the		using		composers and		outdoor and
		effectively,	exploded			g arc of		familiar		musicians		adventurous
		appreciate how	diagrams,	<ul> <li>identify the position and</li> </ul>		elopment and the		vocabulary,				activity
		results are selected	prototypes,	significance of latitude,	con	nplexity of specific		phrases	•	develop an		challenges
		and ranked, and be	pattern pieces	longitude, Equator,	asp	ects of the		and basic		understanding		both
		discerning in	and computer-	Northern Hemisphere,		itent.		language		of the history of		individually and
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		select, use and	Make	and Capricorn, Arctic	•	changes in		accurate				performances
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		of software	use a wider	Prime/Greenwich		Stone Age to		on and				ones and
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		and create a range	for example,	Place knowledge		impact on		when they				po. 00. 10. 000
		of programs,	cutting, shaping,	<ul> <li>understand</li> </ul>		Britain		are reading				
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		goals, including		physical geography of a		and Scots		words and				
		collecting,	<ul> <li>select from and</li> </ul>	region of the United		4 101		phrases*				
		analysing,	use a wider	Kingdom, a region in a	•	the Viking and		p				
		evaluating and	range of	European country, and		Anglo-Saxon	•	present				
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		safely, respectfully	materials,	<ul><li>geography</li><li>describe and</li></ul>		the Confessor		audiences*				
		and responsibly;	textiles and	understand key aspects	•	a local history		read				
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example, gears, Ordnance Survey British history ideas			products [for	(including the use of		contrasts with		to express		
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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  understand and apply the principles of a healthy and varied diet	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.	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.	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	
apply the principles of a			conjugation of high-	
varied diet			verbs; key	
<ul> <li>prepare and cook a variety of predominantly</li> </ul>			and patterns of the	
savoury dishes using a range of cooking			language; how to	
techniques  understand			apply these, for instance, to	
seasonality, and know where and			build sentences;	

how a variety of	and how	
ingredients are	these differ	
grown, reared,	from or are	
caught and	similar to	
processed.	English.	
	The starred (*)	
	content above	
	will not be	
	applicable to	
	ancient	
	languages.	