

**Could you survive as a
Stone Age person?**

**Y3
2026**



Maths

I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

I can compare and order numbers up to 1000.

I can identify, represent and estimate numbers using different representations.

I can read and write numbers up to 1000 in numerals and in words.

I can solve number problems and practical problems involving these ideas.

I can add and subtract numbers mentally, including:

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

I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Music

I can sing in tune with expression and awareness of meaning

I can compose and play simple rhythmic patterns

I can change words to songs/rhymes

I can compose and play simple rhythmic patterns

I can compose a piece of music within a given structure

DT

I can understand and apply the principles of a healthy and varied diet.

I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Art

I can create sketch books to record my observations and use them to review and revisit ideas

I can develop ideas from starting points throughout the curriculum to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

I can learn about great artists, architects and designers in history.

I can comment on artworks using visual language

Geography

I can name and locate cities of the United Kingdom, geographical regions

I can identify human and physical characteristics of the UK

I can identify the key topographical features (including hills, mountains, coasts and rivers) of the UK

I can identify land-use patterns in the UK

I understand how physical features and characteristics of the UK have changed over time

I can describe and understand key aspects of human geography including types of settlement and land use

I can describe and understand key aspects of human geography including the distribution of natural resources including food, minerals and water

History

I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history using AD, BC

I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.

I can put some artefacts in chronological order.

I am beginning to use place value in the context of timelines.

I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.

I can explain what I have learned in an organised and structured way, using the correct historical terminology.

I can use one or more sources of information to help me ask and answer questions about the past in sentences.

I can present recalled or selected information in a variety of ways using specialist terms.

English

I can write lower-case letters that are all the same size in my writing

I can write about things I have done and things that others have done

I can use capital letters and full stops to show where sentences start and end

I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon

I can use these words in my writing: when, if, that, because, or, but

I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters

I can use commas when I am writing a list

I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time

I can sometimes use question marks and exclamation marks

I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time

I can use the diagonal and horizontal strokes I need to join letters in some of my writing

I can tell if a sentence is a question, command, exclamation or a statement

I can proofread my work and check for spelling, punctuation and grammar errors

Computing

Programming:

I can identify the objects in a Scratch project (sprites, backdrops)

I can explain that objects in Scratch have attributes (linked to)

I can recognise that commands in Scratch are represented as blocks

I can identify that each sprite is controlled by the commands I choose

I can choose a word which describes an on-screen action for my plan

I can create a program following a design

Science

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks and organic matter.

French

I can greet each other confidently, and introduce themselves and their family.

I understand the numbers 1-10 and use them to say how old they are.

I understand and respond to some simple questions and instructions.

I can recognise some words in their written form and pronounce them accurately.

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R.E

I can explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity).

I can describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.

I can compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (Use examples from different traditions).

I can describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.

I can compare and contrast 'infant' and 'believers' baptism', suggesting why they are important to most Christians.

I can explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.

P.E

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

PSHCE

My Happy Mind