



MATHEMATICS

Number and Place Value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition and Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions (including decimals and percentages)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the $\frac{1}{10}$ value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry - properties of space

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry - position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



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Reasoning and Problem Solving

- Solve one- and two-step problems, in different contexts, choosing and carrying out appropriate calculations.
- Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.

READING

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1). (Word Reading)
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts. (Comprehension)
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways. (Comprehension)
- Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1). (Word Reading)
- Retrieve and record information from non-fiction. (Comprehension)
- Understand what he/she reads independently by asking questions to improve his/her understanding of a text. (Comprehension)
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. (Comprehension)
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comprehension)
- Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. (Comprehension) 3
- Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. (Comprehension)
- Understand what he/she reads independently by predicting what might happen from details stated. (Comprehension)

WRITING

- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. (Spelling)
- Begin to use inverted commas to punctuate direct speech. (Vocabulary, Grammar and Punctuation)
- Begin to use paragraphs as a way to group related material. (Vocabulary, Grammar and Punctuation)
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix). (Composition)
- Draft and write by organising writing into paragraphs as a way of grouping related material. (Composition)
- Draft and write in narratives, creating settings, characters and plot. (Composition)
- Draft and write non-narrative material, using headings and sub-headings to organise texts. (Composition)
- Evaluate and edit by assessing the effectiveness of his/her own writing. (Composition)
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. (Composition)
- Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. (Vocabulary, Grammar and Punctuation)
- Form nouns using a range of prefixes e.g. super-, anti-, auto-. (Vocabulary, Grammar and Punctuation)
- Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. (Vocabulary, Grammar and Punctuation)
- Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Handwriting)
- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to



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- understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)
- Plan his/her writing by discussing and recording ideas within a given structure. (Composition)
- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. (Composition)
- Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. (Composition)
- Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Composition)
- Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane. (Spelling)
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym. (Spelling)
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. (Spelling)
- Spell words that are often misspelt (English Appendix). (Spelling)
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. (Spelling)
- Spell words with endings which sound like 'zhun' e.g. division, decision. (Spelling)
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. (Spelling)
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. (Spelling)
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. (Spelling)
- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks'). (Vocabulary, Grammar and Punctuation)
- Use headings and sub-headings to aid presentation. (Vocabulary, Grammar and Punctuation)
- Use the first two or three letters of a word to check its spelling in a dictionary. (Spelling)
- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. (Vocabulary, Grammar and Punctuation)
- Use the prefixes un-, dis-, mis-, re-, pre-. (Spelling)
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. (Vocabulary, Grammar and Punctuation)
- Use the suffix -ly. (Spelling)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Spelling)

SPOKEN LANGUAGE

- Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.
- Discuss words and phrases that capture the reader's interest and imagination.
- Ask questions to improve his/her understanding of a text.
- Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.
- Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2).
- Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- 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 and midnight.
- Describe the properties of 2-D and -D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make a spoken report on findings from scientific enquiries.
- Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences.

SCIENCE

- Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus). (Working Scientifically)
- 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. (Forces and magnets)
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Rocks)
- Compare how things move on different surfaces. (Forces and magnets)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks)
- Describe magnets as having two poles. (Forces and magnets)
- Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil,



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<p>and room to grow) and how they vary from plant to plant. (Plants)</p> <ul style="list-style-type: none">▪ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Plants)▪ Find patterns in the way that the size of shadows change. (Light)▪ Gather, record, classify and present data in a variety of ways to help in answering questions (Year 3 focus). (Working Scientifically)▪ Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Plants)▪ Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus). (Working Scientifically)▪ 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. (Animals, including humans)▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Animals, including humans)▪ Investigate the way in which water is transported within plants. (Plants)▪ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus). (Working Scientifically)▪ Notice that light is reflected from surfaces. (Light)▪ Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Forces and magnets)▪ Observe how magnets attract or repel each other and attract some materials and not others. (Forces and magnets)▪ Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Forces and magnets)▪ Recognise that he/she needs light in order to see things and that dark is the absence of light. (Light)▪ Recognise that light from the sun can be dangerous and that there are ways to protect eyes. (Light)▪ Recognise that shadows are formed when the light from a light source is blocked by a solid object. (Light)▪ Recognise that soils are made from rocks and organic matter. (Rocks)▪ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus). (Working Scientifically)▪ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus). (Working Scientifically)▪ Set up simple practical enquiries, comparative and fair tests (Year 3 focus). (Working Scientifically)▪ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus). (Working Scientifically)▪ Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus). (Working Scientifically)
COMPUTING
<ul style="list-style-type: none">▪ Make efficient use of familiar forms of input and output devices. (Computers)▪ Recognise familiar forms of input and output devices and how they are used. (Computers)▪ Understand that computer networks enable the sharing of data and information. (Networks)▪ Understand that the internet is a large network of computers and that information can be shared between computers. (Networks)▪ Use logical reasoning to explain how some simple algorithms work. (Coding)▪ Use simple search technologies. (Net Searching)▪ Use simple search technologies and recognise that some sources are more reliable than others. (Net Searching)▪ Use technology safely and recognise acceptable and unacceptable behaviour. (E-Safety)▪ Use technology safely and respectfully, keeping personal information private. (E-Safety)▪ With support select and use a variety of software to accomplish goals. (Using Computer)
HISTORY
<ul style="list-style-type: none">▪ Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)▪ Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)
GEOGRAPHY
<ul style="list-style-type: none">▪ Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)▪ Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?. (Geographical skills and fieldwork)▪ Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)



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- Develop an awareness of how places relate to each other. (Place knowledge)
- Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)
- Identify physical and human features of the locality. (Human and physical geography)
- Identify where counties are within the UK and the key topographical features. (Locational knowledge)
- Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)

ART

- Add detail to work using different types of stitch, including cross-stitch. (Techniques)
- Compare and recreate form of natural and manmade objects. (Techniques)
- Create printing blocks using relief or impressed techniques. (Techniques)
- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)
- Explain what he/she likes or dislikes about their work. (Learning)
- Explore shading, using different media. (Techniques)
- He/she is able to create a collage using overlapping and layering. (Techniques)
- Know about some of the great artists, architects and designers in history and describe their work. (Learning)
- Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)
- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)

DESIGN & TECHNOLOGY

- Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)
- Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)
- Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)
- Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)
- Strengthen frames using diagonal struts. (Processes)
- Talk about the different food groups and name food from each group. (Cooking and Nutrition)
- Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)
- Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)
- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)
- Use knowledge of existing products to design his/her own functional product. (Processes)

LANGUAGES

- Ask and answer simple questions, for example about personal information. (Speaking)
- Follow simple instructions and link pictures or actions to language. (Listening)
- Have basic understanding of the usual order of words in sentences in the target language. (Grammar)
- Learn and remember new words encountered in reading. (Reading)
- Read some familiar words aloud using mostly accurate pronunciation. (Reading)
- Recognise some familiar words and phrases in written form. (Reading)
- Recognise the main word classes e.g. nouns, adjectives and verbs. (Grammar)
- Record descriptive sentences using a word bank. (Writing)
- Repeat sentences heard and make simple adaptations to them. (Speaking)
- Show that he/she recognises words and phrases heard by responding appropriately. (Listening)
- Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. (Grammar)
- Use mostly accurate pronunciation and speak clearly when addressing an audience. (Speaking)
- Use simple adjectives such as colours and sizes to describe things in writing. (Writing)
- Use simple adjectives such as colours and sizes to describe things orally. (Speaking)
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. (Listening)
- Write some single words from memory. (Writing)

MUSIC

- Listen with direction to a range of high quality music.
- Confidently recognise a range of musical instruments.
- Find the pulse within the context of different songs/music with ease.
- Understand that improvisation is when a composer makes up a tune within boundaries.
- Understand that composition is when a composer writes down and records a musical idea.
- Sing songs with multiple parts with increasing confidence.
- Play and perform in solo or ensemble contexts with confidence.



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- Develop an understanding of formal, written notation which includes crotchets and rests.
- Begin to listen to and recall sounds with increasing aural memory.

PE

- Balance on one foot. (Acquiring and developing skills)
- Begin to compare emotional feelings with physical feelings. (Healthy mind)
- Climb a set of wall bars (or similar). (Acquiring and developing skills)
- Compare and contrast his/her performance with others. (Evaluating and improving performance)
- Create a 'steps to success' approach to achieving success. (Healthy mind)
- Describe the differences between different body parts. (Healthy bodies)
- Explain the importance of appropriate portions of food for a balanced diet and health. (Diet and hygiene)
- Explain the importance of the sun to give us vitamin D but the need to stay safe too. (Diet and hygiene)
- Identify that exercise helps our lungs and heart and improves co-ordination. (Healthy bodies)
- Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense. (Healthy bodies)
- Know the importance of following instructions when taking medicine. (Diet and hygiene)
- Name the parts of the digestive system and explain the processes. (Healthy bodies)
- Offer solutions when there are disagreements between friends. (Personal and social)
- Perform a side stepping gallop. (Acquiring and developing skills)
- Recognise the challenges that parents can have when bringing up children. (Personal and social)
- Run at speed over a distance. (Acquiring and developing skills)
- Set more challenging goals and evaluate his/her achievements. (Healthy mind)
- Share his/her own considered point of view and listen to, and consider, other peoples' opinions. (Personal and social)
- Understand how the body protects the internal organs and how we give extra protection during activities. (Healthy bodies)
- Understand that determination and perseverance are needed to overcome a challenge. (Healthy mind)
- Understand the importance of maintaining his/her teeth and explain what happens when teeth and gums are not maintained. (Diet and hygiene)
- Understand the main functions of the brain and the way it sends signals using the nervous system. (Healthy bodies)
- Vary his/her responses to tactics, strategies and sequences used. (Applying skills and using tactics)
- Vary skills, actions and ideas and link these in different ways to suit different activities. (Applying skills and using tactics)

PE - SWIMMING

- Enter the water safely and move in all directions for a short distance.
- Be at ease with water showered from above and wetting the face.
- Maintain a floating position with aids or support.
- Push and glide in a horizontal position from the side.
- Demonstrate an understanding of water safety.
- Jump in from the poolside safely.
- Blow bubbles underwater with nose and mouth submerged.
- Regain upright position from a back or front float.
- Push and glide on the back from the side of the pool.
- Perform a 360 degree rotation from front to back and back to front.
- Jump into the pool and submerge briefly.
- Sink, push away from the wall and glide underwater for a short distance.
- Submerge fully to pick up an object from the bottom.
- Have a reasonable knowledge of the water safety code.