

NC2014 CORE SUBJECTS, Y3 LIST

OBJECTIVES and CHILD SPEAK TARGETS

KS Year	Subject	Objective	Child Speak Target	Notes
KS2 Y3,4	Reading	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.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>	
KS2 Y3,4	Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	
KS2 Y3,4	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.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>	
KS2	Reading	Develop positive attitudes to reading and understanding of what	<i>I will discuss words and phrases that interest me.</i>	

Y3,4		they read by discussing words and phrases that capture the reader's interest and imagination.		
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>	
KS2 Y3,4	Reading	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.	<i>I check what I am reading makes sense by talking about it.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>	
KS2 Y3,4	Reading	Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>	
KS2 Y3,4	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.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>	
KS2 Y3,4	Writing	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>	
KS2 Y3,4	Writing	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>	
KS2	Writing	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	

Y3,4				
KS2 Y3,4	Writing	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>	
KS2 Y3,4	Writing	Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>	
KS2 Y3,4	Writing	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>	
KS2 Y3,4	Writing	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>	
KS2 Y3,4	Writing	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>	
KS2 Y3,4	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.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>	
KS2 Y3,4	Writing	Plan their writing by discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>	
KS2 Y3,4	Writing	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>	
KS2 Y3,4	Writing	Draft and write by organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>	
KS2 Y3,4	Writing	Draft and write by creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>	
KS2 Y3,4	Writing	Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>	
KS2 Y3,4	Writing	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>	
KS2 Y3,4	Writing	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>	

KS2 Y3,4	Writing	Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>	
KS2 Y3,4	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.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>	
KS2 Y3	Writing	Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<i>I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</i>	
KS2 Y3	Writing	Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.	<i>I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</i>	
KS2 Y3	Writing	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.	<i>I can use the grammar rules set out in my grammar list.</i>	
KS2 Y3	Writing	Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.	<i>I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]	<i>I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].	<i>I know when to use 'a' or 'an' depending on what the next word begins with.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].	<i>I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.	<i>I group ideas I write about into paragraphs.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.	<i>I use headings and sub-headings to structure and present my work.</i>	
KS2 Y3	Writing	Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.	<i>I know that inverted commas are used to open and close what some one is saying in a text.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language</i>	

			<i>expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Spoken Language	At a level appropriate to Year 3: select and use appropriate	<i>I can choose to talk in different manners depending</i>	

		registers for effective communication.	<i>on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 3.</i>	
KS2 Y3	Mathematics	Count from 0 in multiples of 4, 8, 50 and 100.	<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>	
KS2 Y3	Mathematics	Find 10 or 100 more or less than a given number.	<i>I can find 10 or 100 more or less than a given number.</i>	
KS2 Y3	Mathematics	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	<i>I know what each digit means in Hundred Tens and Unit numbers such as 204.</i>	
KS2 Y3	Mathematics	Compare and order numbers up to 1000.	<i>I can compare and order numbers up to 1000.</i>	
KS2 Y3	Mathematics	Identify, represent and estimate numbers using different representations.	<i>I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).</i>	
KS2 Y3	Mathematics	Read and write numbers up to 1000 in numerals and in words.	<i>I read and write numbers up to 1000 in numerals and in words.</i>	
KS2 Y3	Mathematics	Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.	<i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i>	
KS2 Y3	Mathematics	Add and subtract numbers mentally, including three-digit number and ones.	<i>I can add and subtract numbers in my head, including questions such as 432 - 7.</i>	
KS2 Y3	Mathematics	Add and subtract numbers mentally, including three-digit number and tens.	<i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i>	
KS2 Y3	Mathematics	Add and subtract numbers mentally, including three-digit number and hundreds.	<i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i>	
KS2 Y3	Mathematics	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	<i>I can use written methods to add or subtract two three-digit numbers.</i>	
KS2 Y3	Mathematics	Estimate the answer to a calculation and use inverse operations to check answers.	<i>I can estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished.</i>	
KS2 Y3	Mathematics	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	<i>I solve problems such as missing numbers (for example, $452 - ? = 122$) using my knowledge of number facts and methods of addition and subtraction.</i>	
KS2 Y3	Mathematics	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	<i>I know my 3, 4 and 8 times tables.</i>	
KS2 Y3	Mathematics	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know,	<i>I can answer multiplication and division questions such as 16×5 or 45 divided by 9.</i>	

		including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.		
KS2 Y3	Mathematics	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.	<i>I can solve more complex problems and missing number questions involving multiplication and division.</i>	
KS2 Y3	Mathematics	Count up and down in tenths.	<i>I can count up and down in tenths.</i>	
KS2 Y3	Mathematics	Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.	<i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</i>	
KS2 Y3	Mathematics	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	<i>I can find a fraction (such as 2/5 or 3/4) of a set of objects.</i>	
KS2 Y3	Mathematics	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	<i>I know how to find fractions of a number or shape - such as 3/5, 1/4 or 4/6.</i>	
KS2 Y3	Mathematics	Recognise and show, using diagrams, equivalent fractions with small denominators.	<i>I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.</i>	
KS2 Y3	Mathematics	Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].	<i>I can add and subtract fractions with the same denominator [for example, $5/7 + 1/7 = 6/7$].</i>	
KS2 Y3	Mathematics	Compare and order unit fractions, and fractions with the same denominators.	<i>I can compare and order unit fractions, and fractions with the same denominators.</i>	
KS2 Y3	Mathematics	Solve problems that involve my understanding of fractions.	<i>I solve problems that finding, ordering or comparing fractions.</i>	
KS2 Y3	Mathematics	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	<i>I can measure and compare in these units: lengths (m/cm/mm), weight (kg/g) and capacity (l/ml).</i>	
KS2 Y3	Mathematics	Measure the perimeter of simple 2-D shapes.	<i>I can measure the perimeter of a 2-D shape such as a square or triangle.</i>	
KS2 Y3	Mathematics	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	<i>I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.</i>	
KS2 Y3	Mathematics	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.	<i>I can tell and write the time from a clock with numbers or Roman numerals or using 12 and 24 hour clocks.</i>	
KS2 Y3	Mathematics	Estimate and read time with increasing accuracy to the nearest minute.	<i>I can tell the time accurately to the nearest minute.</i>	

KS2 Y3	Mathematics	Record and compare time in terms of seconds, minutes and hours.	<i>I can measure and record time passing in seconds, minutes and hours.</i>	
KS2 Y3	Mathematics	Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	<i>I know and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my maths work.</i>	
KS2 Y3	Mathematics	Know the number of seconds in a minute and the number of days in each month, year and leap year.	<i>I know the number of seconds in a minute and the number of days in each month, year and leap year.</i>	
KS2 Y3	Mathematics	Compare durations of events [for example to calculate the time taken by particular events or tasks].	<i>I can calculate how long an event or task took to complete.</i>	
KS2 Y3	Mathematics	Draw 2-D shapes and make 3-D shapes using modelling materials.	<i>I draw 2-D shapes and make 3-D shapes using modelling materials.</i>	
KS2 Y3	Mathematics	Recognise 3-D shapes in different orientations and describe them.	<i>I recognise and can describe 3-D shapes even when they have been turned about in different ways.</i>	
KS2 Y3	Mathematics	Recognise angles as a property of shape or a description of a turn.	<i>I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.</i>	
KS2 Y3	Mathematics	Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn .	<i>I know what a right angles is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i>	
KS2 Y3	Mathematics	Identify whether angles are greater than or less than a right angle.	<i>I can tell whether an angle is greater than or less than a right angle.</i>	
KS2 Y3	Mathematics	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	<i>I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.</i>	
KS2 Y3	Mathematics	Interpret and present data using bar charts, pictograms and tables.	<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i>	
KS2 Y3	Mathematics	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.	<i>I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms and tables.</i>	
KS2 Y3,4	Science	Asking relevant questions and using different types of scientific enquiries to answer them.	<i>I can ask relevant questions and use different types of scientific enquiries to answer them.</i>	
KS2 Y3,4	Science	Setting up simple practical enquiries, comparative and fair tests.	<i>I can set up a practical fair test experiment to answer a scientific question.</i>	
KS2 Y3,4	Science	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard	<i>I can make careful observations and record accurate measurements (for example in mm or g) using</i>	

		units, using a range of equipment, including thermometers and data loggers.	<i>equipment or a data logger.</i>	
KS2 Y3,4	Science	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	<i>I can gather the data I need to answer a scientific question and then present them in an appropriate way (such as a table, grid or graph).</i>	
KS2 Y3,4	Science	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	<i>I can record my findings in labelled diagrams, keys, bar charts or tables.</i>	
KS2 Y3,4	Science	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	<i>I can report my conclusion from the data I have measured.</i>	
KS2 Y3,4	Science	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<i>I use my results to draw a conclusion and make predictions or suggest improvements for answering a different question or repeating my test.</i>	
KS2 Y3,4	Science	Identifying differences, similarities or changes related to simple scientific ideas and processes.	<i>I can identify differences, similarities or changes when making comparisons in my experiments or scientific learning.</i>	
KS2 Y3,4	Science	Using straightforward scientific evidence to answer questions or to support their findings.	<i>I support my answers or conclusions by pointing out the scientific evidence.</i>	
KS2 Y3	Science	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	<i>I know the different parts of a flowering plant (roots, stem/trunk, leaves and flowers) and what each part does.</i>	
KS2 Y3	Science	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.	<i>I know what a plant needs to live and grow, and that some plants need more or less air, light, water, nutrients from the soil, and room to grow, depending on the plant variety.</i>	
KS2 Y3	Science	Investigate the way in which water is transported within plants.	<i>I can tell you how water is transported in a plant.</i>	
KS2 Y3	Science	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<i>I know that a flower is important in the life cycle of a plant as the flower helps the plant to pollenate, create a seed and then disperse the seed.</i>	
KS2 Y3	Science	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.	<i>I know that animals (including humans) need the right types of nutrition and they get nutrition from what they eat.</i>	
KS2 Y3	Science	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<i>I know that humans and some other animals have skeletons and muscles for support, protection and movement.</i>	
KS2 Y3	Science	Compare and group together different kinds of rocks on the	<i>I can group and compare different rock types based</i>	

		basis of their appearance and simple physical properties.	<i>on their appearance and properties.</i>	
KS2 Y3	Science	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<i>I know how fossils are formed.</i>	
KS2 Y3	Science	Recognise that soils are made from rocks and organic matter.	<i>I know that soil is made from rocks and rotting materials such as leaves or plants.</i>	
KS2 Y3	Science	Recognise that they need light in order to see things and that dark is the absence of light.	<i>I understand that we need light to see things around us, and that if there is no light, then we have darkness.</i>	
KS2 Y3	Science	Notice that light is reflected from surfaces.	<i>I know that light is reflected from surfaces.</i>	
KS2 Y3	Science	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	<i>I know that light direct from the sun can be dangerous and our eyes should be protected.</i>	
KS2 Y3	Science	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	<i>I know that a shadow is made when light is blocked by an object.</i>	
KS2 Y3	Science	Find patterns in the way that the size of shadows change.	<i>I can describe the pattern in the way a shadow changes when I move the object or the light.</i>	
KS2 Y3	Science	Compare how things move on different surfaces.	<i>I can describe how the same object may move differently on different surfaces - such as on a road, on ice, on a table or on the carpet.</i>	
KS2 Y3	Science	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	<i>I know that many forces need contact between objects to pass on a force (such as pushing or pulling an object), but some forces (such as magnetic forces or gravity) do not need to have contact.</i>	
KS2 Y3	Science	Observe how magnets attract or repel each other and attract some materials and not others.	<i>I know that magnets can attract and repel each other and that magnets attract some materials but not all materials.</i>	
KS2 Y3	Science	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.	<i>I can group together materials that are attracted by a magnet and others that are not. I know some materials that are always attracted to magnets.</i>	
KS2 Y3	Science	Describe magnets as having two poles.	<i>I know that magnets have two poles.</i>	
KS2 Y3	Science	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<i>I know that like poles on a magnet repel and opposite poles on magnets attract.</i>	
KS2 Y3,4,5,6	Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.		
KS2	Computing	Use sequence, selection, and repetition in programs; work with		

Y3,4,5,6		variables and various forms of input and output.		
KS2 Y3,4,5,6	Computing	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		
KS2 Y3,4,5,6	Computing	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.		
KS2 Y3,4,5,6	Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
KS2 Y3,4,5,6	Computing	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		
KS2 Y3,4,5,6	Computing	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		