Literacy

I can read accurately using my phonics knowledge and knowledge of common exception words, clarifying the meaning of new words and choosing to read without being prompted.
I can make simple inferences and predictions on what has been read, identifying sequences and the key aspects of a range of fiction and non-fiction
I can maintain form when producing a variety of longer and shorter pieces, narrative, nonfiction and poetry, starting to use some features of selected forms
I can use some adventurous and varied descriptive vocabulary, e.g. exciting adjectives for colour, size, shape and texture or more adventurous adverbs for manner e.g. *instantly* and *silently*.
I can use present and past tense, including the progressive form to describe actions and events throughout writing, appropriate to the style of writing.
I can use conjunctions to co-ordinate and subordinate, e.g. *and*, *but*, *or*, *when*, *if*, *that*, *because*.
I can use some adverbs to sequence time or describe manner of a verb, e.g. *quickly*, *suddenly*, *quietly*.
Writing has a clear beginning, middle and end section.
I can use the full range of punctuation usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.
I can use inverted commas to demarcate direct speech, with support, in some writing.
I can use apostrophes for contractions and singular possession in many nouns.
I can apply phonological knowledge to spell many regular words accurately.
I can spell common exception words accurately, including common homophones and near homophones
I can spell using the spelling rules I have learned.
I can form most lower case letters accurately and orientate them appropriately, starting and finishing in the correct place. I orientate capital letters and digits 0 to 9 mostly accurately. I hold a pencil comfortably and correctly.

Geography

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

RE/PSHE

How do Jews celebrate their beliefs at home and in the Synagogue?
What can we learn about special symbols and signs used in religions? (Christianity, Islam and world views)

The Arts/Music

I can use perspective lines to create depth in drawings
I can compare the work of different artists, discussing tools, colours and subject matter
I can create, rehearse & perform a short descriptive composition and extend rhythm and pitch understanding
I know some notes on a recorder and can play simple tunes

Science/Technology

I can identify differences, similarities or changes related to simple scientific ideas and processes
I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock
I can recognise that soils are made from rocks and organic matter

History

I can find out about changes in Britain since the Stone Age
I can develop a chronological understanding of where the Stone Age fits in a timeline
I can answer historical questions about the Stone Age
I can understand how our knowledge of the past is constructed from a range of sources
I can find out about the Roman Empire and its impact on Britain
I can establish a clear narrative across the period of the Roman Empire
I can respond analytically to historical sources and devise questions about them
I can understand how our knowledge of the past is constructed from a range of sources

Computing

I can decompose the elements used in a scratch junior story

PE

I can dribble and pass a ball with my feet
I can solve physical puzzles and problems

Ivydale
School & Children's Centre

Year 3 Curriculum Map Autumn Term
Topic: Stone Age and Romans
Visit/visitor:
Parent event: class assemblies

Maths

I can read, write, order and round numbers to 200 in numerals and words I can count from 0 (forwards and backwards) in multiples of 3 and 4 to the 12th multiple
I can identify the number that is ten more or less within 200 I can recognise the place value of each digit in a three-digit number to 200, including with the use of practical resources
I can mentally add and subtract a three-digit number and ones and a three-digit number and tens within 200, including the use of jottings such as a number
I can use a range of mental strategies to add and subtract (for example, add 9 to a two-digit number by adding 10 and adjusting), two two-digit numbers, bridging 100, using informal written methods, such as an empty number line or partitioning
I can recall and use multiplication and division facts for the 3 times table, up to the 12th multiple
I can use informal methods such as empty number lines or arrays for multiplication and division, using known times tables
I can count up and down in tenths, using practical resources such as a counting stick, recognise, find and write unit fractions with small denominators, such as 1/5, using practical resources and diagrams to support , find unit fractions, with small denominators, of a number and a discrete set of objects, by connecting finding unit fractions to division, begin to recognise and write non-unit fractions using diagrams to support e.g. 2/3, begin to recognise and show, using diagrams to support, simple equivalent fractions of a half
I know and use the relationship between m and cm
I can measure and compare: lengths (m/cm); mass (kg/g); volume/capacity (l/ml) in practical contexts
I can add and subtract amounts of money within £2, in practical contexts, including giving change
I can tell and write the time to the nearest five minutes on an analogue clock, including clocks with Roman numerals from I to XII and on a 12-hour digital clock
I can begin to use a.m., p.m., noon/midday and midnight when telling the time
I know the number of seconds in a minute
I can identify right angles in shapes and recognise that a right angle is equivalent to a quarter turn, begin to identify whether angles are greater or less than a right angle
I can identify and describe 2-D shapes using their properties (for example including the number of sides, a line of symmetry, number of right angles) , draw 2-D shapes and begin to identify horizontal and vertical lines
I can collect and interpret data using tables and tallies, present data using bar charts and pictograms using simple scales such as 2 units per cm in bar charts, interpret bar charts and pictograms using simple scales
I can solve puzzles and problems and reason mathematically