



Year 3 National Curriculum Overview

Subject	Skills to be taught
English	<p>Reading Words:</p> <ul style="list-style-type: none"> - I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet. - I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> - I can develop a positive attitude to reading and understanding what I read. - I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - I can read books that are structured in different ways and read for a range of purposes. - I can use dictionaries to check the meaning of words I have read. - I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and I can retell some of these orally. - I can identify themes and conventions in a wide range of books. - I can prepare poems and play scripts to read aloud and I can perform, showing understanding through intonation, tone, volume and action. - I can discuss words and phrases that capture the reader's interest and imagination. - I can recognise some different forms of poetry. - I can understand what I read, in books I can read independently by: checking that the text makes sense, discussing my understanding and explaining the meaning of words in context; ask questions to improve my understanding of a text; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure, and presentation contribute to meaning. - I can retrieve and record information from non-fiction. - I can participate in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say. <p>Spelling:</p> <ul style="list-style-type: none"> - I can use prefixes and suffixes and understand how to add them. - I can spell homophones.

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- I can spell words that are often misspelt.
 - I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
 - I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by my teacher, that include words and punctuation taught so far.
- I can spell phonetically regular, or familiar common polysyllabic words accurately (sometimes for 3E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.

Handwriting:

- I can 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.
- I can increase the legibility, consistency and quality of my handwriting [for example, by ensuring 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].

Writing:

- I can produce work which is organised, imaginative and clear (e.g. simple opening and ending).
- I can use a range of chosen forms appropriately using writing conventions/key features (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).
- I can use interesting and ambitious words sometimes (should be words not usually used by a child of that age and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
- I can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).
- I can extend sentences using a wider range of conjunctions (e.g. when, because, if, after, while, also, as well).
- I can usually use correct grammatical structures in sentences (nouns and verbs agree generally).
- I can use pronouns appropriately to avoid the awkward repetition of nouns. Including: he/she/they
- I can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.
- I can use adjectives (e.g. crimson) and adverbs (e.g. rapidly) for description.
- I can use adverbs (e.g. then, soon, next).
- I can use prepositions (e.g. before, after, during, in, on).
- I can use inverted commas to punctuate direct speech (e.g. "I am an excellent writer," mumbled the pupil to himself.)
- I am beginning to use paragraphs. Including developing a paragraph around a theme and a new paragraph for a shift in place or time.
- I can attempt to give opinion, interest or humour through detail.
- I can evaluate and edit writing, including: changes to spelling, vocabulary, grammar, punctuation and spelling.

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Mathematics

Number and Place Value:

- I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- I can compare and order numbers up to 1000.
- I can identify, represent and estimate numbers using different representations.
- I can read and write numbers up to 1000 in numerals and in words.
- I can solve number problems and practical problems involving these ideas.

Addition and Subtraction:

- I can add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds.
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operations to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division:

- I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions:

- I can 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.
- I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- I can recognise and show, using diagrams, equivalent fractions with small denominators.
- I can add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].
- I can compare and order unit fractions, and fractions with the same denominators.
- I can solve problems that involve all of the above.

Measurement:

- I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- I can measure the perimeter of simple 2-D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in practical contexts.

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- 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; 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.
 - I can 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 [for example to calculate the time taken by particular events or tasks].
- Properties of Shapes:**
- I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
 - I can recognise angles as a property of shape or a description of a turn.
 - I can 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 angle.
 - I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Statistics:**
- I can interpret and present data using bar charts, pictograms and tables.
 - I can 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

- Planning:**
- I can use different ideas and suggest how to find something out.
 - I can explain why I need to collect information to answer a question.
 - I can make and record a prediction before testing.
 - I can plan a fair test and explain why it was fair.
 - I can set up a simple fair test to make comparisons.
- Obtaining and Presenting Evidence:**
- I can use a range of equipment (including a data-logger) in a simple test.
 - I can make accurate measurements using different equipment and units of measure.
 - I can record my observations in different ways (labelled diagrams, charts, etc).
 - I can record and present what I have found using scientific language.
- Considering Evidence and Evaluating:**
- I can explain my findings in different ways (display, oral presentation, and writing).
 - I can explain what I have found out and use my measurements to say whether it helps to answer my question.
 - I can describe what I have found using scientific words.
 - I can use my findings to draw a simple conclusion.
 - I can suggest how to improve my work if I did it again.
 - I can suggest questions and predictions for further tests.

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Rocks:

- I can compare and group together different rocks based on their simple physical properties.
- I can describe and explain how different rocks can be useful to us.
- I can begin to relate the properties of rocks with their uses.
- I can describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed.
- I can classify igneous and sedimentary rocks.
- I can recognise that soils are made from rocks.
- I can describe how fossils are formed within sedimentary rock.

Animals, including Humans:

- I can explain the importance of a nutritious balanced diet.
- I can begin to describe how nutrients, water and oxygen are transported within animals and humans.
- I can explain how certain living things depend on one another to survive.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can explain how the muscular and skeletal systems work together to create movement.

Light:

- I can recognise that we need light in order to see things and dark is the absence of light.
- I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.
- I can explain how light can be reflected from surfaces.
- I can explain the difference between transparent, translucent and opaque.
- I can explain how shadows are formed.
- I can explain why my shadow changes when the light source is moved closer or further from the object.

Plants:

- I can identify and describe the functions of different parts of plants (roots, stem, leaves and flowers).
- I can describe the ways in which nutrients, water and oxygen are transported within plants.
- I can investigate the way in which water is transported within plants.
- I can identify what a plants needs for life and growth.
- I can explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants.
- I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and speed dispersal.

Forces and Magnets:

- I can compare how things move on different surfaces.
- I can observe that magnetic forces can be transmitted without direct contact.
- I can talk about how some magnets attract or repel each other.
- I can investigate the strengths of different magnets and find fair ways to compare them.

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	<ul style="list-style-type: none">- I can describe how magnetism is used in everyday objects.- I can classify which materials are attracted to magnets.- I can set up a test to explore whether or not materials are attracted to magnets.- I can describe magnets as having two poles.- I can work out the link between magnets and the North and South poles.- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
Computing	<p>Computing systems and networks: Connecting computers</p> <ul style="list-style-type: none">- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.- I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Creating media: Stop-frame animation</p> <ul style="list-style-type: none">- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Programming A: Sequencing sounds</p> <ul style="list-style-type: none">- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <p>Data and information: Branching databases</p> <ul style="list-style-type: none">- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Creating media: Desktop publishing

- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Programming B: Events and actions in programs

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

History

Chronological Understanding:

- I can describe events from the past using dates when things happened.
- I can describe events and periods using the words: BC, AD and decade.
- I can use a timeline within a specific time in history to set out the order things may have happened.

Knowledge and Interpretation:

- I can begin to picture what life would have been like for the early settlers.
- I can explain how the early Brits would have communicated (cave writing etc.).
- I can explain how the start of farming change people's lives and how do we know.
- I can explain how the introduction of Bronze and Iron would have changed the way people lived.
- I can understand Greek beliefs, culture and religion.
- I realise that Greeks in the past would have fought fiercely, using different weapons and armour.

Historical Enquiry:

- I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.
- I can use various sources to piece together information about a period in history (Stone Henge, Skara Brae).
- I can research a specific event from the past.
- I can use 'information finding' skills in writing to help them write about historical information.

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Geography

Geographical Enquiry:

- I can use appropriate geographical vocabulary.
- I can explain the differences between human and physical geography.
- I can identify key features on a map.
- I can begin to use 4 figure grid references on a map.
- I can understand compass points and direction (N, NE, NW, E, S, SE, SW, W).
- I can use basic OS symbols.
- I can make accurate measurements of distance up to 100km.

Physical Geography:

- I can explain the features of a mountain and how it fits into its wider geographical location.
- I can compare their local area to a mountainous location in the UK.
- I can explain the vegetation and climate of a mountain area, compared to my local area.

Human Geography:

- I can explain the economic benefits of mountains, e.g. tourism.
- I can explain why most people live in cities in the UK.
- I can understand why London is the capital city of the UK.
- I can identify transport links of my local area, local and global.

Geographical Knowledge:

- I can identify the countries in the UK and capital cities.
- I can understand the differences between England, Great Britain and UK.
- I can identify the main cities in the UK.
- I can understand what a county is and where they are located.
- I can identify major cities and the county they are in.
- I can name and identify the major seas and rivers of the UK.
- I can name and identify the major mountain ranges of the UK.
- I can identify and name countries that are close to the UK.
- I can locate Uxbridge and identify the London Borough it is in.
- I can understand what a London Borough is and name at least 5 (including those that border Hillingdon).

RE

Islam and Christianity:

- I can understand that Allah is the one incomparable and indivisible God for Muslims.
- I know some of the attributes/names of Allah, e.g. the Compassionate One, along with appreciation of the 99 names of God.
- I know that according to Muslims Allah is the owner and provider of all things.
- I know that Muslims are obliged to fast annually during the month of Ramadan. The purpose and benefits of fasting (sawm), both physical and spiritual.
- I know about the rite of Hajj; understand the significance of Hajj and various rites within it.

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- I know that Christians believe that there is one God, who is creator of the world, like a father to human beings and a source of comfort and strength.
- I know some of the miracles that show Jesus' power over nature (for example, the calming of the storm).
- I understand that Christians believe that God lives in humans and can perform miracles.
- I recognise that Christians believe that God cares for human beings and can communicate with human beings.
- I understand the events of Jesus' baptism and his temptations.
- I understand Jesus' ministry as recorded in the Gospels.
- I understand the nativity story.

Christianity:

- I understand that Christians believe themselves to be disciples of Jesus and regard their duty to follow his teaching and ideals to the best of their ability.
- I understand the teachings of Jesus as recorded in the New Testament.
- I understand how some well-known Christians have had their lives shaped through their faith.
- I understand how some people in my community have had their lives shaped through their faith (including the young).
- I understand that Christians believe that they are responsible stewards of the planet, including loving your neighbour.
- I know the key elements of a church and that it is a Christian place of worship.
- I know and understand the major differences between the church buildings of at least two different Christian denominations.
- I know how Christians worship.
- I understand the events of Holy week and of Jesus' resurrection appearances.
- I know some stories which suggest that Jesus was divine and which teach beliefs about him.
- I understand that Christians believe that Jesus is still present in the world.
- I understand the significance of Jesus' death.

Islam and Faiths and Values:

- I understand that Muslims are taught that the purpose of creation is to serve Allah.
- I understand the importance of the 5 pillars of faith.
- I know about Muhammad, his life and calling to be a prophet, the first revelations of the Qur'an, the Hijrah, and the return to Makkah.
- I understand that the Qur'an is the revealed word of Allah and therefore is very special.
- I know the different ways in which respect is accorded to the Qur'an.
- I know that I share a community with people of many faiths.
- I understand the beliefs of others in my community.
- I understand how different faiths have developed and changed within their timescales.
- I understand how faiths relate to the community.

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Design Technology

Nutrition:

- I can understand the food pyramid and identify the food groups.
- I can grow a herb or plant from seed, understanding the impact of the seasons, and use within scones e.g. basil, chives.

Cooking:

- I can choose suitable ingredients for a scone. E.g. Savoury - cheese and chives (the latter being home grown), sun-dried tomato and basil.
- I can use the equipment safely.
- I can put together a recipe as a step-by-step plan.
- I can describe how I am mixing my ingredients together.
- I can evaluate my product and make suggestions for improvements.

Textiles:

- I can thread a needle.
- I can cast on and off with a needle and thread.
- I can sew on a 4 hole button.
- I can use a cross stitch to create a design onto a bookmark, casting on and off and changing colours independently.
- I can research book marks so I create a suitable sized design.
- I can select colours which will compliment my design.

Mechanical and Electrical Components:

- I can make a torch design that includes a circuit.
- I can select the appropriate components and materials to create my torch E.g. waterproof, switch, lightweight.
- I can use a switch and light bulb within my circuit (a number of components).
- I can use a range of finishing techniques so that my torch looks professional.

Stiff Materials:

- I can use appropriate materials to ensure my horse is sturdy (cardboard).
- I can work accurately to make cuts and holes using a Stanley knife.
- I can join materials using a glue gun.

Mouldable Materials:

- I can design my bowl/jug, based on research and examples.
- I can design my bowl/jug based on my knowledge of strengthening structures.
- I can select the most appropriate materials and tools to make my bowl.

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- I can use a range of techniques to shape and mould my bowl.
- I can prepare my bowl to be fired in the kiln.

Art

Painting:

- I can predict with accuracy the colours that I mix.
- I know where each of the primary and secondary colours sits on the colour wheel.
- I can create a background using a wash.
- I can use a range of brushes to create different effects.
- I can understand the impact of silhouettes (explore use of Indian ink and/or black paper collage).

Drawing:

- I can use appropriate body proportions to create 'stick men' representations.
- I can use my sketches to produce a final piece of work.
- I can write an explanation of my sketch in notes.
- I can explore work from different periods of time and use this to inspire my art.
- I can use different grades of pencil shade, to show different tones and texture.

Sculpture:

- I can work with clay to produce a Greek inspired artefact.
- I can use my knowledge of historical periods to decorate my clay product with an appropriate pattern/design.
- I can use tools accurately and safely to create imprints and texture in my work.
- I can choose appropriate materials (e.g. paint) to 'finish' my clay product.
- I can select the most appropriate paintbrush to decorate my clay product.

Artists:

- I can compare the work of different artists.
- I can understand the viewpoints of artists by interpreting their work.
- I can explore work from other periods of time.
- I can explore and contrast art representing rural and urban images of the United Kingdom (geographical study link).
- I can comment on an artist's choice of colours to represent the mood of a painting.
- I can annotate images of art works to compare and contrast the features used.
- I can articulate my response to a work of art.
- I can link the work of Lowry to Iron Age cave painting designs.

Architects:

- I can research the biography of a famous architect.
- I can learn how architects are inspired to design.
- I can compare and contrast building designs from different periods of history.

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	<ul style="list-style-type: none">- I can use a viewfinder to sketch first hand observations of the built environment (e.g. to sketch the Millennium Bridge with St Paul's Cathedral in the background – celebration of both architects' works).- I can apply technical drawing techniques to demonstrate perspective, light and shade and tones/textures. <p>Designers:</p> <ul style="list-style-type: none">- I can use IT programs to create a piece of work that includes my own work and that of others (using the internet).- I can use the web to research an artist or style of art.- I can use the printed images I take with a digital camera and combine them with other media to produce art work.- I can experiment using different colours.- I can use montage.- I can explore the designs of Quant and Brunel and sketch images of these.- I can simplify my images of their works to create a printing block.- I can make a print inspired by the work of Brunel and/or Quant. <p>Sketch Book Skills:</p> <ul style="list-style-type: none">- I can use my sketch book to express feelings about a subject and to describe likes and dislikes.- I can make notes in my sketch book about techniques used by artists.- I can suggest improvements to my work by keeping notes in my sketch books.
Music	<p>Performing:</p> <ul style="list-style-type: none">- I can sing in tune with expression.- I can control my voice when singing.- I can play clear notes on instruments.- I can work with a partner to create a piece of music using more than one instrument (tuned or un-tuned). <p>Composing/Improvising:</p> <ul style="list-style-type: none">- I can use different elements (Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre) in my composition/improvisation.- I can read and play notes from sheet music- I can create repeated patterns with different instruments.- I can compose/improvise melodies- I can use chime bars to learn the letter names of musical notes.- I can create accompaniments for tunes.- I can combine different sounds to create a specific mood or feeling.- I can understand how the use of tempo can provide contrast within a piece of music. <p>Appraising:</p> <ul style="list-style-type: none">- I can identify the instruments used in a piece of music- I can use musical words (Duration, Dynamics, Pitch, Silence, Tempo, Texture, Timbre) to describe a piece of music and compositions.

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	<ul style="list-style-type: none">- I can use musical words to describe what I like and dislike.- I can tell whether a change is gradual or sudden.- I can identify repetition, contrasts and variations.- I can recognise the work of at least three British composers: Edward Elgar (Romantic), Benjamin Britten (Contemporary) and Andrew Lloyd Webber (Musicals).- I can listen to and appraise music from the country of our PLAN child.- I experience a live music performance (e.g. Orchestra).
Languages	<p>Speaking:</p> <ul style="list-style-type: none">- I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).- I can speak aloud familiar words or short phrases in chorus.- I can use the correct pronunciation when speaking and start to see links between pronunciation and spelling. <p>Listening:</p> <ul style="list-style-type: none">- I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).- I can develop my understanding of the sounds of individual letters and groups of letters (phonics). <p>Reading:</p> <ul style="list-style-type: none">- I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.- I can read aloud familiar words or short phrases in chorus. <p>Writing:</p> <ul style="list-style-type: none">- I can write some familiar simple words from memory or use supported written materials to do so (e.g. familiar nouns). <p>Grammar:</p> <ul style="list-style-type: none">- I can start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. <p>Content:</p> <ul style="list-style-type: none">- I can understand numbers 1-10 and I am able to say, read and write them.- I am familiar with the seasons and I am able to say them and recognise them in written form.- I can use simple greetings (e.g. saying hello and goodbye, saying how I feel).- I can ask and answer simple questions about name and age.- I can understand and communicate familiar nouns (e.g. animals, fruits) including the correct article (dependent on gender).- I can use simple adjectives (e.g. colours).- I can use some simple verbs in the first person "I" form (e.g. I am and I play).- I can understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

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PE

Acquiring and Developing Skills:

- I can select and use the most appropriate skills, actions or ideas.
- I can move and use actions with co-ordination and control.

Evaluating and Improving:

- I can explain how my work is similar and different from that of others.
- With help, I can recognise how performances could be improved.

Health and Fitness:

- I can explain why it is important to warm-up and cool-down.
- I can identify some muscle groups used in gymnastic activities.

Dance:

- I can improvise freely, translating ideas from a stimulus into movement.
- I can share and create phrases with a partner and in small groups.
- I can repeat, remember and perform these phrases in a dance.

Games:

- I can throw and catch with control when under limited pressure.
- I am aware of space and use it to support team-mates and cause problems for the opposition.
- I know and use rules fairly to keep games going.
- I can keep possession with some success when using equipment that is not used for throwing and catching skills.

Gymnastics:

- I can use a greater number of my own ideas for movement in response to a task.
- I can adapt sequences to suit different types of apparatus and my partner's ability.
- I can explain how strength and suppleness affect performances.
- I can compare and contrast gymnastic sequences, commenting on similarities and differences.

Athletics:

- I can run at fast, medium and slow speeds, changing speed and direction.
- I can link running and jumping activities with some fluency, control and consistency.
- I can make up and repeat a short sequence of linked jumps.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing their action for accuracy and distance.

Outdoor/Adventurous Activities:

- I can follow a map in a familiar context.
- I can move from one location to another following a map.
- I can use clues to follow a route.
- I can follow a route safely.

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PSHE

Families and people who care for me:

- I can learn that families are important for children growing up because they can give love, security and stability.
- I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- I know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- I can learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- I can learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- I can understand how important friendships are in making us feel happy and secure, and how people choose and make friends.
- I can learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- I can know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- I understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- I can learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- I know about the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- I can learn practical steps they can take in a range of different contexts to improve or support respectful relationships.
- I can demonstrate the conventions of courtesy and manners.
- I can understand the importance of self-respect and how this links to their own happiness.
- I can know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- I can learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of

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bystanders (primarily reporting bullying to an adult) and how to get help.

- I can understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- I can learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- I know that people sometimes behave differently online, including by pretending to be someone they are not.

- I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- I can understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:

- I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- I understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- I can learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- I know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- I can learn how to recognise and report feelings of being unsafe or feeling bad about any adult.

- I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.

- I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.

- I know where to get advice e.g. family, school and/or other sources.

Mental wellbeing:

- I understand that mental wellbeing is a normal part of daily life, in the same way as physical health.

- I know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- I can appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

- I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

- I understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to

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control their emotions (including issues arising online).

Internet safety and harms:

- I know that for most people the internet is an integral part of life and has many benefits.
- I can learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- I know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- I know where and how to report concerns and get support with issues online.

Physical health and fitness:

- I know the characteristics and mental and physical benefits of an active lifestyle.
- I can understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- I know about the risks associated with an inactive lifestyle (including obesity).
- I can learn how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- I know what constitutes a healthy diet (including understanding calories and other nutritional content).
- I can learn the principles of planning and preparing a range of healthy meals.
- I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- I can learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- I can learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- I can understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- I can learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- I know the facts and science relating to allergies, immunisation and vaccination.

Basic first aid:

- I know how to make a clear and efficient call to emergency services if necessary.

Economic understanding:

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- I understand what charity is and explain why people donate to charity.
- I can fundraise money for a charity.
- I can explain the difference between wants and needs.