

Geography

I can understand human geography, including: types of settlement and land use, and the distribution of natural resources.

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art

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

I can explain the importance of great artists, architects and designers from history.

Design and Technology

I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
I can understand how key events and individuals in design and technology have helped shape the world

I can evaluate their ideas and products against my own design criteria and consider the views of others to improve my work.

Significant People

Year Three



In this topic, children will learn about significant people through history with a particular focus on the Romans.

Science

Forces and Magnets

I can compare how things move on different surfaces.

I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.

I can observe how magnets attract or repel each other and attract some materials and not others.

I can 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.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

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

History

I can describe the lives of significant individuals in the past who have contributed to national and international achievements,

I can compare people's achievements from different periods of time.

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 draft and write by organising simple paragraphs around a theme.

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 extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

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.

Mathematics

Time

I can tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

I can estimate and read time with increasing accuracy to the nearest minute.

I can record and compare time in terms of seconds, minutes and hours.

I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events.

Mass and Capacity

I can tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

I can estimate and read time with increasing accuracy to the nearest minute.

I can record and compare time in terms of seconds, minutes and hours.

I can use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can compare durations of events.