

### Maths

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.  
I can add and subtract numbers mentally, including:

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

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 they 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.

### Computing

Programming:

### Music

I can sing in tune with expression and awareness of meaning  
I can compose and play simple rhythmic patterns  
I can change words to songs/rhymes  
I can compose and play simple rhythmic patterns  
I can compose a piece of music within a given structure

### DT

I can understand and apply the principles of a healthy and varied diet.  
I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  
I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Art

I can create sketch books to record my observations and use them to review and revisit ideas  
I can develop ideas from starting points throughout the curriculum to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
I can learn about great artists, architects and designers in history.  
I can comment on artworks using visual language

### Geography

I can name and locate cities of the United Kingdom, geographical regions  
I can identify human and physical characteristics of the UK  
I can identify the key topographical features (including hills, mountains, coasts and rivers) of the UK  
I can identify land-use patterns in the UK  
I understand how physical features and characteristics of the UK have changed over time  
I can describe and understand key aspects of human geography including types of settlement and land use  
I can describe and understand key aspects of human geography including the distribution of natural resources including food, minerals and water

### History

I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history using AD, BC  
I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.  
I can put some artefacts in chronological order.  
I am beginning to use place value in the context of timelines.  
I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.  
I can explain what I have learned in an organised and structured way, using the correct historical terminology.  
I can use one or more sources of information to help me ask and answer questions about the past in sentences.  
I can present recalled or selected information in a variety of ways using specialist terms.

### English

I can write lower-case letters that are all the same size in my writing  
I can write about things I have done and things that others have done  
I can use capital letters and full stops to show where sentences start and end  
I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon  
I can use these words in my writing: when, if, that, because, or, but  
I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters  
I can use commas when I am writing a list  
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time  
I can sometimes use question marks and exclamation marks  
I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time  
I can use the diagonal and horizontal strokes I need to join letters in some of my writing  
I can tell if a sentence is a question, command, exclamation or a statement  
I can proofread my work and check for spelling, punctuation and grammar errors

### Science

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.

## Could you survive as a Stone Age person? Y3 Autumn 2023



### R.E

I can describe in detail two examples where the gospels encourage Christians to live as good news today.  
I can compare and contrast the detail in the different stories about Jesus' birth found in the Bible.  
I can suggest at least two reasons which explain why there are different birth narratives.  
I can identify and explain the meaning of two different Advent customs.  
I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story.

### P.E

I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### PSHCE

Wellbeing - Wellbeing  
Wednesday  
My Happy Mind - Meet your brain; Celebrate

### French

I can greet each other confidently, and introduce themselves and their family.  
I understand the numbers 1-10 and use them to say how old they are.  
I understand and respond to some simple questions and instructions.  
I can recognise some words in their written form and pronounce them accurately.