



## Year 3 National Curriculum Overview

Subject	Skills to be taught
English	<p><b>Reading Words:</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"><li>- I can develop a positive attitude to reading and understanding what I read.</li><li>- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>- I can read books that are structured in different ways and read for a range of purposes.</li><li>- I can use dictionaries to check the meaning of words I have read.</li><li>- 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.</li><li>- I can identify themes and conventions in a wide range of books.</li><li>- I can prepare poems and play scripts to read aloud and I can perform, showing understanding through intonation, tone, volume and action.</li><li>- I can discuss words and phrases that capture the reader's interest and imagination.</li><li>- I can recognise some different forms of poetry.</li><li>- 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.</li><li>- I can retrieve and record information from non-fiction.</li><li>- 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.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>- I can use prefixes and suffixes and understand how to add them.</li><li>- I can spell homophones.</li></ul>

## CURRICULUM 2014 – UPDATED 2025

- 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.

## CURRICULUM 2014 – UPDATED 2025

### 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.

## CURRICULUM 2014 – UPDATED 2025

- 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.

## CURRICULUM 2014 – UPDATED 2025

### **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.

## CURRICULUM 2014 – UPDATED 2025

	<ul style="list-style-type: none"><li>- I can describe how magnetism is used in everyday objects.</li><li>- I can classify which materials are attracted to magnets.</li><li>- I can set up a test to explore whether or not materials are attracted to magnets.</li><li>- I can describe magnets as having two poles.</li><li>- I can work out the link between magnets and the North and South poles.</li><li>- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>
Computing	<p><b>Computing systems and networks: Connecting computers</b></p> <ul style="list-style-type: none"><li>- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li><li>- 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.</li><li>- 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.</li></ul> <p><b>Creating media: Stop-frame animation</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> <p><b>Programming A: Sequencing sounds</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li><li>- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>- 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.</li></ul> <p><b>Data and information: Branching databases</b></p> <ul style="list-style-type: none"><li>- 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.</li><li>- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>

## CURRICULUM 2014 – UPDATED 2025

### **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.

## CURRICULUM 2014 – UPDATED 2025

### 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.

## CURRICULUM 2014 – UPDATED 2025

- 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.

## CURRICULUM 2014 – UPDATED 2025

### 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.

## CURRICULUM 2014 – UPDATED 2025

	<ul style="list-style-type: none"><li>- I can use a range of techniques to shape and mould my bowl.</li><li>- I can prepare my bowl to be fired in the kiln.</li></ul>
Art	<p><b>Painting:</b></p> <ul style="list-style-type: none"><li>- I can predict with accuracy the colours that I mix.</li><li>- I know where each of the primary and secondary colours sits on the colour wheel.</li><li>- I can create a background using a wash.</li><li>- I can use a range of brushes to create different effects.</li><li>- I can understand the impact of silhouettes (explore use of Indian ink and/or black paper collage).</li></ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>- I can use appropriate body proportions to create 'stick men' representations.</li><li>- I can use my sketches to produce a final piece of work.</li><li>- I can write an explanation of my sketch in notes.</li><li>- I can explore work from different periods of time and use this to inspire my art.</li><li>- I can use different grades of pencil shade, to show different tones and texture.</li></ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"><li>- I can work with clay to produce a Greek inspired artefact.</li><li>- I can use my knowledge of historical periods to decorate my clay product with an appropriate pattern/design.</li><li>- I can use tools accurately and safely to create imprints and texture in my work.</li><li>- I can choose appropriate materials (e.g. paint) to 'finish' my clay product.</li><li>- I can select the most appropriate paintbrush to decorate my clay product.</li></ul> <p><b>Artists:</b></p> <ul style="list-style-type: none"><li>- I can compare the work of different artists.</li><li>- I can understand the viewpoints of artists by interpreting their work.</li><li>- I can explore work from other periods of time.</li><li>- I can explore and contrast art representing rural and urban images of the United Kingdom (geographical study link).</li><li>- I can comment on an artist's choice of colours to represent the mood of a painting.</li><li>- I can annotate images of art works to compare and contrast the features used.</li><li>- I can articulate my response to a work of art.</li><li>- I can link the work of Lowry to Iron Age cave painting designs.</li></ul> <p><b>Architects:</b></p> <ul style="list-style-type: none"><li>- I can research the biography of a famous architect.</li><li>- I can learn how architects are inspired to design.</li><li>- I can compare and contrast building designs from different periods of history.</li></ul>

## CURRICULUM 2014 – UPDATED 2025

- 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.

### **Designers:**

- 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.

### **Sketch Book Skills:**

- 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

### **Performing:**

- 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).

### **Composing/Improvising:**

- 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.

### **Appraising:**

- 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.

## CURRICULUM 2014 – UPDATED 2025

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

## CURRICULUM 2014 – UPDATED 2025

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.

## CURRICULUM 2014 – UPDATED 2025

PSHE

### **Relationships and Health Education:**

*How do we make our relationships safe and fair?*

- I can understand what PSHE is and what would happen if we didn't learn about it.
- I can describe the information we share with friends, family and professionals.
- I can recognise bullying and show empathy to others.
- I know what it means to be equal and can understand what prejudice and discrimination mean.
- I can explain what racism is and what I can do about it.

*What are healthy habits and why are they important?*

- I can understand what a person does to stay healthy.
- I can explain why it is important to stay hydrated.
- I know about healthy habits.
- I know about healthy habits for the mind.
- I can understand how good hygiene helps my overall health.

### **Living in the Wider World:**

*How do communities make a difference?*

- I can understand why community is important.
- I know some of the ways different community groups can support the wider community (for example, religious and environmental).
- I can understand what responsibilities different job sectors have.
- I am aware that there can be stereotypes in the workplace.
- I can explain how different people from around the world have contributed to the world we see today.

*How do I make informed choices about money?*

- I can understand the choices we have when it comes to money.
- I can explain why I should save money.
- I am aware of how money is used online.
- I know how data is used online and what advertising is.
- I can consider what is reliable and how to fact check.

### **Relationships and Health Education:**

*Who is there to help me when I think there's a risk?*

- I can understand that families can be different.
- I can consider the ways to manage pressure from friends 'doing dares'.
- I know who keeps me safe in different places.
- I know how to contact the emergency services.
- I can reflect on my learning in PSHE.

*How do I keep my body safe?*

- I can understand that people can have allergies.
- I know how other types of health issues can be managed.

## CURRICULUM 2014 – UPDATED 2025

- I know my body parts belong to me.
- I know how to keep my body parts private (PANTS).
- I can understand how different cultures celebrate growing up.
- I can explain what learning I will take away from PSHE.