# UPPER BEEDING PRIMARY SCHOOL

## National Curriculum 2014

## 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 | | | | | | |
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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- | 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 | 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 | **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; | 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 | 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 |

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| 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 language to develop understanding | and sound, and where these occur in the word. | 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<br>▪ asking questions to improve their understanding of a text<br>▪ drawing inferences such | | that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | 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 punctuation errors<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 | 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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| through speculating, hypothesising, imagining and exploring ideas<br>▪ speak audibly and fluently with an increasing command of Standard English<br>▪ participate in discussions, presentations, performances, role play, improvisations and debates<br>▪ gain, maintain and monitor the interest of the | | as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>▪ predicting what might happen from details stated and implied<br>▪ identifying main ideas drawn from more than one paragraph and summarising these<br>▪ identifying how language, structure, and presentation contribute to meaning<br>▪ retrieve and record information from non-fiction<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. | | | meaning is clear. | |

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| listener(s)<br>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others<br>▪ select and use appropriate registers for effective communication. | | | | | | |

| Maths | | | | | | | |
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| 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:<br>▪ 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:<br>▪ add and subtract numbers mentally, including:<br>▪ a three-digit number and ones | Pupils should be taught to:<br>▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication | Pupils should be taught to:<br>▪ count up and down in tenths; recognise that tenths arise from dividing an | Pupils should be taught to:<br>▪ measure, compare, add and subtract: lengths (m/cm/mm); | Pupils should be taught to:<br>▪ draw 2-D shapes and make 3-D shapes using modelling | | Pupils should be taught to:<br>▪ interpret and present data using bar charts, |

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| given number<br>▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)<br>▪ compare and order numbers up to 1000<br>▪ identify, represent and estimate numbers using different representations<br>▪ read and write numbers up to 1000 in numerals and in words<br>▪ solve number problems and practical problems involving these ideas. | ▪ a three-digit number and tens<br>▪ a three-digit number and hundreds<br>▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction<br>▪ estimate the answer to a calculation and use inverse operations to check answers<br>▪ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | tables<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>▪ 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. | object into 10 equal parts and in dividing one-digit numbers or quantities by 10<br>▪ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators<br>▪ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators<br>▪ recognise and show, using diagrams, equivalent fractions with small denominators<br>▪ add and subtract fractions with the same denominator within one whole [for | mass (kg/g); volume/capacity (l/ml)<br>▪ measure the perimeter of simple 2-D shapes<br>▪ add and subtract amounts of money to give change, using both £ and p in practical contexts<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>▪ 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 | materials; recognise 3-D shapes in different orientations and describe them<br>▪ recognise angles as a property of shape or a description of a turn<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>▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. | | pictograms and tables<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. |

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| | | | example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]<br>▪ compare and order unit fractions, and fractions with the same denominators<br>▪ 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<br>▪ compare durations of events [for example to calculate the time taken by particular events or tasks]. | | | |

| Science | | | | | |
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| 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:<br>▪ asking relevant questions and using different types of scientific enquiries to answer them<br>▪ setting up simple practical enquiries, comparative and fair tests<br>▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using | Pupils should be taught to:<br>▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<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>▪ investigate the way in which water is transported within plants<br>▪ explore the part that | Pupils should be taught to:<br>▪ 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>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Pupils should be taught to:<br>▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>▪ recognise that soils are made from rocks and organic matter. | Pupils should be taught to:<br>▪ recognise that they need light in order to see things and that dark is the absence of light<br>▪ notice that light is reflected from surfaces<br>▪ recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object<br>▪ find patterns in the way | Pupils should be taught to:<br>▪ compare how things move on different surfaces<br>▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>▪ observe how magnets attract or repel each other and attract some materials and not others |

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

| Non-Core Subjects | | | | | | | |
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| 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.<br>Pupils should be taught:<br>▪ to create sketch books to record their observations and use them to review and revisit ideas<br>▪ 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]<br>▪ about great | Pupils should be taught to:<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>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>▪ 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].<br>When designing and making, pupils should be taught to:<br>***Design***<br>▪ 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<br>▪ 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.<br>Pupils should be taught to:<br>***Locational knowledge***<br>▪ 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<br>▪ 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.<br>In planning to ensure the progression described above | 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; | 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 inter-related 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 | 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] |

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| artists, architects and designers in history. | opportunities they offer for communication and collaboration<br>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<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>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report | communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>***Make***<br>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic | (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>▪ 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)<br>***Place knowledge***<br>▪ 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<br>***Human and physical geography***<br>▪ describe and understand key aspects of:<br>▪ physical geography, including: | 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>Pupils should be taught about:<br>▪ changes in Britain from the Stone Age to the Iron Age<br>▪ the Roman Empire and its impact on Britain<br>▪ Britain's settlement by Anglo-Saxons and Scots<br>▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br>▪ a local history study<br>▪ a study of an aspect or theme in British | 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 | 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. | ▪ 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. |

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| | concerns about content and contact. | qualities<br><br>***Evaluate***<br>▪ investigate and analyse a range of existing products<br>▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>▪ understand how key events and individuals in design and technology have helped shape the world<br><br>***Technical knowledge***<br>▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>▪ understand and use mechanical systems in their products [for example, gears, | climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water<br><br>***Geographical skills and fieldwork***<br>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey | history that extends pupils' chronological knowledge beyond 1066<br>▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China<br>▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world<br>▪ a non-European society that provides contrasts with British history – | 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 | | |

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| | | pulleys, cams, levers and linkages]<br>▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]<br>▪ apply their understanding of computing to program, monitor and control their products.<br><br>Cooking and nutrition<br><br>▪ understand and apply the principles of a healthy and varied diet<br>▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>▪ understand seasonality, and know where and | maps) to build their knowledge of the United Kingdom and the wider world<br><br>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<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; | | |

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