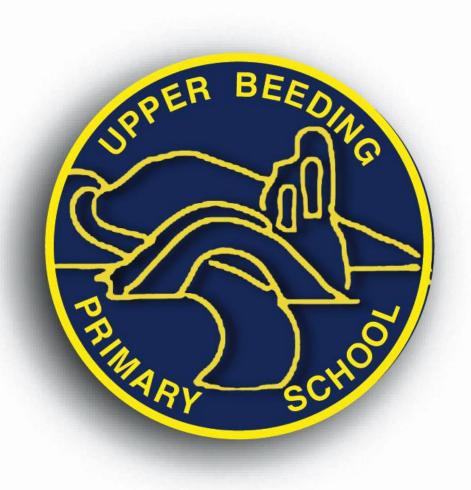
UPPER BEEDING PRIMARY SCHOOL

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												
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation							
Pupils should be taught to: Ilisten and respond appropriat 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	th	at lines of	around a theme	Appendix 2
descriptio	and where	books preparing		riting are	in narratives,	
ns,	these	poems and play	sr	paced	creating settings,	 indicate grammatical and
explanati	occur in	scripts to read		ufficiently	characters and	other features by:
ons and	the word.	aloud and to	so	o that the	plot	using commas after
narratives		perform, showing	as	scenders	•	fronted adverbials
for		understanding	ar	nd	 in non-narrative 	indicating
different		through	de	escenders	material, using	possession by
purposes,		intonation, tone,	of	f letters do	simple	using the
including		volume and action	no	ot touch].	organisational	possessive
for		 discussing words 		-	devices [for	apostrophe with
expressin		and phrases that			example,	plural nouns
g feelings		capture the			headings and	using and
		reader's interest			sub-headings]	punctuating direct
 maintain 		and imagination			evaluate and edit by:	speech
attention					 assessing the 	эрсссіі
and		 recognising some different forms of 			effectiveness of	use and understand
participat					their own and	the grammatical
e actively in		poetry [for			others' writing	terminology in
collaborat		example, free			and suggesting	English Appendix 2
ive		verse, narrative			improvements	accurately and
conversat		poetry]			,	appropriately when
ions,		 understand what they 			p.opoog	discussing their
staying		read, in books they can			changes to	writing and reading.
on topic		read independently, by:			grammar and vocabulary to	
and		 checking that the 			improve	
initiating		text makes sense			consistency,	
and		to them,			including the	
respondin		discussing their			accurate use of	
g to		understanding			pronouns in	
comment		and explaining the			sentences	
S		meaning of words				
		in context			 proof-read for spelling 	
use		asking questions			and punctuation errors	
spoken		to improve their			 read aloud their own 	
language		understanding of			writing, to a group or the	
to		a text			whole class, using	
develop					appropriate intonation	
understan		drawing			and controlling the tone	
ding		inferences such			and volume so that the	
					and volume 30 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	predicting what		
speak	might happen		
speak audibly	from details		
and	stated and implied		
fluently	■ identifying main		
	ideas drawn from		
with an			
increasin	more than one		
g	paragraph and		
command	summarising		
of Standard	these		
Standard	identifying how		
English	language,		
participat	structure, and		
e in	presentation		
discussio	contribute to		
ns,	meaning		
presentati	retrieve and record		
ons,	information from non-		
performa	fiction		
nces, role			
play,	participate in		
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			
	appropriat			
	е			
	registers			
	for			
	effective			
	communi			
	cation.			
L			l	

			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,

sidentify, represent and estimate numbers and the destinate numbers unit but 1000 in number and numbers and practical representations or solve numbers up to 1000 in number shadin words * solve numbers and practical problems involving these ideas. * Solve number problems and practical problems involving these ideas. * Solve number and place value of each digit, using an approach and estimate the answer to a calculation and use inverse operations to the estimate the answer to a calculation and subtraction and subtraction and subtraction and subtraction and subtraction or numbers using officers and practical problems involving these ideas. * Solve number and practical problems involving these ideas. * Solve number involving these ideas. * Solve number and practical problems and practical problems involving these ideas. * Solve number and thurs of the digits, using number facts, place value of each office the problems and practical problems involving these ideas. * Solve number and thurs of the digits, using numbers and practical problems and practical problems and practical problems and process and an addition and subtraction and division and subtraction and division and subtraction and division and subtraction and division of simple 2-D shapes and individing one digit numbers or quantities by 10 and write methods of columnar addition of the multiplication and division and subtraction and division of simple 2-D shapes and tables and subtract and write and individing one digit numbers or end and and write and tables and subtract and the factors with an addition and use inverse operations to the different objects in mumbers (gift) numbers of the multiplication and division and subtract and the factors with an addition and use inverse operations to the different objects and the factors with an addition and use inverse oper		givon number		 a three-digit 	T T	tables		object into 10	l	mass (kg/g);		matarials:		nictogram
* fecognise the place value of each digit in a three-digit number and hundreds (fundreds, tens, ones) * and a subtract numbers with up to three digits, using order numbers up to 1000 in identify, represent and estimate numbers using different enumbers up to 1000 in numerals and in words complex addition and subtraction numbers problems, including missing number problems, sincluding missing number problems, and processing to 1000 in numerals and in words complex addition and subtraction. * words numbers using different problems and practical problems involving these ideas. * * * * * * * * * * * * * * * * * * *		given number		-		lables		•				•		
place value of each digit in a three-digit number or each digit in a three-digit number on thundreds thundreds thundreds ones) I compare and order numbers one os) I identify, represent and estimate enumbers using different numbers using office the numbers using number representations I read and write numbers using number free problems, including missing number free problems and practical problems and practical problems involving these ideas. I was a three-digit numbers or quantities by 10 distributions and division and division tables that they conclude the multiplication and division tables that they concluding missing number rotates and inwords I was a three-digit number or quantities by 10 distribution and division tables that they concluding missing numbers times one-digit numbers using a different exclusions and use inverse operations to 1000 in numerals and in words I words I was a three-digit number or quantities by 10 distribution and division tables that they concluding the problems and practical problems involving these ideas. I was a three-digit numbers or quantities by 10 distribution and division tables that they collected and write fractions and non-unit fractions and use inverse operations to number problems and practical number problems and practical number problems and practical numbers unit fractions and non-unit fractions and non-	•	recognise the			•	write and						•		
each digit in a three-digit number and hundreds (hundreds, tens, ones) compare and fundred wither methods of columnar addition and subtract on estimate the answer to a estimate the answers representations representations are read and write numbers up to 1000 in unwerf sex up to 1000 in unwerf sex place valve, and more complex addition and practical problems and practical problems involving these ideas. **Solve number involving these ideas.** **Solve problems and practical problems and practical problems in which n objects.** **A unifer digit number and hundreds the answer to a add and subtract and division, and write and progressing to the first one with the small and progressing to the solve problems and practical problems and practical problems and progressing to the solve and progressing to the problems, including missing number feats, place valve, and more complex addition and subtraction.** **Solve number involving these ideas.** **Solve problems and practical problems and progressive integer scaling problems and progressive integer scaling problems and progressing to the problems, including missing and progressing to the problems, including missin		place value of				calculate		J		(1/1111)		•		lables
three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 of columnar addition and subtraction and subtraction and subtraction and subtraction and subtraction and write numbers using different representations - read and write numbers up to 1000 in number problems, unimper problems, and practical problems and practical problems and practical problems involving these ideas. - solve number side and subtraction and subtr		each digit in a		a three-digit		mathematical		0	•	measure the			•	solve one-
number (fundreds, tens, ones) compare and more numbers with up to three digits, using order numbers up to 1000 identify, represent and estimate numbers using different representations = read and write numbers up to 1000 in unmers and the numbers up to 1000 in unmers and the numbers up to 1000 in unmers and the numbers and practical problems and practical problems and practical problems involving these ideas. Including missing number problems and problems involving these ideas. Including missing number problems and correspondence problems in which n objects. Including missing number problems and correspondence problems in which n objects. Including missing number and problems and correspondence problems and correspondence problems and correspondence problems and correspondence within one which on objects. Including missing number problems, including missing number problems and correspondence problems and co		three-digit				statements for		quantities by 10		perimeter of				step and
with the digits, using formal written methods of columnar addition and subtraction and subtraction or columnar addition and subtraction or mumbers using different representations representations are read and write numbers up to 1000 in numbers and in words works problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * add and subtract and and division, using the mumber subtraction and subtraction. * read and write numbers using different representations * solve problems, including missing number facts, place value, and more complex addition and subtract mumbers work including missing number problems, including missing number problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working these ideas. * solve number problems and practical problems in working the problems in working these ideas. * solve number problems in working the problems in worki		number		hundreds		multiplication		recognise, find		simple 2-D				two-step
compare and order numbers up to 1000 and subtract of columnar addition and subtraction numbers using different representations a representations and mumbers up to 1000 in number subtraction. * solve number problems and practical problems in works involving these icleas. * solve number problems and practical problems in working these icleas. * solve number problems and practical problems in working these icleas. * solve number problems and practical problems and practical problems and practical problems in working these icleas. * solve number problems and practical problems and practical problems and practical problems and practical problems in working these icleas. * solve number problems and practical problems and practical problems in working involving these icleas. * solve number problems and practical problems and practical problems and practical problems in working involving these icleas. * solve number problems and practical problems and practical problems in working involving these icleas. * solve number problems and practical problems and practical problems in working involving these icleas. * solve number problems and practical problems and practical problems in working involving these icleas. * solve number problems and practical problems and practical problems in working these icleas. * solve number problems and practical problems and practical problems in working these icleas. * solve number problems and practical problems in working these icleas. * solve number problems and practical problems in working these icleas. * solve number problems and practical problems and practical problems in working the problems in working the problems and practical problems are connected to mobile to the discrete set of objects unit fractions with fractions with fractions and non-unit fractions and non-unit fractions with small denominators including unities and non-unit fractions with small denominators including unities and non-unit fractions with small denominators including missing number face the		(hundreds, tens,		add and subtract		and division		and write		shapes		tnem		questions
three digits, using formal written methods of columnar addition and subtraction mumbers using different representations a read and writen numbers up to 1000 in numerals and in words problems and practical problems and practical problems involving these ideas. **Solve number problems and practical problems are involving these ideas.** **Total matter of three digits, using formal written methods of columnar addition and use inverse operations to check answers to a calculation and use inverse operations to check answers to a calculation and use inverse operations to check answers. **Total written methods on addition and subtraction.** **Total written methods on a calculation and use inverse operations to check answers. **Total written methods on a calculation and use inverse operations to check answers. **Total written methods on calculation and use inverse operations to check answers. **Total written methods on calculation and use inverse operations to check answers. **Total written methods on calculation and written methods on check answers. **Total written methods on calculation and use inverse operations to check answers. **Total written methods on check answers. **Total written methods on calculation and use inverse operations to check answers. **Total written methods on check answers. **Total written methods on calculation and use inverse operations to check answers. **Total written methods on use fractions with fractions with small on-unit fractions with small denominators. **Total written methods on the fractions with small on-unit fractions with small denominators. **Total written methods on the fractions wi		ones)	_			using the		fractions of a				recognise		[for
compare and order numbers up to 1000 is identify, represent and estimate numbers using different numbers up to 1000 in number facts, place varied and write number problems, and practical problems and practical problems involving these ideas. I compare and order numbers up to 1000 in solve solve problems, involving these ideas. I compare and order numbers unit of columnar addition and subtraction. I compare and order numbers unit of columnar addition and subtraction. I compare and and write the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to check answers including missing number facts, place value, and more complex addition and subtraction. I compare the the answer to a calculation and use inverse operations to the time from an analogue clock, including using analogue clock, including using analogue clock, including using analogue clock, including the time from an analogue clock, including using analogue clock, including the time from an analogue clock, including the ti		,		•		•		discrete set of	•			•		-
order numbers up to 1000 of columnar addition and subtraction and subtraction and subtraction of columnar addition and subtraction and subtraction and subtraction and subtraction and subtraction. * 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 and progressing to 1000 in numerals and in words * solve number problems and practical problems and practical problems involving these ideas. * Tend and write the answer to a calculation and use involved surface and write numbers up to 1000 in numerals and in words * solve number problems and practical problems and progressing to 1000 in numerals and in words * solve number problems and practical problems and involving these ideas. * solve number problems and practical problems and involving these ideas. * solve number with simple recognise and subtraction. * solve number and progressing to 1000 in numerals and in words * solve number problems and practical problems and involving these ideas. * solve number and progressing to 1000 in number support to 1000 in numbers problems and practical problems and involving these ideas. * solve number and progressing to 1000 in number subtraction. * solve number and progressing to 1000 in number subtraction. * solve number and progressing to 1000 in number and livision, including missing number problems and correspondence problems in words * solve number and progressing to 1000 in numbers and progressing to 1000 in num	•	•		•		•		obiects: unit				· ·		
and subtraction for two-digit numbers unbers using different representations to check answers are read and write numbers up to 1000 in numerals and in words solve problems, using number facts, place value, and more complex addition and propressing to formal written methods subtraction. solve problems, using number facts, place value, and more complex addition and subtraction. solve number problems and practical problems involving these ideas. solve number problems and practical problems and correspondence problems in which n objects. solve number with in one within one whole [for whithin one whole [for within one whole [for whithin one whole [for within one whole [for whithin one with infractions with fractions with samal denominators including using practical contexts the left and pin practical contexts it within fractions with sand unsertical lead write the time from an practical contexts the left and pin practical contexts it who right and p in practical contexts it who pin analogue clock, including passing nanalogue clock, including passing nanalogue clock, including passing nanalogue clock, including passing nanalogu						,		•		, ,				manv
* identify, represent and estimate numbers using different representations estimate numbers using different representations solve problems, including missing number problems, using mumber problems, using number problems, using number problems, using number problems, using problems, including missing number acts, place value, and more complex addition and practical problems involving these ideas. ** obve number problems and practical problems involving these ideas.** ** of the and print practical contexts one-digit numbers, using mental and progressing to formal written methods ** recognise and use fractions and non-unit fractions with small denominators with small denominators involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to mobjects. ** read and write numbers using formal vitten methods ** recognise and use fractions and non-unit fractions with small denominators and propression to the time from an analogue clock, including using Roman numbers to recognise and use fractions and non-unit fractions with small denominators with small denominators and propression to XII, and 12-hour and 24-hour clocks and turn and four a complete turn; dentify which angles and sangles. The time from and analogue clock, including using Roman numbers to vin the time from and analogue clock, including using Roman numbers to vib t		up to 1000										•		•
represent and estimate estimate estimate estimate estimate in mimbers using different representations a representations and in worse operations to check answers including missing number subtraction. * solve problems, using number facts, place value, and more complex addition and proteins in 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. * 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 in which n objects are connected to m objects. * titll and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks until fractions with small denominators in the time from I to XII, and 12-hour and 24-hour clocks are connected to mobile in time to time from I to XII, and 12-hour and 24-hour clocks in turn in the time fr		identify		and Subtraction		J				•				
estimate numbers using different representations read and write numbers up to 1000 in numbers up to 1000 in number problems, including missing number problems, and problems, and problems, involving these ideas. solve number problems and or complex addition and subtraction. a calculation and use inverse operations to check answers numbers up to 1000 in number problems, and in words a calculation and use inverse operations to check answers including missing number problems, including missing number problems, involving number problems, involving number problems, involving involving number problems, involving number problems, involving number problems and or complex addition and subtraction. solve number problems and or complex addition and subtraction. solve number problems and or complex addition and subtraction. solve number problems and or complex addition and subtraction. solve number problems, including missing number facts, place numbers using recognise and use fractions and non-unit fractions with small denominators ananlogue clock, including using Roman numerats from I to XII, and 12-hour and 24-hour clocks hour clocks nearest minuter, recognise and subtract time from a nanalogue clock, including using Roman numerats from I to XII, and 12-hour and 24-hour clocks nearest minuter, recognise and subtract to XII, and 12-hour and 24-hour clocks small denominators and protices and 12-hour and 24-hour clocks nearest minuter, recognise and subtract to XII, and 12-hour and 24-hour clocks nearest minuter, recognise and subtract to XII, and 12-hour and 24-hour clocks nearest minuter, recognise and subtract to XII, and 12-hour and 24-hour clocks nearest minuter, recognise and subtract to XIII, and 12-hour and and 12-hour and 24-hour clocks nearest minuter, recognise an	1	• • • • • • • • • • • • • • • • • • • •	•	estimate the answer to						practical contexts				
numbers using different representations Tread and write number sup to 1000 in number facts, place value, and more complex addition and practical problems involving these ideas. Industrial and ocheck answers solve problems, including missing number facts, place value, and more complex addition and subtraction. Industrial and practical problems in works in the fact one with no bjects are connected to mobjects. Industrial and practical problems and correspondence problems in which n objects are connected to mobjects. Industrial and progressing to formal written methods Industrial and progressing to formal written methods Industrial and use fractions as numbers: unit fractions and numbers: unit fractions with fractions with small denominators in the fractions with small duse fractions and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and practical problems in which nobjects are connected to mobjects. Industrial and use fractions as numbers: unit fractions an analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and practical denominators involving multiplication and division, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and exist two right angles and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and exist two right angles and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and exist two right angles, are recognise that two right angles and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and exist two right angles and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and exist two right angles and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and analogue clock, including using Roman numerals from 1 to XII, and 12-thour and 24-hour clocks and analogue clock, inc		•		a calculation and use		· ·			١.	tell and write the	•	, ,		•
check answers different representations representations read and write numbers up to 1000 in numerals and in words solve number problems, including missing number facts, place value, and more complex addition and practical problems involving these ideas. solve number and practical problems in which in objects. which in objects. solve problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems and practical problems in which in objects are connected to mobjects. solve number problems and practical problems in which in objects are connected to mobjects. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtraction. solve number problems, including missing number facts, place value, and more complex addition and subtractions with fractions with small denominators and non-unit fractions with small denominators and non-unit fractions and non-unit fractions with small denominators and non-unit fractions with small denominators and subtract fractions and non-unit fractions and non-unit fractions				inverse operations to				22.1011111121010	_			-		-
representations read and write number problems, using number facts, place value, and more complex addition and subtraction. recognise and show, using diagrams. requiralent fractions with small denominators recognise and show, using diagrams. requiralent fractions with small denominators recognise and show, using diagrams. requirate the recognise and show, using denominators 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, represented torn, three make three quarters of turn and four a complete turn, three make three quarters of sourceasting read time with increasing and evities 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., make a half- turn, three make three quarters of a dum, the recognise including using Roman numbers to the factions with sm		J		check answers			•	recognise and				-		0
* read and write numbers up to 1000 in numerals and in words * solve number problems and practical problems involving these ideas. * solve number supto 1000 in numerals and in words * solve number problems and practical problems in wolving these ideas. * solve number problems and practical problems in wolving these ideas. * solve number problems and practical problems in which n objects are connected to mobjects. * solve number problems, using number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve number problems, using number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more complex addition and subtraction. * solve problems, including missing number facts, place value, and more and tal-hour clocks and particulation and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. * solve number facts, place value, and more and tal-hour clocks and 12-hour and 24-hour clocks * solve number and 12-hour and 24-hour clocks * solve number and 12-hour and 24-hour clocks * solve numbers: unit fractions with small * recognise and show, using diagrams, equivalent fractions with small * solve numbers: unit fractions with small * solve								use fractions as		•		two right angles		
read and write number problems, using 1000 in number facts, place value, and more complex addition and subtraction. * solve number problems and practical problems involving these ideas. * make three quarters of a turn and four a complete turn; identify whether angles are greater than or nearest minute; record and correspondence problems in which n objects are connected to m objects. * motioning missing number problems, using number facts, place value, and more complex addition and subtraction. * solve number problems, using number 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. * motioning missing number (fractions with small denominators in which n objects are connected to m objects. * solve problems, including missing number problems and denominators in the fractions with small denominators in turn, title VIII, and 12-hour and 24-hour clocks 12-hour and 2		representations	•	•				numbers: unit				make a half-		
numbers up to 1000 in numerals and in words * solve number problems and practical problems involving these ideas. * deas. * solve number problems and practical problems in words involving these ideas. * solve number problems and practical problems in wolving these ideas. * solve number problems and practical problems in which n objects are connected to m objects. * solve number problems and practical problems in which n objects are connected to m objects. * solve number problems, including missing number example addition and subtract including positive integer scaling problems in which n objects are connected to m objects. * solve number problems, including missing number exproblems, including positive integer scaling problems in which n objects are connected to m objects. * solve number problems, including missing number exproblems, including missing number problems, including missing number problems, involving the solve integer scaling problems and correspondence problems in which n objects are connected to mobjects. * solve number problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to mobjects. * solve number problems, including missing number exproblems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to mobjects. * solve number problems, including missing number exproblems, involving multiplication and division, including missing number exproblems, involving multiplication and division, including positive integers caling problems and correspondence problems in which n objects are connected to mobjects. * solve number problems and denominators * fractions with solve are denominators * denominators * identify horizontal and vertical problems and	•	read and write				memous		fractions and				turn, three		
1000 in numerals and in words value, and more complex addition and subtraction. **Solve number problems and practical problems involving these ideas. **Involving these ideas.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.** **Involving multiplication and division, including positive integer scaling problems and correspondence problems in which increasing accuracy to the nearest minute; terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for which increasing accuracy to the nearest minute; terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for whic		numbers up to			•	solve problems,		non-unit				make three		
numerals and in words * solve number problems and practical problems involving these ideas. * mumber complex addition and subtraction. * solve number problems and practical problems involving these ideas. * mumber problems, involving multiplication and division, including positive integer scaling problems in which n objects are connected to m objects. * mumber problems, involving multiplication and division, including positive integer scaling problems in which n objects are connected to m objects. * mumber problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. * mumber problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. * mumber problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. * must solve number problems and show, using diagrams, equivalent fractions with small denominators * 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 * identify whether angles are greater than or less than a right angle vertical lines and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon		1000 in		• •		including missing		fractions with				quarters of a		
solve number problems and practical problems involving these ideas. **Tecognise and show, using diagrams, involving these ideas.** **Tecognise and show, using diagrams, involving these ideas.** **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognise and show, using diagrams, equivalent fractions with small denominators **Tecognica and show, using diagrams, equivalent fractions with small denominators **Tecognica and show, using diagrams, equivalent fractions with small denominators **Tecognica and show, using diagrams, equivalent fractions with small denominators **Tecognica and show using diagrams, equivalent fractions with small denominators **		numerals and in		,		number		small		nour clocks		turn and four a		
subtraction. show, using diagrams, equivalent fractions with small denominators seconds, minutes and hours; use vocabulary such as o'clock, as morning, afternoon, noon subtraction. show, using diagrams, equivalent fractions with small denominators seconds, minutes and hours; use vocabulary such as o'clock, as morning, afternoon, noon subtraction. show, using diagrams, equivalent fractions with small denominators subtraction. show, using diagrams, equivalent fractions with small denominators seconds, minutes and hours; use vocabulary such as o'clock, as morning, afternoon, noon subtraction. show, using diagrams, equivalent fractions with small denominators subtraction. show, using diagrams, equivalent fractions with small denominators seconds, minutes and hours; use vocabulary such as o'clock, as m/p.m., morning, afternoon, noon sidentify whether angles are greater than or less than a right and vertical lines and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hours; use wocabulary such as o'clock, as minutes and hour		words		complex addition and		problems,		denominators	-	estimate and		complete turn;		
problems and practical problems involving these ideas. multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. multiplication and division, including positive integer scaling diagrams, equivalent fractions with small denominators show, using diagrams, equivalent fractions with small denominators seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., whole [for within one whole [for afternoon, noon whole [for afternoon, noon whole [for afternoon, noon whole [for show, using diagrams, equivalent fractions with terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for show, using diagrams, equivalent fractions with terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for show, using diagrams, equivalent fractions with terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for show, using diagrams, equivalent fractions with terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon whole [for show, using diagrams, equivalent fractions with terms of seconds, with terms of seconds, and pairs of perpendicular and parallel lines.				subtraction.		involving	_	raccaniae and		read time with		identify whether		
practical problems involving these ideas. and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. and division, including positive integer scaling problems and correspondence problems in which n objects add and subtract fractions with small denominators add and subtract fractions with the same denominator within one whole [for whole [for afternoon, noon are right angle ideation or less than a right angle identify horizontal and vertical lines and hours; use perpendicular and parallel lines.	•					multiplication		· ·		increasing		angles are		lables.
problems involving these ideas. Including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Including positive integer scaling problems and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., within one whole [for within one whole [for afternoon, noon whole [for afternoon, noon afternoon, noon whole [for afternoon, noon afternoon,		•				and division,				accuracy to the		greater than or		
integer scaling problems and correspondence problems in which n objects are connected to m objects. Integer scaling problems and correspondence problems in which n objects are connected to m objects. Integer scaling problems and correspondence problems in which n objects are connected to m objects. Integer scaling problems and correspondence problems in which n objects are connected to m objects. Integer scaling problems and correspondence problems in which n objects are connected to m objects. Integer scaling fractions with small denominators Integer scaling problems and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., worning, afternoon, noon Integer scaling problems and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon		•				including positive		•		nearest minute;		less than a		
ideas. problems and correspondence problems in which n objects are connected to m objects. problems and correspondence problems in which n objects are connected to m objects. problems and correspondence problems in which n objects are connected to m objects. add and subtract fractions with the same denominator within one whole [for whorizontal and vertical lines and pairs of perpendicular and parallel lines. ideatify horizontal and vertical lines and pairs of perpendicular and parallel lines.		•				integer scaling				record and		right angle		
ideas. correspondence problems in which n objects are connected to m objects. mobjects. small denominators add and subtract fractions with the same denominator within one whole [for whole seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, whole [for afternoon, noon within one whole [for afternoon, noon within one whole seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., afternoon, noon within one whole [for afternoon, noon within one whole seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., afternoon, noon within one whole seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., afternoon, noon whole seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., and parallel lines.		•				problems and								
problems in which n objects are connected to m objects. In the same denominators and seconds, minutes and hours; use wocabulary such the same denominator within one whole [for afternoon, noon with the same whole [for afternoon, noon the content of the content		ideas.				correspondence				•	•	•		
which n objects are connected to m objects. • add and subtract fractions with the same denominator within one whole [for whole subtract of mobile the same whole [for subtract of morning, whole subtract fractions with the same denominator within one whole [for subtract of morning, and pairs of perpendicular and parallel lines. **Vertical lines** and pairs of perpendicular and parallel lines.**						•		denominators						
are connected to m objects. subtract fractions with the same denominator within one whole [for whole [for afternoon, noon]] subtract hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and pairs of perpendicular and parallel lines.						•		add and						
m objects. fractions with the same denominator within one whole [for afternoon, noon with the same whole [for afternoon, noon details] gerpendicular and parallel lines.						•						and pairs of		
the same as o'clock, and parallel lines. denominator a.m./p.m., within one morning, whole [for afternoon, noon										· ·				
denominator a.m./p.m., within one morning, whole [for afternoon, noon						30,000.				•		and parallel		
within one morning, whole [for afternoon, noon										,		lines.		
whole [for afternoon, noon														
										Ο ,				
i anu miunigiti i anu miunigiti i								WITO E LIOI						
										and midnight				

	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.	minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

		Scienc	е		
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

compare and group together a variety of everyday
,
of everyday
materials on the
basis of whether
they are attracted
to a magnet, and
identify some
magnetic materials
describe magnets
as having two
poles
·
predict whether two
magnets will attract
or repel each other,
depending on
which poles are
facing.

			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	 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 understandi ng 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 conversatio ns; 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,	through teaching the	seek	high-quality live	 perform dances
architects and	offer for	their ideas	mountains, coasts and	British, local and	clarification	and recorded	using a range
designers in	communication and	through	rivers), and land-use	world history outlined	and help*	music drawn	of movement
history.	collaboration	discussion,	patterns; and	below, teachers		from different	patterns
	use search	annotated sketches, cross-	understand how some of these aspects have	should combine overview and depth	 speak in sentences, 	traditions and from great	take part in
	technologies	sectional and	changed over time	studies to help pupils understand both the	using	composers and	outdoor and
	effectively, appreciate how	exploded diagrams,	identify the position and	long arc of development and the	familiar vocabulary,	musicians	adventurous activity
	results are selected	prototypes,	significance of latitude,	complexity of specific	phrases	 develop an 	challenges
	and ranked, and be	prototypes, pattern pieces	longitude, Equator,	aspects of the	and basic	understanding	both
	discerning in	and computer-	Northern Hemisphere,	content.	language	of the history of	individually and
	evaluating digital	aided design	Southern Hemisphere,	Pupils should be	structures	music.	within a team
	content	alueu uesigii	the Tropics of Cancer	taught about:			 compare their
		14-1	and Capricorn, Arctic	changes in	 develop 		oompare men
	 select, use and 	Makeselect from and	and Antarctic Circle, the	Britain from the	accurate		performances
	combine a variety of software	use a wider	Prime/Greenwich	Stone Age to	pronunciati		with previous
		range of tools	Meridian and time	the Iron Age	on and		ones and
	(including internet	and equipment	zones (including day	, and the second	intonation so that		demonstrate
	services) on a range of digital	to perform	and night)	the Roman	others		improvement to achieve their
		practical tasks		Empire and its			
	devices to design	[for example,	Place knowledge	impact on	understand		personal best.
	and create a range of programs,	cutting, shaping,	understand	Britain	when they are reading		
	systems and	joining and	geographical similarities	■ Britain's	aloud or		
	content that	finishing],	and differences through	settlement by	using		
		accurately	the study of human and	Anglo-Saxons	familiar		
	accomplish given	doodratory	physical geography of a	and Scots	words and		
	goals, including	 select from and 	region of the United	una coolo			
	collecting,	use a wider	Kingdom, a region in a	 the Viking and 	phrases*		
	analysing,	range of	European country, and	Anglo-Saxon	present		
	evaluating and	materials and	a region within North or	struggle for the	ideas and		
	presenting data	components,	South America	Kingdom of	information		
	and information	including		England to the	orally to a		
,	 use technology 	construction	Human and physical	time of Edward	range of		
,	safely, respectfully	materials,	geography	the Confessor	audiences*		
,	and responsibly;	textiles and	 describe and 	a local history			
,	recognise	ingredients,	understand key aspects	study	• read		
!	acceptable/unacce	according to	of:	Study	carefully		
,	ptable behaviour;	their functional	physical	 a study of an 	and show		
!	identify a range of	properties and	geography,	aspect or	understandi		
,	ways to report	aesthetic	including:	theme in British	ng of		

concerns about	qualities	climate zones,		history that	1	words,	
content and	quanties	biomes and		extends pupils'		phrases	
contact.	English	vegetation		chronological		and simple	
contact.	Evaluateinvestigate and	belts, rivers,		knowledge		writing	
	analyse a range	· · · · ·		beyond 1066		witting	
	of existing	mountains,		beyond 1000		appreciate	
	-	volcanoes and	•	the		stories,	
	products	earthquakes,		achievements		songs,	
	 evaluate their 	and the water		of the earliest		poems and	
	ideas and	cycle		civilizations -		rhymes in	
	products	human		an overview of		the	
	against their	geography,		where and		language	
	own design	including: types		when the first			
	criteria and	of settlement		civilizations	•	broaden	
	consider the	and land use,		appeared and a		their	
	views of others	economic		depth study of		vocabulary	
	to improve their	activity		one of the		and	
	work	including trade		following:		develop	
		links, and the		Ancient Sumer:		their ability	
	 understand how 	distribution of		The Indus		to	
	key events and	natural		Valley; Ancient		understand	
	individuals in	resources		Egypt; The		new words	
	design and	including		Shang Dynasty		that are	
	technology have	energy, food,		of Ancient		introduced	
	helped shape	minerals and		China		into familiar	
	the world	water		O.m.a		written	
				Ancient Greece		material,	
	Technical knowledge	Geographical skills and	_	- a study of		including	
	apply their	fieldwork		Greek life and		through	
	understanding	use maps, atlases,				using a	
	of how to	globes and		achievements		dictionary	
	strengthen,	digital/computer		and their	l _	verit o	
	stiffen and	mapping to locate		influence on	•	write	
	reinforce more	countries and describe		the western		phrases	
	complex	features studied		world		from	
	structures	 use the eight points of a 				memory,	
	understand and	ase the eight points of a	•	a non-		and adapt	
		compass, four and six-		European		these to	
	use mechanical	figure grid references,		society that		create new	
	systems in their	symbols and key		provides		sentences,	
	products [for	(including the use of		contrasts with		to express	
	example, gears,	Ordnance Survey		British history –		ideas	

	pulleys, cams,	maps) to build their	one study	clearly	
	levers and	knowledge of the	chosen from:	 describe 	
	linkages]	United Kingdom and	early Islamic	people,	
	understand and	the wider world	civilization,		
		Calabarada ta abarana	including a	places,	
	use electrical	use fieldwork to observe,	study of	things and	
	systems in their	measure, record and present	Baghdad c. AD	actions	
	products [for	the human and physical	900; Mayan	orally* and	
	example, series	features in the local area	civilization c.	in writing	
	circuits	using a range of methods,	AD 900; Benin	 understand 	
	incorporating	including sketch maps, plans	(West Africa) c.	basic	
	switches, bulbs,	and graphs, and digital	AD 900-1300.	grammar	
	buzzers and	technologies.	7.2 000 1000.	appropriate	
	motors]			to the	
	apply their			language	
	understanding			being	
	of computing to			studied,	
				·	
	program,			including	
	monitor and			(where	
	control their			relevant):	
	products.			feminine,	
				masculine	
	Cooking and nutrition			and neuter	
				forms and	
	 understand and 			the	
	apply the			conjugation	
	principles of a			of high-	
	healthy and			frequency	
	varied diet			verbs; key	
	prepare and			features	
	cook a variety of			and	
				patterns of	
	predominantly			the	
	savoury dishes			language;	
	using a range of			how to	
	cooking			apply	
	techniques			these, for	
	understand			instance, to	
	seasonality, and			build	
	know where and			sentences;	
					1

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.	