

## Literacy

I can apply my phonic knowledge to decode texts quickly and accurately  
I use my knowledge of some root words and suffixes to read new words  
I can sound out unfamiliar words  
I can speak positively about books I have read  
I can make inferences and predictions  
I can identify key aspects of fiction and non-fiction books, sequencing events and understanding different structures  
I can make links to known vocabulary to understand unfamiliar words  
I can identify words that have been selected to have a specific effect  
I am familiar with a range of stories, fairy tales, traditional tales and non-fiction texts  
I can plan and write extended and shorter pieces of narrative, non-fiction and poetry  
I can create settings and characters in narrative  
I can use a wide range of single clause, coordinating and subordinating multi-clause sentences and use some adventurous and varied vocabulary including adjectives, adverbs and adverbials and noun phrases  
I can proof-read my own and others' writing for grammar, vocabulary, spelling and punctuation and suggest improvements, including using correct and consistent tenses  
I am beginning to use adverbs to sequence time, identify place and describe the manner of a verb  
I can group sentences about linked topics together  
I can use a range of punctuation mostly correctly, including full stops, capital letters for proper nouns, exclamation and question marks, commas in lists, inverted commas for direct speech and apostrophes for possession and contractions  
I can spell many regular words correctly and use spelling rules  
I can use a dictionary to check the spelling of words using the first letter of a word to look it up  
I write using legible handwriting, forming almost all lower case letter, capital letters and digits correctly and consistently of the same size and orientation, spacing words appropriately and starting to use horizontal and diagonal joins

## The Arts/Music

I can use perspective lines to create depth in a drawing  
I can compare the work of different artists, discussing tools, colours and subject matter  
I can use different expression and emphasis with my voice to enhance meaning and create effect in drama  
I can compare and adapt movements and motifs to create a larger sequence in dance  
I can play 3 notes on the recorder confidently and know a further 3 notes  
I can offer comments about my own and other's work and find ways to improve  
I can read recorder music written on the staff that uses at least 3 notes  
I can compose a short phrase by choosing combinations of notes that work well together on the recorder

## Computing

I can create a survey and gather data

## PE

I can move safely within a space, passing and catching with my hands  
I can use different types of passes to aim for a target, moving to a space and receiving a pass. I can keep possession of the ball and aim towards a target.

## RE/PSHE

**How and why do Hindus celebrate Holi?**  
**How did Jesus and Buddha make people stop and think?**

## History

I can find out about a non-European society  
I can use historical vocabulary to talk about the past  
I can ask historical questions about a contrasting location and make comparisons with British history  
I can understand how our knowledge of the past is constructed from a range of sources



**Year 3 Curriculum Map**  
**Spring Term**  
**Topic: Chocolate and The Shang Dynasty**

## Maths

I can read and write numbers to 500 in numerals and words and count from 0 (forwards and backwards) in multiples of 4, 8 and 50 to the 12th multiple  
I can identify the number that is ten or one hundred more or less than a given number within 500 and order and compare (using < and > signs) numbers up to 500  
I can recognise the place value of each digit in a three-digit number to 500  
I can mentally add and subtract a three-digit number and ones; tens; hundreds within 500, including the use of jottings such as a number line  
I can **begin** to use the formal written method to add and subtract two two-digit numbers  
I can recall and use multiplication and division facts for the 4 times tables up to the 12th multiple  
I can multiply a teen number by a one-digit number using an informal method and begin to use the formal written layout for division using known times tables, beginning to determine remainders using known facts  
I recognise that tenths arise from dividing an object into 10 equal parts  
I can recognise, find and write non-unit fractions, with small denominators and begin to find non-unit fractions, with small denominators, of a number and a discrete set of objects using resources to support  
I can recognise and show simple equivalent fractions of a half and compare unit fractions  
I can add fractions with the same denominator within one whole  
I know and use the relationship between cm and mm to measure, compare, add and subtract measurements, including mixed units of measurement (1m and 35cm)  
I understand the term perimeter and begin to measure the perimeter of simple 2-D shapes  
I can add and subtract amounts of money within £5, including giving change  
I can tell and write the time to the nearest five minutes from an analogue clock, including clocks with Roman numerals from I to XII, and from 12-hour digital clocks with accuracy, using a.m., p.m., noon/midday and midnight when telling the time  
I know the number of days in a year and in a leap year  
I recognise that two right angles make a half turn and can identify whether angles are greater or less than a right angle  
I can recognise 3-D shapes and describe them using their properties, including the number of edges, vertices and faces  
I can identify 2-D shapes on the surface of a wider range of 3-D shapes e.g. triangular faces on a tetrahedron  
I can make 3-D shapes with modelling materials  
I can present data using bar charts, pictograms and tables and use simple scales such as 5 units per cm in bar charts  
I can interpret bar charts and pictograms using simple scales  
I can solve puzzles and problems and reason mathematically

## Science/Technology

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions I can use straightforward scientific evidence to answer questions or to support their findings I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( ° C) I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquiries, comparative and fair tests I can recognise that I need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the size of shadows change.

## Geography

I can investigate economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world I can describe types of settlement and land use I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within Asia and South America