

Maths	English - Reading	English - Writing	Science
<p>Number & Place Value</p> <p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>compare and order numbers up to 1,000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1,000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas.</p> <p>Addition & Subtraction</p> <p>add and subtract numbers mentally, including:</p> <p>a three-digit number and 1s</p> <p>a three-digit number and 10s</p> <p>a three-digit number and 100s</p> <p>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Multiplication & Division</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	<p>Word Reading</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <ol style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry <p>understand what they read, in books they can read independently, by</p> <ol style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>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.</p>	<p>Spelling</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <ol style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting and Presentation</p> <p>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</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>Composition</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>Draft and write by:</p> <ol style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), 	<p>Working Scientifically</p> <p>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:</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>

<p>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</p> <p>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.</p> <p>Fractions</p> <p>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</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p>		<p>progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)</p> <ul style="list-style-type: none"> iii. organising paragraphs around a theme iv. in narratives, creating settings, characters and plot v. in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, grammar & punctuation develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials 	<p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Animals including humans 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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p>Light recognise that they need light in order to see things and that dark is the absence of light</p>
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<p>add and subtract fractions with the same denominator within one whole</p> <p>compare and order unit fractions, and fractions with the same denominators</p> <p>solve problems that involve all of the above.</p> <p>Measurement measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>measure the perimeter of simple 2-D shapes</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>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, am/pm, morning, afternoon, noon and midnight</p> <p>know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>compare durations of events</p> <p>Properties of Shapes</p>		<p>vi. learning the grammar for years 3 and 4 in Appendix 2</p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech <p>use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p> <p>Forces and Magnets compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
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draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle

identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

interpret and present data using bar charts, pictograms and tables

solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.