Statutory Curriculum Requirements

Year 3

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject.

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation

Pupils should be taught to: ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising	Pupils should be taught to: ▪ 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 ▪ read furth	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 in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through	**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	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 hand writing [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of	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	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 ▪ cho

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 given number
▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
▪ compare and order numbers up to 1000
▪ identify, represent and estimate numbers using different representations
▪ read and write numbers up to 1000 in numerals and in words
▪ solve number problems and practical problems involving these ideas.
	Pupils should be taught to:
	▪ add and subtract numbers mentally, including:
	  ▪ a three-digit number and ones
	  ▪ a three-digit number and tens
	  ▪ a three-digit number and hundreds
	▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	▪ estimate the answer to a calculation and use inverse operations to check answers
	▪ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
		Pupils should be taught to:
		▪ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
		▪ 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
		▪ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling
			Pupils should be taught to:
			▪ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
			▪ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
			▪ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
			▪ recognise and show, using diagrams, equival
				Pupils should be taught to:
				▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
				▪ measure the perimeter of simple 2-D shapes
				▪ add and subtract amounts of money to give change, using both £ and p in practical contexts
				▪ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
				▪ estimate and read time with increasing accuracy to the nearest minute; record and compare time in
					Pupils should be taught to:
					▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
					▪ recognise angles as a property of shape or a description of a turn
					▪ 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
							Pupils should be taught to:
							▪ interpret and present data using bar charts, pictograms and tables
							▪ 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.

Science					
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:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
▪ 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 a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes ▪ using straightforward scientific evidence to answer questions or to support their findings.	▪ 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 flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	▪ 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.	▪ 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 that the size of shadows change.	▪ 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 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 Subjects							
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, painti	Pupils should be taught to: ▪ 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	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 communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-	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	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 constructe	Pupils should be taught to: ▪ listen attentively to spoken language and show understanding 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 conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and	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 high-quality live and recorded music	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