



JUNCTION FARM PRIMARY SCHOOL

CURRICULUM OBJECTIVES:
LONG TERM PLANS

YEAR 3

Long Term Plan: Year 3 Curriculum Objectives

Subject	Autumn 1 What is Significant about Europe?	Autumn 2 How did life change from the stone age to the iron age?	Spring 1 How were mountains formed?	Spring 2 Why do we know so much about Ancient Egypt?	Summer 1 How are rivers and the water cycle linked?	Summer 2 Were the Greeks really that great?
English	<p>Reading:</p> <p>Word reading:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Comprehension:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading, and an understanding of what they read, by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry Understand what they read, in books they can read independently, by Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their 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 1 paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction 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. 			<p>Writing:</p> <p>Transcription - Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 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 Increase the legibility, consistency and quality of their handwriting <p>Plan writing.</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		

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	<p>Grammar/Phonics: Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech 			<p>Speaking and Listening:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Select and use appropriate registers for effective communication</p>		
Mathematics	<p>*Read and write numbers to 1000 in numerals and in words</p> <p>*Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>*Compare and order numbers to 1000</p> <p>*Find 10 or 100 more or less than a given number</p> <p>*Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> -a three-digit number and ones -a three-digit number and tens --a three-digit number and hundreds <p>*Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>*Recall and use multiplication facts for the 3, 4 and 8 multiplication tables</p> <p>*Recall and use division facts for the 3, 4 and 8 multiplication</p>	<p>*Count from 0 in multiples of 4, 8, 50 and 100</p> <p>*Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>*Write and calculate mathematical statements for 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</p> <p>*Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with</p>	<p>*Identify, represent and estimate numbers using different representations (up to 1000)</p> <p>*Estimate the answer to a calculation and use inverse operations to check answers</p> <p>*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</p> <p>*Measure, compare, add and subtract lengths (m/cm/mm)</p> <p>*Measure the perimeter of simple 2-D shapes</p> <p>*Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>*Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connect to m objects</p> <p>*Compare and order unit fractions, and fractions with the same denominators</p> <p>*Add and subtract fractions with the same denominators within one whole.</p> <p>*Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>*Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>*Record and compare time in terms of seconds, minutes and hours</p>	<p>*Solve number problems and practical problems involving place value</p> <p>*Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction</p> <p>*Solve problems involving fractions</p> <p>*Measure, compare, add and subtract mass (kg/g)</p> <p>*Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>*Interpret data in bar charts, pictograms and tables</p> <p>*Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</p>	<p>*Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connect to m objects</p> <p>*Measure, compare, add and subtract volume/capacity (l/ml).</p> <p>*Draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>*Recognise 3-D shapes in different orientations and describe them</p> <p>*Present data using bar charts, pictograms and tables</p> <p>*Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</p>

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	<p>tables</p> <p>*Recognise and show, using diagrams, equivalent fractions with small denominators</p>	<p>small denominators</p> <p>*Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>*Tell and write the time from an analogue clock, including Roman Numerals from I to X11</p> <p>*Tell and write the time from 12-hour and 24-hour clocks</p> <p>*Estimate and read time with increasing accuracy to the nearest minute</p> <p>*Recognise angles as a property of shape or a description of a turn</p> <p>*Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four make a complete turn; identify whether angles are greater than or less than a right angle</p>		<p>*Compare durations of events</p>		
	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 					
Science	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act</p>	<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of</p>	<p>Animals including Humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition</p>	<p>We are Scientists. Working Scientifically:</p> <p>Objectives as above.</p>

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	<p>from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	
Computing	<p>Online Safety</p> <p>Talk about what makes a secure password and why they are important. Protect personal information when doing different things online. Use the safety features of websites as well as reporting concerns to an adult. Recognise websites and games appropriate for own age. Make good choices about how long is spent online. Ask an adult before downloading files and games from the Internet. Post positive comments online.</p>	<p>Information Technology</p> <p>Save and retrieve work on the Internet, the school network or own device. Talk about the parts of a computer. Describe ways to communicate with others online. Describe the World Wide Web as the part of the Internet that contains websites. Use search tools to find and use an appropriate website. Think about whether I can use images that I find online in my own work.</p>	<p>Handling Data</p> <p>Talk about the different ways data can be organised. Search a ready-made database to answer questions. Collect data help answer a question. Add to a database. Make a branching database. Use a data logger to monitor changes and talk about the information it collects</p>	<p>Computer Science</p> <p>Put programming commands into a sequence to achieve a specific outcome. Test a program and can recognise when it needs debugging Use repeat commands. Describe the algorithm needed for a simple task. Detect a problem in an algorithm which could result in unsuccessful programming.</p>	<p>Multimedia and Multimedia project</p> <p>Create different effects with different technology tools. Combine a mixture of text, graphics and sound to share ideas and learning. Use appropriate keyboard commands to amend text on a device, including making use of a spellchecker. Evaluate my work and improve its effectiveness. Use an appropriate tool to share work online.</p>	
History		<p>How did life change from the Stone Age to the Iron Age?</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Include detail when I talk/write about the Stone</p>		<p>Why do we know so much about Ancient Egypt?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer;</p>		<p>Were the Greeks really that great?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Comment on the usefulness</p>

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		<p>Age to Iron Age. Make some connections with features of other periods I have studied (e.g. Captain Cook). Suggest reasons for and results of people's actions and events during the Stone Age/Iron Age (e.g. hunter-gatherers and farmers). Identify primary and secondary sources of evidence Comment on the usefulness and accuracy of different sources of evidence. Describe similarities and differences in society, culture and religion during the Stone Age/Iron Age. Comment on the usefulness and accuracy of different sources of evidence. Suggest which people were historically important from the Stone Age to the Iron Age.</p>		<p>The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Include detail when I talk/write about Ancient Egypt. Comment on the usefulness and accuracy of different sources of evidence. Describe similarities and differences between men, women and children in the period of history I am studying. Identify primary and secondary sources of evidence. Describe similarities and differences between beliefs of Ancient Egyptian gods/goddesses. Suggest which gods/goddesses were historically important. Describe some changes in the Ancient Egyptian period of history. Suggest reasons for and results of people's actions and events. Suggest which people were historically important from Ancient Egypt.</p>		<p>and accuracy of different sources of evidence. Identify primary and secondary sources. Describe similarities and differences between women and other members of society. Describe some changes during the Ancient Greek period of history. Place a number of events on a timeline. Suggest how Alexander the Great was historically important. Suggest reasons for and results of the Ancient Greeks actions and events (e.g. Olympics).</p>
Geography	<p>What is significant about Europe?</p> <p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a</p>		<p>How were mountains formed?</p> <p>Locational Knowledge: Locate the world's mountain ranges, using maps to focus on Europe concentrating on key physical characteristics.</p> <p>Place Knowledge: Understand geographical similarities and differences of different mountains.</p> <p>Human and Physical Geography: Describe and understand</p>		<p>How are rivers and the water cycle linked?</p> <p>Place Knowledge: Understand physical geography of the water cycle and rivers.</p> <p>Human and Physical Geography: Describe and understand physical geography, rivers, mountains and the water cycle.</p> <p>Geographical Skills and Fieldwork:</p>	

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	<p>region of the United Kingdom, a region in a European Country.</p> <p>Human and Physical Geography: Begin to describe and understand the features of some physical geography.</p> <p>Geographical Skills and Fieldwork: Begin to use maps atlases, globes, and digital/ computer mapping to locate countries and describe features studied with scaffolding and support.</p>		<p>physical geography of mountains.</p> <p>Geographical Skills and Fieldwork: Begin to use maps atlases, globes, and digital/ computer mapping to locate countries and describe features studied independently.</p>		<p>Begin to use maps atlases, globes, and digital/ computer mapping to locate countries and describe features studied with confidence.</p>	
Design and Technology	<p>Farm to fork:</p> <p>Cooking and Nutrition/knowledge Understand which foods, or grown in the UK and across Europe Understand that the season can affect food product. Know baking (cooking process) changes food.</p> <p>Design Design and make own chips. Understand I can change a recipe by adding or taking away an ingredient. Work with food, ingredients and tools. Choose suitable tools and explain they should be used to meet a design criteria Follow safety and food hygiene procedures Prepare and simple dishes hygienically and safely-with a heat source Use cooking techniques including chopping, peeling, grating, slicing, spiralizing.</p> <p>Evaluate</p>		<p>Mountain pulley:</p> <p>Explore Research pulley systems in everyday life.</p> <p>Design Identify who made the product, when it was made and its purpose Identify what the product is made from Develop my own design criteria Describe the purpose of my product Explain how the parts will work Communicate ideas through sketches and designs</p> <p>Make/skills Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, according to their functional properties</p> <p>Evaluate Evaluate existing products on its design and use</p>		<p>Bridge Structures:</p> <p>Explore Existing bridges and features which provide strength</p> <p>Design Research the shape, construction and design of a bridge. Generate realistic ideas Represent ideas in diagrams, annotated sketches, Share and discuss my ideas with others Order how to make the product</p> <p>Make/skills Choose materials and components suitability on their properties Choose suitable tools and explain they should be used to meet a design criteria. Use joining techniques, glue, cut, staple etc.</p> <p>Evaluate</p>	

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	Evaluate their own product by tasting Evaluate existing products.		Explain how the parts will work Evaluate my product against a criteria- identify strengths and areas to develop Technical Knowledge Use pulley system using pulley wheels and ropes and mechanical components		Evaluate my product against a criteria- identify strengths and areas to develop Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures such as beams, arches, pillars.	
Art and Design		Art-Cave paintings: Understand which colours are primary, secondary and tertiary and create secondary and tertiary colours by mixing. Mix colours to create tints, tones and shades. Use different techniques in their artwork, such as washing, blending, blocking colour and using thicker paint for texture. Choose colours carefully to create mood. Mix colours to show the direction of light in their artwork. Show purpose and control when mark making with different types of paint, such as acrylic and watercolour.		Egyptian headdress: Use a range of tools while painting, such as hands, brushes, rollers and stamps. Show control when mark making. Demonstrate awareness when choosing a brush for paint. For example, using a larger brush for larger areas. Be able to make tints using white paint and shades using black paint. Mix colours well to create different shades and tones. Name the primary colours. Predict which secondary colour will be made when mixing two primary colours.		Greek vases: Show a good understanding of safety when handling sculpting tools. Use pinch, slab and coil techniques when creating sculptures out of clay. Use malleable and rigid materials to create sculptures. Plan and create sculptures using wire. Finish sculptures in different ways, such as glazing, polishing and painting. Create sculptures from observation and imagination. Apply slip to neatly join different parts of a clay sculpture. Use tools effectively to carve sculptures.
Physical Education	Sport & Games Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety. Pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively					
	Ball Skills Invasion Games Rugby	Dance	Gymnastics	Ball Skills Invasion Games Hockey	Athletics Track/Field	Badminton

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	Health & Fitness	Ball Skills Net & Wall games Netball	Ball Skills Net & Wall games Tennis	Dance	Ball Skills Striking & Fielding Cricket	OAA
Music	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. 					
Religious Education	<p>Beliefs and practises: Describe Jewish celebrations including weddings and Hanukkah. Begin to explain why Hanukkah is celebrated in the way it is. Begin to explain why eating kosher food is important for Jews. Begin to make links between Jewish values and commitments and their own experiences.</p> <p>Christmas: Understand the religious significance of a Christingle and the four different elements.</p> <p>Easter: Relate parts of the Easter story to what happens in church. Identify the Impact the Easter story has on the lives of Christians today.</p> <p>Places of worship: Begin to explain why Muslims pray in the way they do. Describe simply the importance of a mosque in the community on people's lives.</p> <p>Sacred texts: The Bible: Make links between The Bible and its importance to Christians and the Lindisfarne Monks.</p>					
	Judaism	Christianity	Islam	Christianity	Islam	Christianity
	Believing and Belonging	Why is Christmas a Winter festival?	What is a Mosque for?	Why is Easter a Spring festival?	What is Eid?	Why did monks copy the Gospels by hand?
PSHE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family	How babies grow Understanding a baby's needs Outside body changes (Puberty) Family stereotypes Challenging my ideas Preparing for transition

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					and friends	
MFL	<p>Listening & Comprehension Listen attentively to spoken language and show understanding by joining in and responding. 3.1 Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly 3.2 Can follow and repeat key words from a song, rhyme or poem.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 3.3 Can recall key phonics words (and gestures), and say them aloud with good pronunciation. 3.4 Can read key words (and gestures), and read them aloud with good pronunciation.</p> <p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 3.5 Can ask and answer simple pre-learned questions from memory. 3.6 Are beginning to understand the formation of questions and answers involving familiar vocabulary 3.7 Can indicate that there is a problem using a pre-learned phrase.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures. 3.8 Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 3.9 Can read aloud some very familiar words and short phrases with accurate pronunciation.</p> <p>Present ideas and information orally to a range of audiences. Throughout the year.</p> <p>Reading & Comprehension Read carefully and show understanding of words, phrases and simple writing. 3.10 Can understand some familiar written words and short phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language. Throughout the year.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 3.11 Can use the visual cues and context to follow the gist of a short text.</p> <p>Use a dictionary 3.12 Can use a word list to locate specific words. 3.13 Can use classroom prompts (such as display) as an aid to spelling.</p> <p>Writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 3.14 Can write some single words from memory, with plausible spelling. 3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p> <p>Describe people, places, things and actions orally* and in writing. 3.15 Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.</p>					

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Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

3.16 Can use indefinite articles in the singular with masculine and feminine nouns.

3.17 Can form regular plural nouns.

3.18 Can identify adjective and noun position.

Grammar and Tense

3.19 Can use some singular masculine and plural adjectives correctly.

3.20 Can use the high-frequency verb forms 'I have, it is, they are', and regular –ar verbs in 1st person singular form, confidently.