# 2014 National Curriculum 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.

| ENGLISH | | | | | | |
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| Spoken Word | Word Reading | Comprehension | Writing – transcription | Writing – Handwriting | Writing – Composition | Writing – Grammar, Vocabulary and Punctuation |
| Pupils should be taught to:<br>▪ listen and respond appropriately to adults and their peers<br>▪ ask relevant questions to extend their understanding and knowledge<br>▪ use relevant strategies to build their vocabulary<br>▪ articulate and justify answers, arguments and opinions<br>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments<br>▪ use spoken anguage to develop understanding through speculating, | Pupils should be taught to:<br>▪ 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<br>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Pupils should be taught to:<br>▪ develop positive attitudes to reading and understanding of what they read by:<br>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>reading books that are structured in different ways and reading for a range of purposes<br>using dictionaries to check the meaning of words that they have read<br>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>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<br>discussing words and phrases that capture the reader's interest and imagination<br>recognising some different forms of poetry [for example, free verse, narrative poetry]<br>▪ understand what they read, in books they can read independently, by:<br>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | **Spelling (see English Appendix 1)**<br>Pupils should be taught to:<br>▪ use further prefixes and suffixes and understand how to add them (English Appendix 1)<br>▪ spell further homophones<br>▪ spell words that are often misspelt (English Appendix 1)<br>▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]<br>▪ use the first two or three letters of a word to check its spelling in a dictionary<br>▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Pupils should be taught to:<br>▪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<br>▪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]. | Pupils should be taught to:<br>▪ plan their writing by:<br>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>discussing and recording ideas<br>▪ draft and write by:<br>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)<br>organising paragraphs around a theme<br>in narratives, creating settings, characters and plot<br>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br>▪ evaluate and edit by:<br>assessing the effectiveness of their own and others' writing and suggesting improvements<br>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br>▪ proof-read for spelling and | Pupils should be taught to:<br>▪ develop their understanding of the concepts set out in English Appendix 2 by:<br>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>using the present perfect form of verbs in contrast to the past tense<br>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>using conjunctions, adverbs and prepositions to express time and cause<br>using fronted adverbials<br>learning the grammar for years 3 and 4 in English Appendix 2<br>▪ indicate grammatical and other features by:<br>using commas after fronted adverbials<br>indicating possession by using the possessive apostrophe with plural nouns<br>using and punctuating direct speech<br>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |

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| hypothesising, imagining and exploring ideas<br><br>▪ speak audibly and fluently with an increasing command of Standard English<br><br>▪ participate in discussions, presentations, performances, role play, improvisations and debates<br><br>▪ gain, maintain and monitor the interest of the listener(s)<br><br>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others<br><br>▪ select and use appropriate registers for effective communication | | asking questions to improve their understanding of a text<br><br>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br><br>predicting what might happen from details stated and implied<br><br>identifying main ideas drawn from more than one paragraph and summarising these<br><br>identifying how language, structure, and presentation contribute to meaning<br><br>▪ retrieve and record information from non-fiction<br><br>▪ 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. | | | punctuation errors<br><br>▪ 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. | |

| Maths | | | | | | | |
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| Number – Number and Place Value | Number – Addition and subtraction | Number – Multiplication and division | Number – fractions inc decimals | Measurement | Geometry – Properties of shape | Geometry – Position and direction | Statistics |
| Pupils should be taught to:<br><br>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number<br><br>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br><br>• compare and order numbers up to 1000<br><br>• identify, represent and estimate numbers using different representations<br><br>• read and write numbers up to 1000 in numerals and in words<br><br>• solve number problems and practical problems involving these ideas. | Pupils should be taught to:<br><br>• add and subtract numbers mentally, including:<br><br>a three-digit number and ones<br><br>a three-digit number and tens<br><br>a three-digit number and hundreds<br><br>• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction<br><br>• estimate the answer to a calculation and use inverse operations to check answers<br><br>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | Pupils should be taught to:<br><br>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables<br><br>• 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<br><br>• 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. | Pupils should be taught to:<br><br>• 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<br><br>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br><br>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators<br><br>• recognise and show, using diagrams, equivalent fractions with small denominators<br><br>• add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]<br><br>• compare and order unit fractions, and fractions with the same denominators<br><br>• solve problems that involve all of the above. | Pupils should be taught to:<br><br>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)<br><br>• measure the perimeter of simple 2-D shapes<br><br>• add and subtract amounts of money to give change, using both £ and p in practical contexts<br><br>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks<br><br>• 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<br><br>• know the number of seconds in a minute and the number of days in each month, year and leap year<br><br>• compare durations of events [for example to calculate the time taken by particular events or tasks]. | Pupils should be taught to:<br><br>• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them<br><br>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | Pupils should be taught to:<br><br>• 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<br><br>• recognise angles as a property of shape or a description of a turn | Pupils should be taught to:<br><br>• interpret and present data using bar charts, pictograms and tables<br><br>• 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. |

| Science | | | | | |
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| Working Scientifically | Living things and their habitats – plants | Animals, inc Humans | Rocks | Light | Forces and magnets |
| ▪ Asking relevant questions and using different types of scientific enquiries to answer them.<br><br>▪ Setting up simple practical enquiries, comparative and fair tests.<br><br>▪ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.<br><br>▪ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.<br><br>▪ Using results to draw simple conclusions.<br><br>▪ Using straightforward scientific evidence to answer questions or to support their findings. | ▪ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br><br>▪ 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.<br><br>▪ Investigate the way in which water is transported within plants.<br><br>▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | ▪ 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.<br><br>▪ 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.<br><br>▪ Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>▪ Recognise that soils are made from rocks and organic matter. | ▪ Recognise that they need light in order to see things and that dark is the absence of light.<br><br>▪ Notice that light is reflected from surfaces.<br><br>▪ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br><br>▪ Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br><br>▪ Find patterns in the way that the size of shadows change. | ▪ Compare how things move on different surfaces.<br><br>▪ Notice that some forces need contact between two objects, but magnetic forces can act at a distance.<br><br>▪ Observe how magnets attract or repel each other and attract some materials and not others.<br><br>▪ 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.<br><br>▪ Describe magnets as having two poles.<br><br>▪ Predict whether two magnets will attract or re<br><br>▪ pel each other, depending on which poles are facing. |

| | **Non-Core Subjects** |
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| Art & Design | *Exploring and Developing Ideas*<br>▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.<br><br>*Evaluating and Developing Work*<br>▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.<br><br>*Drawing*<br>▪ Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.<br>▪ Lines and marks – make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.<br>▪ Form and shape – begin to show an awareness of objects having a third dimension.<br>▪ Tone – experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.<br>▪ Texture – create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.<br><br>*Digital Media*<br>▪ Record and collect visual information using digital cameras and video recorders.<br>▪ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.<br>▪ Changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat.<br><br>*Painting*<br>▪ Work on a range of scales e.g. thin brush on small picture etc.<br>▪ Colour – mix colours and know which primary colours make secondary colours.<br>▪ Colour – mix and use tints and shades.<br><br>*Printing*<br>▪ Create repeating patterns.<br><br>*Textiles*<br>▪ Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.<br>▪ Match the tool to the material.<br>*3-D*<br>▪ Plan, design and make models from observation or imagination.<br>▪ Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.<br><br>*Collage*<br>▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.<br>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary. |
| Computing | Pupils should be taught to:<br><br>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br><br>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br><br>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br><br>▪ 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 |

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| | collaboration<br><br>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br><br>▪ 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<br><br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Design & Technology | **Designing**<br><br>*Understanding contexts, users and purposes*<br>• work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment<br>• describe the purpose of their products<br>• indicate the design features of their products that will appeal to intended users<br>• explain how particular parts of their products work<br>Pupils should also:<br>• Gather information of the needs and wants of particular groups and individuals.<br>Develop their own design criteria and use these to inform their ideas.<br><br>*Generating, developing, modelling and communicating ideas*<br>• share and clarify ideas through discussion<br>• model their ideas using prototypes and pattern pieces<br>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas<br>• use computer-aided design to develop and communicate their ideas<br>Pupils should also:<br>Generate realistic ideas focusing on the needs of the user.<br>Make design decisions that take account of the availability of resources.<br><br><br>**Making**<br><br>*Planning*<br>• select tools and equipment suitable for the task<br><br>• *explain their choice of tools and equipment in relation to the skills and techniques they will be using*<br>• select materials and components suitable for the task<br>• explain their choice<br>Pupils should also:<br>Order the main stages of making<br><br>*Practical skills and techniques*<br>• follow procedures for safety and hygiene<br>• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components<br>Pupils should also:<br>    •    Measure, mark out, cut and shape materials and components with some accuracy<br>    •    Assemble, join and combine materials and components with some accuracy<br>    •    Apply a range of finishing techniques including those from art and design with some accuracy.<br><br>**Evaluating**<br><br>*Own ideas and products*<br>• identify the strengths and areas for development in their ideas and products |

• consider the views of others, including intended users, to improve their work
Pupils should also:
• Refer to their design criteria as they design and make.
Use their design criteria to evaluate their completed product.

*Existing products*
Pupils should investigate and analyse:
• how well products have been designed
• how well products have been made
• why materials have been chosen
• what methods of construction have been used
• how well products work
• how well products achieve their purposes
• how well products meet user needs and wants
Pupils should also investigate and analyse:
Who designed and make products?
Where products were designed and made?
When products were designed and made?
Whether products are recycled or reused?

*Key events and individuals*
Pupils should know:
• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products


**Technical Knowledge**

*Making products work*

• how to use learning from science to help design and make products that work
• how to use learning from mathematics to help design and make products that work
• that materials have both functional properties and aesthetic qualities
• *that materials can be combined and mixed to create more useful characteristics*
• that mechanical and electrical systems have an input, process and output
• *the correct technical vocabulary for the projects they are undertaking*
Pupils should also know:
• how mechanical systems such as levers and linkages or pneumatic systems create
movement
• how simple electrical circuits and components can be used to create functional products
• how to program a computer to control their products
• how to make strong, stiff shell structures
• *that a single fabric shape can be used to make a 3D textiles product*
• *that food ingredients can be fresh, pre-cooked and processed*


**Cooking and Nutrition**

*Where food comes from*

• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
Pupils should also know:
• that seasons may affect the food available
• how food is processed into ingredients that can be eaten or used in cooking

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| | *Food preparation, cooking and nutrition*<br>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source<br>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking<br>Pupils should also know:<br>• *that recipes can be adapted to change the appearance, taste, texture and aroma*<br>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health |
| Geography | **Location Knowledge**<br>• Locate and name the continents on a World Map.<br><br>• Locate the main countries of Europe inc. Russia.<br>Identify capital cities of Europe.<br><br>• Locate and name the countries making up the British Isles, with their capital cities.<br><br>• Identify longest rivers in the world, largest deserts, highest mountains.<br>Compare with UK.<br><br>• Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.<br><br>**Place Knowledge**<br>• Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.<br><br>**Human and Physical geography**<br>• Describe and understand key aspects of:<br>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science:rock types.<br><br>• Human geography including trade links in the Pre-roman and Roman era.<br><br>• Types of settlements in Early Britain linked to History. Why did early people choose to settle there?<br><br>**Geographical skills and fieldwork**<br>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.<br><br>• Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br><br>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| History | 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.<br>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.<br><br>▪ changes in Britain from the Stone Age to the Iron Age<br>   the Roman Empire and its impact on Britain |

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| MFL | Across Key Stage 2, pupils should be taught to:<br>• listen attentively to spoken language and show understanding by joining in and responding<br>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*<br>• speak in sentences, using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*<br>• present ideas and information orally to a range of audiences*<br>• read carefully and show understanding of words, phrases and simple writing<br>• appreciate stories, songs, poems and rhymes in the language<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>• describe people, places, things and actions orally* and in writing<br>• 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 |
| Music | Across Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.<br><br>Pupils should be taught to:<br>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>• improvise and compose music for a range of purposes using the interrelated dimensions of music<br>• listen with attention to detail and recall sounds with increasing aural memory<br>• use and understand staff and other musical notations<br>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>• develop an understanding of the history of music |
| PE | Across Key Stage 2, pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.<br><br>Pupils should be taught to:<br>• use running, jumping, throwing and catching in isolation and in combination<br>• 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<br>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br>• perform dances using a range of movement patterns<br>• take part in outdoor and adventurous activity challenges both individually and within a team<br>• compare their performances with previous ones and demonstrate improvement to achieve their personal best |