

## Art

I can create sketch books to record their observations and use them to review and revisit ideas.

I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

## Design and Technology

I can generate, develop, model and communicate my ideas through discussion, annotated sketches and diagrams.

I can select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities

I can investigate and analyse a range of existing product.  
I can understand how key events and individuals in design and technology have helped shape the world

## Geography

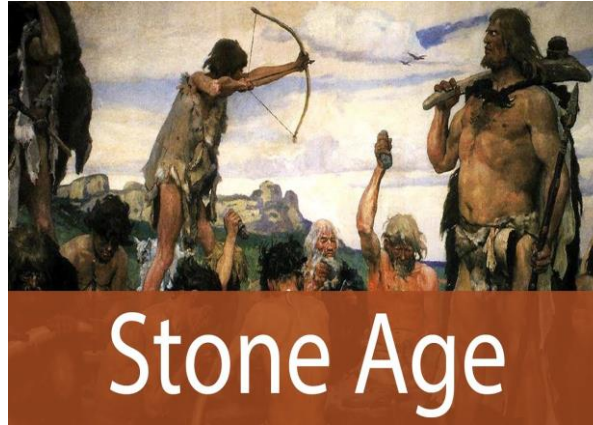
I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

## History

I can recognise changes from the Stone Age to the Iron Age.

# Stone Age

## Year Three



This unit, pupils will learn about the first humans who inhabited the Earth. They will discover how they survived and about some of their clever inventions.

## Science

### Light and shadows

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 their eyes.

I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.

I can find patterns in the way that the size of shadows change.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.

I can record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.

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 ideas and processes.

I can use straightforward scientific evidence to answer questions or to support their findings.

## **Reading**

I can apply my improving knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

I can begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can develop positive attitudes to reading and understanding of what I read by reading books that are structured in some different ways and reading for a range of purposes.

I can use dictionaries to check the meaning of words that they have read.

I can identify themes and conventions in a range of books.

I can discuss some words and phrases that capture the reader's interest and imagination.

I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

I can identify the main ideas drawn from more than one paragraph and summarising these.

I can by identify how language, structure, and presentation contribute to meaning.

I can retrieve and record simple information from non-fiction.

I can participate with support in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

## **Writing**

I can use some prefixes and suffixes and understand how to add them.

I can spell some words that are often misspelt.

I can use the first two letters of a word to check its spelling in a dictionary.

I can increase the legibility, consistency and quality of my handwriting.

I can plan writing by beginning to discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can plan my writing by beginning to discuss and record ideas.

I can draft and write by composing and rehearsing simple sentence structures, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can evaluate and edit by beginning to assess the effectiveness of my own and others' writing and suggesting improvements.

I can proof-read for some spelling and punctuation errors.

I can use the present perfect form of verbs in contrast to the past tense.

I can use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.

I can use conjunctions, adverbs and prepositions to express time and cause.

I can understand paragraphs as a way to group related material.

I can use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.

I can use the forms a or an according to whether the next word begins with a consonant or a vowel.

I can group word families based on common words, showing how words are related in form and meaning

## **Mathematics**

### **Addition and Subtraction**

I can add and subtract using formal written methods.

I can add and subtract amounts of money to give change using £ and p in practical contexts

I can estimate the answer to a calculation and use inverse operations to check answers.

I can solve number problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### **Multiplication and Division**

I can count in multiples of 4, 8, 50 and 100

I can recall and use multiplication and division facts for the 3, 4, and 8 times tables

I can write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2-digit numbers times one-digit numbers, using mental and formal written methods.

I can solve problems, including missing numbers problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects