



Charter Curriculum - September 2018

Year 3

English	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to your own opinion. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. ➤ <u>Article 28</u>- You have the right to good quality education. ➤ <u>Article 29</u>- Your education should help you use and develop your talents. 		
	Statutory Requirement Objectives	Greater Depth Objectives	References
<u>Reading - Word</u> (Decoding)	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Pupil can read aloud accurately and make sense of new words with confidence.	Rising Stars - page 1 TTEducation progression in Reading Year 3
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupil can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.	National curriculum: Page 35 - 40
<u>Reading - Comprehension</u> (Range of reading)	Develop positive attitudes to reading and understanding of what they read by:		
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Pupil can listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.	Rising Stars - page 2 TTEducation progression in reading Year 3 - Comprehension
	Reading books that are structured in different ways and reading for a range of purposes.	Pupil can confidently read a range of books for a range of purposes.	National curriculum - page 35 - 40



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(Familiarity with texts)	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Pupil can confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.	Rising Stars - page 3 TTEducation progression in reading Year 3 - Comprehension National curriculum - page 35 - 40
	Identifying and discussing themes and conventions in a wide range of writing.	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.	
(Poetry and performance)	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Pupil demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.	Rising Stars - page 3 - 4 TTEducation progression in reading Year 3
	Recognising some different forms of poetry, (e.g. <i>free verse, narrative poetry</i>)	Pupil can confidently identify and name some different forms of poetry.	
(Word meanings)	Using dictionaries to check the meaning of words that they have read.	Pupil can routinely and efficiently use a dictionary to check the meaning of new words they encounter.	
	Understand what they read, in books they can read independently, by:		
(Understanding)	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.	Rising Stars - page 4 - 5 TTEducation progression in reading Year 3
	Asking questions to improve their understanding of a text.	Pupil can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	



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	Identifying main ideas drawn from more than one paragraph and summarising these.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.	
(Inference)	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>The writer shows us Tom doing all the things children do when he is fooling around. He might mean it when he agrees to stop but I think he is just being a child really and doesn't know how to stop himself. Aunt Fidget Wonkham-Strong says it looks like playing to her so there's no way she can stop him because playing is what children do.</i>	Rising Stars - page 5 TTEducation progression in reading Year 3
(Prediction)	Predicting what might happen from details stated and implied.	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader. e.g. <i>The author writes that Captain Najork's hired sportsmen snigger when they unpack the games equipment so I think they are sure they will beat Tom but they are in for a shock!</i>	Rising Stars - page 6 TTEducation progression in reading Year 3
(Authorial intent)	Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why: e.g. <i>I really like all the verbs in the games like raking, poling,</i>	Rising Stars page 6 - 7 TTEducation progression in reading Year 3



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		<i>shovelling and barrelling, because the reader has to imagine what the games look like and those words help because we know what those things look like when people use them.</i>	National curriculum - notes and guidance page 35 - 40
	Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
(Non-fiction)	Retrieve and record information from non-fiction.	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.	
(Discussing reading)	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Rising Stars page 8 TTEducation progression in reading Year 3 National curriculum - notes and guidance page 35 - 40
<u>Writing - Transcription</u>	Spell further homophones.	Pupil can consistently and confidently distinguish between, and almost always correctly spell, further homophones and near-homophones.	National Curriculum page 35 - 40



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(Phonics and whole word spelling)	Spell words that are often misspelt (English Appendix 1)	Pupil can consistently and confidently correctly spell words where the letters do not match the sound.	Rising stars page 9
(Other word building spelling)	Place the possessive apostrophe accurately in words with regular plurals: <i>e.g. girls', boys'</i> and in words with irregular plurals: <i>e.g. children's</i> .	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	National Curriculum page 35 - 40 Rising stars page 9 - 10
	Use further prefixes and understand how to add them (English Appendix 1)	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling.	
	Use further suffixes and understand how to add them (English Appendix 1)	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word.	
	Use the first two or three letters of a word to check its spelling in a dictionary.	Pupil can consistently and confidently navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter or beyond.	
(Transcription)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Pupil can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.	National Curriculum page 35 - 40 Rising stars page 10
(Handwriting)	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style.	National Curriculum page 35 - 40 Rising stars page 11



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	Increase the legibility, consistency and quality of their handwriting: <i>e.g. 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.</i>	Pupil's writing can be easily read, is almost always consistent and pleasing in appearance.	
<u>Writing - Composition</u> (Contexts for writing)	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class.	National Curriculum page 29 - 30 Rising stars page 12
(Planning and drafting writing)	Plan their writing / draft and write by: Discussing and recording ideas.	Pupil can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.	National Curriculum page 29 - 30 Rising stars page 12 - 15
	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Pupil can consistently and confidently compose and speak a whole sentence.	
	Organising paragraphs around a theme.	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of linked sentences for each. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.	



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	In narratives, creating settings, characters and plot.	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot, drawing on and adapting elements of the modelled story and on their wider reading of fiction.	
	In non-narrative material, using simple organisational devices: e.g. <i>headings and sub-headings</i> .	Pupil can consistently and confidently marshal their material into logical chunks and write an appropriate and engaging main heading for the text and relevant subheadings for each chunk.	
(Editing writing)	Make simple additions, revisions and corrections to their own writing by:		
	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	Pupil can consistently and confidently read back their own writing as they go and read and discuss others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.	
	Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Pupil can consistently and confidently identify possible improvements in grammar and vocabulary to their own and others' writing.	
	Proof-read for spelling and punctuation errors.	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors	National Curriculum page 29 - 30 Rising stars page 12 - 15



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		in some spelling patterns and punctuation items not yet taught.	
(Performing writing)	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Pupil can consistently and confidently read their writing aloud with expression, loudly and clearly enough to be heard and understood by all, gaining and monitoring the attention of their audience.	
<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Form nouns using prefixes (super-, anti-)	Pupil can consistently and confidently use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.	National Curriculum page Rising stars page 16 - 18
	Word families based on common words (solve, solution, dissolve, insoluble)	Pupil quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly.	TTEducation Progression in Writing Skills Year 2
(Grammar)	Develop their understanding of the concepts set out in English Appendix 2 by:		National Curriculum Notes and Guidance: year 3 page
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	After teacher modelling, pupil can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning spontaneously across a range of independent writing.	
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Pupil can consistently and confidently write an increasing range of sentences with more than one clause using the conjunctions taught so far and spontaneously applying the new learning across a range of independent writing.	
	Using conjunctions, adverbs and prepositions to express time and cause.	Pupil can consistently and confidently use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and	



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		place) spontaneously applying the new learning across a range of independent writing.	
	Using the present perfect form of verbs in contrast to the past tense.	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.	
	Use the correct form of 'a' or 'an'	Pupil can decide whether a noun needs 'a' or 'an' in front of it and consistently and confidently makes the right choice in independent writing.	
(Punctuation)	Inverted commas to punctuate direct speech.	Pupil is using inverted commas confidently and consistently to punctuate direct speech and is beginning to use other punctuation connected with inverted commas appropriately: e.g. <i>The conductor shouted, 'Sit down!'</i>	
<u>Genre and style</u>	<u>Narrative:</u> Stories with familiar settings, character and setting descriptions, myths and legends, adventure and mystery, dialogue and plays. <u>Non-fiction:</u> Instructions, letters/informal, information texts, authors, reports, chronological reports, recounts. <u>Poetry:</u> Poems to perform, shape poetry and calligrams, language play.		
<u>Spoken Language</u>	<u>Statutory terminology :</u> Preposition Conjunction (in preference to 'joining word') Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted comma's (or 'speech marks')	<u>Non statutory terminology:</u> Paragraph Dialogue Heading Sub-heading Preposition phrase	



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Mathematics	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Number - Place Value</u>	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	Use multiples 2,3,4,5,8,10, 50 and 100.	Teaching Mastery Year 2-pg.9-12
	Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	Use larger numbers t at least 1000, applying partitioning related to place value using varied ad increasingly complex problems.	Rising Stars Framework Year-3 pg.1-2
	Compare and order numbers up to 1,000.	Use a variety of representations, including those related to measure, count in ones, tens and hundreds, to become fluent in the order and place value of numbers to 1000.	A guide to Mathematical Vocabulary Year 3
	Identify, represent and estimate numbers using different representations.	Pupils may be able to carry out certain procedures and answer questions but the teacher will need to check that pupils really understand the idea by asking questions such as 'Why?' 'What happens if...?' and checking that pupils can use the procedures or skills to solve a variety of problems.	
	Read and write numbers up to 1,000 in numerals and in words.		
	Solve number problems and practical problems involving these ideas.		



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<u>Number - Place Value Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Zero.... Thousand +, relationship, one hundred more, one hundred less, approximate, approximately, round up, round down, place holder, estimate, near doubles.		
<u>Number - Addition and Subtraction</u>	Add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s.	Solve addition and subtraction questions.	Teaching Mastery Year 2-pg.13-15 Rising Stars Framework Year-3 pg.3-6 A guide to Mathematical Vocabulary Year 3
	Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.	For mental calculations with two-digit numbers, the answer should be exceeding 100.	
	Estimate the answer to a calculation and use inverse operations to check answers.	Use understanding of place value and partitioning, practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent.	
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		
<u>Number - Addition and Subtraction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Hundreds boundary, equation, column (ar) addition, column (ar) subtraction, inverse operation, exchange.		
<u>Number - Multiplication and Division</u>	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Continue to practise mental recall for multiplication tables when they are calculating mathematical statements in order to improve fluency.	Teaching Mastery Year 2-pg. 16-18 Rising Stars Framework Year-3 pg.3-6 A guide to Mathematical Vocabulary Year 3
	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,	Through doubling, they connect the 2, 4 and 8 multiplication tables.	



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	using mental and progressing to formal written methods.		
	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.	Develop efficient mental methods using commutativity and associativity and multiplication and division facts to derive related facts.	
		Develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit number progressing to the formal written method of short multiplication and division.	
		Solve simple problems in context, deciding which operation to use and why. These must include scaling contexts and correspondence problems in which m objects are connected to n objects. (3 hats 4 coats - how many different outfits?)	
<u>Number - Multiplication and Division Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Remainder, equation, inverse operation.		
<u>Number - Fractions</u>	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.	Connect tenths to place value, decimal measures and to division by 10.	Teaching Mastery Year 2-pg.19-21



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	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	Understand unit and non-unit fractions as numbers on the number line and deduce relations between them, such as size and equivalence. They should go beyond the (0, 1) interval, including relating this to measure.	Rising Stars Framework Year-2 pg. 7-9 A guide to Mathematical Vocabulary Year 3
	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	Understand the relation between unit fractions as operators and division by integer.	
	Recognise and show, using diagrams, equivalent fractions with small denominators.	Continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fraction as a division of a quantity.	
	Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	Practise adding and subtracting fraction with the same denominator through a variety of increasingly complex problems to improve fluency.	
	Compare and order unit fractions, and fractions with the same denominators.		
	Solve problems that involve all of the above.		
<u>Number - Fraction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Two thirds, three thirds, one tenth, tenths, denominator, numerator.		
<u>Measurement</u>	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes.	* Continue to measure using the appropriate tools and units, progressing to using a wider range of measure, including comparing and using mixed units and simple equivalents of mixed units.	Teaching Mastery Year 2-pg.22-25 Rising Stars Framework Year-2 pg. 10-12



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	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	To make comparisons of measures to include simple scaling by integers and this contexts to multiplication.	A guide to Mathematical Vocabulary Year 3
	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	Continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts.	
	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours.	Record £ and p separately.	
	Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.	Begin to record the decimal correctly in relation to money.	
	Know the number of seconds in a minute and the number of days in each month, year and leap year.	Use both analogue and digital 12-hour clocks and record their times.	
	Compare durations of events [for example, to calculate the time taken by particular events or tasks]		
<u>Measurement vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: More expensive, most expensive, less expensive, least expensive, amount, value, worth, approximately,		
<u>Geometry - Properties of Shapes</u>	Draw 2-D shapes and make 3-D shapes using modelling materials.	Knowledge of properties of shape is extended to symmetrical and non-symmetrical polygons and polyhedral.	Teaching Mastery Year 3-pg.26-27
	Recognise 3-D shapes in different orientations and describe them.	Extend pupils use of the properties of shapes.	Rising Stars Framework Year-2 pg. 13-14



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	Recognise angles as a property of shape or a description of a turn.	Describe properties of 2-D and 3-D shapes using accurate language, including, lengths of lines and acute and obtuse for angles greater or lesser than a right angle.	A guide to Mathematical Vocabulary Year 3
	Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.	Connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.	
	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		
<u>Geometry - properties of shape vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Right-angled triangle, hemi-sphere, semi-circle, pentagonal, hexagonal, octagonal, polyhedron, perpendicular, parallel, non-symmetrical, regular, irregular, right angle, acute angle, obtuse angle, ...angle,is a greater / smaller angle than		
<u>Geometry - Position and Direction</u>			
<u>Statistics</u>	Interpret and present data using bar charts, pictograms and tables.	Pupils understand and use simple scales in pictograms and bar charts with accuracy.	Teaching Mastery Year 3-pg.28-29
	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.	Interpret data presented in many contexts.	Rising Stars Framework Year-3 pg. 15 A guide to Mathematical Vocabulary Year 3



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<u>Statistics Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Chart, grid, bar chart, frequency table, Carroll diagram, Venn diagram, axis, axes, interval, data, row, column.			
<u>Mental Maths</u>	<u>Rapid recall</u> Addition and subtraction facts for all numbers to 20 <ul style="list-style-type: none"> • All pairs of multiples of 100 with a total of 1000 • All pairs of multiples of 5 with a total of 100 • Multiplication facts of the 2,5 and 10 times table and corresponding division facts 	<u>Mental strategies</u> Count on or back in tens or ones <ul style="list-style-type: none"> • Find a small difference by counting up from the smaller to the larger number • Reorder numbers in calculations • Add three or four small number by putting the largest number first and/or by finding pairs totalling 9, 10 or 11 • Partition into tens and units then recombine • Bridge through a multiple of 10 then adjust • Use knowledge of number facts and place value to add or subtract pairs of numbers • Add or subtract mentally a near multiple of 10 to or from a two-digit number • Identify near doubles • Use patterns of similar calculations 	<u>Mental calculations</u> Find out what must be added to any multiple of 100 to make 1000 e.g. $300 + ? = 1000$ <ul style="list-style-type: none"> • Add or subtract any pair of two-digit numbers, without crossing a tens boundary to 100 e.g. $33 + 45$, $87 - 2$ • Add or subtract any single-digit to any two digit number, including crossing the tens boundary e.g. $67 + 5$, $82 - 7$ • Find what must be added to/ subtracted from any two-digit number to make the next higher/lower multiple of 10 e.g. $64 + ? = 70$, $56 - ? = 50$ • Subtract any three-digit number from any three-digit number when the difference is less than 10, e.g. $458 - 451$, $603 - 597$ • Find what must be added to/subtracted from any three digit number to make 	<u>Times tables</u> Know 2x, 5x, 10x, 3x, 4x, 8x and 6x tables and related division facts <ul style="list-style-type: none"> • Derive 8 x facts by doubling 4x facts or double and double and double again. • Begin to derive 6x facts from doubling 3x facts



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		<ul style="list-style-type: none"> • Say or write a subtraction statement corresponding to a given addition statement • To multiply a number by 10/100, shift it's digits one/two places to the left • Use knowledge of number facts and place value to multiply or divide by 2,5,10 and 100 • Use doubling and halving • Say or write a division statement corresponding to a given multiplication statement. 	<ul style="list-style-type: none"> the next higher/lower multiple of 10 e.g. $647+\text{?} = 650$, $246-\text{?} = 240$ • Doubles - double any number to at least 20 e.g. double 18 and corresponding halves <ul style="list-style-type: none"> - double 60, halve 120 - double 35 halve 70 - double 450, halve 900 • Multiply single-digit numbers by 10 or 100 e.g. 6×100 • Divide any multiple of 10 by 10 e.g. $60/10$ and any multiple of 100 by 100 e.g. $700/100$ 	
Science	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 24</u>- Every child has the right to the best possible health. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 			
<u>Working Scientifically</u>	Asking relevant questions and using different types of scientific enquiries to answer them.	Pupil can develop relevant, testable questions.		Rising Stars Progression Frameworks, Science Year 3 P.1-8. Primary National Curriculum P.154-160.
	Setting up simple practical enquiries, comparative and fair tests.	Pupil can plan investigations using different types of scientific enquiry.		
		Pupil can set up comparative and fair tests.		
Making systematic and careful observations and, where appropriate, taking accurate	Pupil can use various equipment, as instructed, repeatedly and with care.			



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	measurements using standard units, using a range of equipment, including thermometers and data loggers.	Pupils can recognise the importance of using standard units and measure accurately.	
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Pupil can use words and diagrams to record findings.	
	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Pupil can use various ways to record, group and display evidence.	
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Pupil can present findings either in writing or orally.	
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Pupil can write a conclusion based on the evidence.	
		Pupil can use evidence to suggest further relevant investigations.	
	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Pupils can recognise patterns that relate to scientific ideas.	
	Using straightforward scientific evidence to answer questions or to support their findings.	Pupil can use evidence to produce a simple conclusion.	
<u>Plants</u>	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Suggest why parts may vary in size and shape from one species of flowering plant to another.	
	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Compare the requirements of different plants and link these to particular habitats.	



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	Investigate the way in which water is transported within plants.	Suggest how this process might vary from one type of plant to another.
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Suggest why pollination, seed formation and seed dispersal may vary from one plant to another.
<u>Animals, including humans</u>	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Explain why a varied diet is important.
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Compare the ways that the skeletons of different animals provide support, protection and movement.
<u>Rocks</u>	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Suggest uses for different kinds of rocks based on their properties.
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Explain the importance of studying fossils.
	Recognise that soils are made from rocks and organic matter.	Compare different soils in terms of composition.
<u>Light</u>	Recognise that they need light in order to see things and that dark is the absence of light.	Recognise that vision involves light travelling to the eyes.
	Notice that light is reflected from surfaces.	Recognise that some surfaces are better at reflecting than others.
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Explain why sunlight can be dangerous and how types of protection work.



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	Recognise that shadows are formed when the light from a light source is blocked by an opaque object.	Suggest how light is travelling to form a shadow.	
	Find patterns in the way that the size of shadows change.	Relate position of an object and position of a screen to the size of the shadow.	
	Compare how things move on different surfaces.	Predict how an object will move on other surfaces and why.	
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Explore how magnetic attraction and repulsion are affected by distance.	
	Observe how magnets attract or repel each other and attract some materials and not others.	Explore whether some magnets are stronger than others.	
	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	Identify some applications of magnets and magnetic materials.	
	Describe magnets as having two poles.	Explore the similarities and differences between the two poles.	
	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Apply ideas about the interaction of magnets to contexts such as toys.	
Art and Design	<ul style="list-style-type: none"> ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		



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	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Develop greater control in using different techniques and materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	
	<p>Be taught about great artists in history. Artists e.g. Georgia O'Keefe</p>	<p>Begin to think critically about artists' work and express preferences giving simple reasons for their comments.</p>	
Computing	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Computer Science- Programming & Coding</u>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	<p>The child can design, write and debug a program using a block language, without user interaction. At this level, expect the child to have successfully debugged their animation programs, which would typically include movement, on-screen dialogue, sound, costume changes and</p>	<p>Knowsley- We love games</p>



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		<p>multiple sprites. Animations could be linked to curriculum topics, or simply tell jokes or a story. The child should be able to explain what bugs they found and how they fixed these.</p> <p>The child can develop their own simulations of a simple physical system on screen.</p> <p>The child can develop simulations of simple physical systems, e.g. a simple tennis game or a racing car moving around a track. Do not expect the child to have a full understanding of underlying physics. The child can discuss the limitations of their simulation.</p> <p>The child can work with others to complete a project. In working on a project, such as an animation, a video or a survey, the child can contribute effectively to a team to accomplish the main project outcomes. In video work, the child could work with others to identify a subject; storyboard the video; source media; record video; film, edit and export.</p>	
<u>Computer Science- Programming & Coding</u>	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	The child can use sequence and repetition in programs . In on-screen programming, the child can include sequences of commands or blocks . The child can include some repeating loops , typically using a 'forever' or 'while true' construction, or repetition for a fixed number of times. Programs could include simple animations (e.g. telling a joke, a story or explaining an idea taken from elsewhere on the	Knowsley- My first program



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		<p>curriculum) but could also include music as a sequence of steps to play notes or drawing.</p> <p>The child can write a program to produce output on screen and through speakers/headphones.</p> <p>The child can write a program that produces output on screen (e.g. displayed text and moving sprites in a simple animation) as well as some sound.</p>	
<p><u>Computer</u> <u>Science-</u> <u>Programming &</u> <u>Coding</u></p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>The child can explain an algorithm using sequence and repetition in their own words.</p> <p>The child can give an explanation for a simple algorithm based on a sequence of instructions with some repetition (either 'forever' or for a fixed number of times). The algorithm could be one of their own, or a simple one with which they have been provided. The algorithms could be recorded graphically, such as a storyboard, or in other forms, such as staff notation. The child can use logical reasoning to detect and correct errors in programs. The child can give well-thought-through reasons for errors they find in programs and explain how they have fixed these.</p> <p>The child can find and correct errors by reasoning logically about the program code, but they might also be able to use logical reasoning to identify errors in programs when executed and confirm that they have fixed these by testing the new version of their program. The</p>	<p>Knowsley- Big Robots</p>



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		programs do not have to be written originally by the child.	
<u>Computer Science- Understanding networks</u> <u>Digital Literacy- Digital Research</u>	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.	<p>The child can understand that the internet can provide a number of services in addition to the web. The child should demonstrate an understanding that the internet plays host to a range of different services including, e.g. the web, email, videoconferencing, online gaming, file sharing and instant messaging. The child can understand some ways in which information can be converted into a binary code.</p> <p>The child can explain that any information has to be converted to numbers before it can travel through computer networks; these numbers are represented as binary (on/off or high/low) signals. The child should understand that this conversion happens according to an agreed system or code, and that a number of different systems are, or have been, used, e.g. Morse and unicode for text, bitmaps for images, pulse code modulation (PCM) encoding of audio.</p>	Knowsley- Get blogging
<u>Digital Literacy- Safety & Security</u>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	The child can demonstrate that they can act responsibly when using computers. The child can demonstrate that they act responsibly when using computers. They should take care when filming others and should not post videos of others online. They should treat links and attachments in emails with caution. If responding to online surveys, they should do so	Knowsley- Digital Citizenship & Technology



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		<p>anonymously, thinking carefully about information they give out. The child can understand the difference between acceptable and unacceptable behaviour when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviour when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using the Command prompt; using email; filming or sharing video; using online survey tools.</p> <p>Know who to talk to about concerns and inappropriate behaviour at home or in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over inappropriate behaviour with digital technology at home can be discussed with their parents, with you or with another trusted adult. Pupils might also know that they can report inappropriate behaviour to those running websites, to ChildLine, to CEOP or to the police.</p>	
<u>Computer Science-</u>	Use search technologies effectively, appreciate how results are selected and	The child can decide whether digital content is relevant for a given purpose or question.	To be covered across the curriculum.



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<u>Understanding networks</u>	ranked, and be discerning in evaluating digital content.	<p>The child can form a judgement about whether a web page or other digital content is appropriate for finding out the answer to a question they have or for a given purpose. The child can use email and videoconferencing effectively for a given purpose. When working as part of the class and with a given purpose, the child can use email effectively and actively participate in a whole-class videoconference.</p> <p>The child can understand that search engines rank pages according to relevance. The child can demonstrate their understanding that search engine results are ranked according to relevance, and that normally the top results on the first page are likely to be those most relevant to their query. If the child is unable to find good results on the first page, expect them to reconsider their keywords rather than looking at further pages of results.</p> <p>The child can use a standard search engine to find information.</p> <p>The child can use a common search engine (such as Google with safe search mode locked in place) effectively to search for particular information on the web.</p>	
<u>Creative Technology- Digital Content: Multimedia &</u>	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	The child can use and combine a range of programs on a computer. The child can use multiple programs on laptop or tablet computers to achieve particular goals.	Knowsley- Class democracy To be covered across the curriculum.



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<p><u>Communication & Collaboration</u></p>	<p>given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. They should evaluate how effectively they have met the requirements of the original goal.</p> <p>The child can collect, evaluate and present information. The child can use computers to collect and evaluate information and present this to an audience. They should be able to do this independently for the most part.</p>	
<p>Design and Technology</p>	<ul style="list-style-type: none"> ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<p><u>Design</u></p>	<p>Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose aimed at particular individuals.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches.</p>	<p>Identify who products are aimed at and their purpose.</p> <p>Talk about their ideas and explain their choices referring to labelled sketches.</p>	<p>Suggestions:</p> <p>Clothing linked to topic work. Test materials.</p> <p>Tapestry using textiles.</p>



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<u>Make</u>	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting and joining) accurately.	Measure and cut accurately knowing what to cut and where to join, selecting appropriate materials.	Musical instrument - using range of materials. Shaduf - levers & balancing using wood. Egyptian masks. Link to work on Egyptians.
	Select from and use a wider range of materials and components, including construction materials and ingredients, according to their functional properties and aesthetic qualities.	Select appropriate materials and identify materials that would make the product appeal to their user.	
<u>Evaluate</u>	Investigate and analyse a range of existing products.	Identify purpose of a product and justify why some are better than others.	Musical instruments - research Stradivarius.
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Find ways of improving their product as they work and accept others views and adapt their design and product accordingly.	
	Understand how key events and individuals in design and technology have helped shape the world.	Research events/individuals within the area they are working e.g. Brunel - Bristol Suspension bridge.	
<u>Technical Knowledge</u>	Apply their understanding of how to strengthen more complex structures.	Identify the mechanisms used in products and in their design know which mechanisms would be needed. Can talk about how they work.	
	Understand mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)		
<u>Cooking and Nutrition</u>	Understand the principles of a healthy & varied diet.	Can plan a healthy meal using variety of food.	Baguette pizzas Tuna Pasta Bake Sausage rolls/cheese straws.
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Know why it is important to eat healthy food.	
	Understand seasonality.	Identify equipment needed to prepare the food and use the equipment independently.	
<u>Geography</u>		Research foods that are in season.	
	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. 		



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	<p>➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	
	<p>The UK - Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers and land use patterns. Understand how some of these aspects have changed over time.</p>	
<u>Locational Knowledge</u>	Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.
<u>Place Knowledge</u>	Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	<p>The child can offer explanations for the similarities and differences between some regions in Europe and North and South America.</p> <p>The child can describe and compare the physical and human characteristics of some regions in North or South America.</p> <p>The child can understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.</p>
<u>Human and Physical Geography</u>	Describe and understand key aspects of physical Geography, including: climate zones, biomes and vegetation belts.	<p>The child can understand the relationship between climate and vegetation.</p> <p>The child can describe several physical features and describe how they change.</p>
<u>Geographical Skills and Fieldwork</u>	Use maps, globes and digital/computer mapping to locate countries and describe features studied.	<p>The child can use an atlas to locate many countries, cities, and key features in Europe or North and South America.</p> <p>The child can use a map to locate the states of the USA.</p>



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History	<ul style="list-style-type: none"> ➤ <u>Article 8</u>- You have the right to an identity - an official record of who you are. No one should take this away from you. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. ➤ <u>Article 38</u>- You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war. 		
<u>Change and Development</u>	Changes in Britain from the Stone Age to the Iron Age. Suggested Topics: Changes in farming (Skara Brae), Changes in religion and travel (Stonehenge and Avebury), Changes in culture (Celts).		
	Address and devise historically valid questions about change, similarity and difference.	Explain why certain changes and developments were of particular significance within topics.	Rising stars progression guidance Lower Key Stage 2.
	Develop chronologically secure knowledge and understanding of British and local History.	Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.	
	Address historically valid questions about cause.	Comment on the importance of causes and effects for some of the key events and developments within topics.	
<u>Constructing the Past</u>	Ancient Greece - a study of Greek life and achievements and their influence on the western world.		
	Establish narratives within and across the periods they study. Understand overview and depth.	Describe the main context of particular themes, societies, people and events including some explanation. Explain overview and depth.	Rising Stars Progression Guidance Lower Key Stage 2



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	Develop chronologically secure knowledge of world history.	Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.	
	Know that our own knowledge of the past is constructed from a range of sources.	Recognise possible uses of a range of sources for answering historical enquiries.	
Languages (French)	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others. ➤ <u>Article 28</u>- You have the right to good quality education ➤ <u>Article 29</u>- Your education should help you use and develop your talents. ➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion. 		
<u>Speaking and Listening</u>	Listen carefully and give a clear, sensible answer.		NC p. 193-195 This is what languages looks like at Charter
	Respond using actions and spoken language.		
	Join in with the actions and some of the words of rhymes, songs and stories.		
	Say words and short sentences.		
	Ask and answer simple questions.		
	Join in a game where pupil have to say words and phrases.		
	Understand a range of spoken words and phrases that pupil has heard before.		
	Listen to native speakers speaking the target language and are beginning to pronounce new vocabulary carefully.		
	Learn a song or poem by heart and perform it to others.		



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	Talk about themselves by describing their physical description.		
	Describe an object using simple numbers and colours.		
<u>Reading and Writing</u>	Read some words and phrases that have been seen before.		
	By using pictures, make connections about what words mean by looking carefully at labels.		
	Begin to read a range of songs, stories and poems in the target language.		
	Make connections between familiar poems and rhymes in the new language and own, e.g. Two Little Dickie Birds and Deux Petits Oiseaux.		
	Ask for new vocabulary to use in own sentences.		
	Identify new words within a sentence and can make sensible guesses about what it might mean.		
	Write or copy simple words.		
	Have a go at writing some words independently.		
<u>Grammar</u>	Know, through listening to spoken language, that some words are different depending on the object or person.		
	Spot differences and similarities in the language between the new language and own.		
	Speak in the present tense, e.g. Je joue le foot.		



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	Using a word bank and familiar vocabulary, begin to accurately build sentences.		
	Match letters and words with sounds.		
<u>Intercultural understanding</u>	Name some languages spoken in my class.		
	Find on a map a country where the language being taught is spoken.		
	Watch and discuss a video about a country where the language studied is spoken.		
	Give some facts about a country where they speak the language studied.		
	Greet speakers of the language studied in different ways.		
	Know some of the names children who speak the language studied might have.		
	Meet (face to face or using ICT) a native speaker of the language studied.		
	Have helped write a postcard or an e-mail to someone who speaks the language being taught.		
Music	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		



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	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.</p>	<p>Pupils have opportunities to learn an instrument as a whole class Eg: Recorders or Ukuleles. When confident, perform in a creative arts or class assembly. Having learned two or three notes, children can move confidently from one note to another with control and accuracy. Notes are cleanly played. Timing is more accurate.</p>	<p>Whole class set of recorders 'Red Hot Recorders' tuition books (with CD)</p>
	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Regular opportunities are provided for children to compose music. This can link directly to music lessons or support work in other subjects Eg: English. Select appropriate instruments (tuned and un-tuned) for particular sounds. Begin to record notation in Treble clef.</p>	
	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Children should be able to discuss and copy a note or a short series of notes accurately after listening to it a few times. Children should be able to talk about pitch, dynamics and timbre.</p>	<p>'Music Express Year 3' is worth dipping into for a range of short pieces to listen to.</p>
	<p>Use and understand staff and other musical notations.</p>	<p>Children should recognise 'staff' (five lines and four spaces), know the notation related to the Treble clef (FACE/EGBDF) and the notation for a rest. Children should be able to see when the notes go up or down when written as notation.</p>	<p>'Red Hot Recorder' introduces a lot of simple notation.</p>
	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Music from a range of genres by different composers should be listened to regularly. Children should be able to identify with confidence, what instruments are playing. Children should be given opportunities to respond to music and discuss their responses.</p>	<p>'The Planet Suite' by Gustav Holst</p>



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	Develop an understanding of the history of music.	Children should learn about one or two famous composers and be able to recognise some of their most memorable compositions Eg: 'Mars' from the 'Planet Suite' (Holst) or 'Water Music' or 'Music for the Royal Fireworks' (Handel).	Gustav Holst (1874 - 1935) George Frideric Handel (1685 - 1759)
Physical Education	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being. ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u> You have the right to good quality education ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Use running, jumping, throwing and catching in isolation and in combination.	Repeat and explore simple running, jumping and throwing actions with control and coordination. Select appropriate actions and link them in ways that suit the activities.	REAL PE peprimary.co.uk imoves.com
	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Develop and use consistently, skills of passing, receiving and dribbling. Make decisions about when to use different skills and tactics. Develop an understanding about when to attack and defend. Know how to use space in playing invasion games.	REAL PE peprimary.co.uk imoves.com
	Develop flexibility, strength, technique, control and balance.	Consolidate and improve the quality of actions, body shapes and balances. Link phrases of movement more skilfully. Select appropriate actions and use simple compositional ideas.	REAL PE peprimary.co.uk REAL GYM imoves.com
	Perform dances using a range of movement patterns.	Improvise freely on their own and with a partner, translating ideas from a stimulus into	REAL PE peprimary.co.uk



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		<p>movement.</p> <p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities.</p>	imoves.com
Religious Education	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>AT1</u>	Learning how to investigate what happens during the festival of Divali.	To be familiar with the scriptural origins of the Divali story, and to consider the lessons taught through the story.	Discovery RE Autumn 1 Hinduism Divali
	To consider how celebrations bring a sense of belonging to children.	To consider whether celebrations bring a sense of belonging to Hindus.	
	To learn to retell Bible stories in which miracles have occurred.	To be familiar with the structure of the Bible, and to be able to locate stories when given the reference.	Discovery RE Spring 1 then Autumn (To be taught in Autumn 2 - two units this term can be taught as one)
	To be able to retell some of the stories of Jesus's miracles.	To comprehend the lessons behind Jesus's miracles.	



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	To ask whether Jesus really did perform miracles.	To consider whether or not it is important to a Christian's belief that Jesus really did, or did not, actually perform miracles.	Christianity Jesus's Miracles Christmas
	To find out the true meaning of Christmas to Christians.	To compare the practices of a Christian during Christmas with a secular Christmas.	
	To begin to learn about the beliefs and practices of Sikhs.	To understand the reasons why a Sikh may choose to join the Khalasa.	Discovery RE Autumn 1 and Summer 1
	To learn to explore how Sikh beliefs affect their way of life.	To explore the importance of sharing, to themselves and to the Sikh community.	(To be taught in Spring 1) Sikhism
	To recall key events in the Easter story, and to look for lessons and symbols for Christians.	To understand why Jesus's crucifixion symbolises hope for Christians.	Discovery RE Spring 2 Christianity Easter
	To learn to understand the Hindu belief that there is one God with many different aspects.	To relate the many aspects of the Hindu deity to the many aspects of their own personality.	Discovery RE Summer 1
	To understand the role of religious scriptures to religious believers.	To ask whether religious texts have to be 'true' to help people understand their religion.	Hinduism Belief
	To understand the significance of the River Ganges for both a Hindu and a non-Hindu.	To be able to retell Hindu stories related to the Ganges.	Discovery RE Summer 2
	To understand that the Ganges is a place of pilgrimage.	To ask whether it is vital to make a pilgrimage to express one's religious belief.	Hinduism River Ganges
<u>AT2</u>	To ask how celebrations shape times of people's lives.	To consider the importance of celebrations and festivals to social cohesion and individual wellbeing.	Discovery RE
	To begin to ask probing questions to further their knowledge and understanding.	To begin to ask critical questions.	



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	To begin to make comparisons between a religious and secular experience.	To ask whether belief is needed to appreciate the meaning of a festival.	
	To ask how religious belief affects the way a person behaves.	To ask whether religious people lead better lives.	
	To understand the concepts behind pilgrimage.	To consider whether they make any form of pilgrimage, either religious or non-religious.	
	To express understanding of religious concepts using appropriate and thematic vocabulary.	To listen and respond to other's ideas in a reflective manner.	
PSHEE	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 5-</u> Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected. ➤ <u>Article 9-</u> Children must not be separated from their parents unless it is in their best interests. ➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14 -</u> Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 15 -</u> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16 -</u> You have the right to privacy. ➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30 -</u> Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31 -</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		



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<u>Developing confidence and responsibility and making the most of their abilities.</u>	Talk and write about their opinions, explain their views on issues that affect them and society.	Pupils to recognise what might influence their opinions and choices.	
	Recognise their worth as individuals, see their mistakes, make amends and begin to set personal goals.	Pupils to reflect on their personal goals and recognise when these goals have been met.	
<u>Preparing to play an active role as citizens.</u>	Identify that there are different kinds of responsibilities, rights and duties at home, in school and in the community.	Pupil to explain what and why there are different responsibilities in the home, school and community and to give examples of rights and duties at home.	
	Explore how the media present information.	Pupil can research and critique how the media present information.	
	Recognise that bacteria and viruses affect health and following simple safe routines can reduce their speed.		
<u>Developing a healthier lifestyle.</u>	Understand school rules about health and safety, basic emergency aid procedures and where to get help.	Pupil to understand why and how rules are made to keep safe and why different rules are needed in different situations.	
	Recognise different risks in different situations, decide how to behave responsibly e.g. sensible road use, what kind of physical contact is acceptable and not acceptable.	Pupil to explain strategies for keeping physically and emotionally safe including road safety and responsible use of ICT and mobiles.	
	Recognise that pressure to behave in unacceptable or risky ways can come from a variety of sources e.g. people they know, how to ask for help and use basic techniques for resisting pressure to do wrong.	Pupils to explain simple techniques for resisting pressure to do things that that makes them uncomfortable, anxious, or that they believe to be wrong.	
	Recognise that their actions affect themselves and others, to care about other people's	Pupils to listen and respond respectfully to a wide range of people and to see, respect and	



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	feelings and try to see things from their points of view.	where necessary constructively challenge their points of view.	
<u>Developing good relationships and respecting the differences between people.</u>	Identify the differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability.	Pupils to explain with confidence these differences and similarities and how these arise from a number of factors, including racial and religious diversity and gender identity.	
	To think about the lives of people living in other places and times, and those with different values and customs.	Pupil's recognise and challenge stereotypes.	
Sex and Relationship Education	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 16 -</u> You have the right to privacy. ➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31 -.</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
	What	Sheets from Living and Growing book	Other points to include
	To know what physical changes occur in puberty.		
	To know that some changes can be controlled and some cannot.		
	To consider positive and negative feelings and emotions.	Extend vocabulary of emotions.	



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	To consider how we can distinguish between the male and female species, including sexual development.		Transgender. Born into the wrong body. 'Introducing teddy' book
	To explore what a family is and the many forms families can take.		Multiple family set ups.
	To discuss the impact a new baby has on the whole family.		Positives and negatives.
SMSC	<ul style="list-style-type: none"> ➤ <u>Article 12-</u> You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14 -</u> Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30 -</u> Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Spiritual development</u>	Requirement Objectives	Projects/Activities	
	The ability to be reflective about their own beliefs that inform their perspective on life.	Burning Question project - a tricky question posed and they have the time to reflect using Reflection Books. Philosophy 4 Children has lots of questions you could use.	
<u>Moral development</u>	The ability to recognise legal boundaries and to respect the law.	Link with the British Values project.	



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<u>Social development</u>	Willingness to participate with a variety of community and social settings.	Folk festival - country dancing Swimming at local pool Harvest festival production
<u>Cultural development</u>	Willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities.	Explicit understanding of their roles and responsibilities when taking part in these events and when being in these places.
British Values	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	To be understanding of those of <u>different faiths and beliefs</u> .	RE - Sikhism and Hinduism are existing topics. Try to get a visitor in if possible.
	<u>Rule of Law</u> To understand that as long as we do not break the law we can live as we choose and have our own opinions about things.	Introduction to the concept of protest, one-to-one and about issues. Debates and role play about how to disagree with friends and adults.



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		Write a polite letter of complaint to someone real e.g. the town council.
Global Learning	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	<u>Social Justice</u> Understanding and valuing equal opportunities.	Wants and needs auction - British Red Cross website Team problem solving games
	<u>Conflict Resolution</u> Understanding that conflict can act as a potentially creative process.	How could we...? What would happen if...? Problem solving activities. Anti-bullying week Protest poetry*
	<u>Global Goals for Sustainable Development</u>	Introduction to the 17 goals, to gain an overall awareness of what they are.
Big Questions 1 per long term	Is it ever acceptable to tell a lie?	
	Why can't everything be fair all of the time?	
	Would I prefer to be a cat or a dog?	

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