

Curriculum Skills

Year 3

Science Skills Year 3

Working Scientifically

Can I ask relevant questions and use different types of scientific enquiry to answer them? (K)

Can I set up simple practical enquiries and fair tests? (K)

Can I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment?

Can I gather, record and present data in a variety of ways to help in answering questions?

Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? (K)

Can I report on findings from enquiries, including oral and written explanations?

Can I use results to draw simple conclusions, make predictions for new values and suggest improvements?

Can I identify differences, similarities or changes related to simple scientific ideas and processes?

Can I use straightforward scientific evidence to answer questions or to support my findings?

Plants

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.

Skills:

Can I identify and describe the different parts of a plant?

Can I describe the requirements of plants for life and growth and how these can vary from plant to plant?

Can I describe the way water is transported within plants?

Can I describe the lifecycle of a flowering plant including pollination, seed formation and seed dispersal?

Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Forces and Magnets

Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary. They should explore the behaviour and everyday uses of different magnets.

Skills:

Can I compare how different things move on different surfaces?

Can I describe how some forces need contact between 2 objects?

Can I describe how magnets act at a distance?

Can I observe how magnets behave?

Can I compare and group together materials that are magnetic?

Can I identify magnetic objects?

Can I describe the properties of magnets?

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Rocks and Soils

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.

Skills:

Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock (formation of sedimentary rocks)?

Can I recognise that soils are made from rocks and organic matter?

Can I raise and answer questions about the way soils are formed.

Can I compare and group together rocks based on various characteristics?

Can I describe how soils are formed?

Pupils might work scientifically by: observing rocks, including those used in buildings, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in **sedimentary rock** and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.

Skeleton & Nutrition

Pupils should explore different kinds of skeletons as well as rocks and soils, including those in the local environment.

Skills:

Can I identify that animals need to right food and amount of food and that they cannot make their own food?

Can I recognise that animals get their nutrition from the food that they eat?

Can I identify why humans and animals have skeletons and muscles?

Pupils might work scientifically by: looking at dietary requirements for humans or animals and identifying the content of different foods.

Light

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Skills:

Can I explain why we need light to see and that dark is the absence of light?

Can I explain how we see things? i.e. Light is reflected from surfaces

Can I explain why light from the sun can be dangerous and how we protect our eyes?

Can I explain how shadows are formed?

Can I find and describe patterns in the way that the size of shadows changes?

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Computing Skills Year 3

Online and Networking

Can I understand how the internet provides services for communication?
Can I understand the opportunities computer networks offer for communication?
Can I create content and communicate publicly via the internet?
Can I use a search engine to find a range of media, e.g. images, text, and information linked to current topic?
Can I write posts based upon research done?
Can I open and contribute to class blogs?

E-Safety

In all work:
Can I use technology safely, respectfully and responsibly?
Can I evaluate digital content?
Can I begin to identify dangerous situations and behaviours online? (K)
Can I question the “validity” of what I see on the internet?
Can I talk about the reliability of information on the internet, e.g. the difference between fact and opinion?
Can I use a browser address bar not just search box and shortcuts?
Can I recognise when a photo/video is shown, no names should be shared?
Can I explain why no personal information should be posted?
Can I recognise online behaviours that would be unfair?

Basic Skills

In all work:
Can I save and retrieve a document?
Can I navigate through File Explorer to find a file?
Can I search for a document and open?
Can I type using both hands?

Multimedia

Using a range of programs:
Can I collect, edit, and present information?
Can I use technology purposefully to create digital content?
Can I acquire, store and combine images from cameras or the internet for a purpose?
Can I use the print screen function to capture an image – PC and/or iPad?
Can I edit pictures using various tools in Paint or photo-manipulation software?
Can I create a new eBook with a front cover and add or remove pages?
Can I combine text and images within each page and embed sound clips?
Can I add information about the author and title for publishing?
Can I use different font sizes, colours and effects to communicate meaning?
Can I align text left, right and centre?

Digital Creativity

Using different technologies:
Can I take and acquire images from camera?
Can I use equipment to enhance or edit photography?
Can I use sound from the internet or network?
Can I compose a piece of digital music?
Can I record voice and sounds?
Can I insert music and sounds into presentations?
Can I create a photo slide show?
Can I add captions and a soundtrack to a photo slide show?
Can I create a mood using sounds, images or colour scheme?
Can I create and use video for a purpose? (K)

Data & Programming

Using logo and/or scratch programs:
Can I edit and refine a series of commands? (K)
Can I discuss and improve a series of commands?
Can I evaluate analytically to solve problems?
Can I use a variety of inputs, including ‘Motion’, ‘Control’ and recording movements using ‘Pen Down’?
Can I use the ‘repeat’ (loop) command in ‘Control’ within a series of instructions?
Can I write a program to reproduce a defined problem, e.g. geometric shape/pattern?
Can I evaluate digital content?
Can I collect, analyse, evaluate and present data?

Introduction to programming – physical moving:
blind robots and related games
Instructions for making something related to topic

Art Skills Year 3

Artists & Movements

Drawing

Painting

Key objectives:

Develop an understanding of the work of an artist/architect/ designer or craftspeople
Study examples of another artist's work
Experiment with the approaches or techniques used by other artists
Work in collaboration with another artist (including peers)

Note: a range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists. Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.

Suggested methods for researching the work of artists/designers/craftspeople are:

- Gallery visits
- Museum visits
- Location visits
- Library research
- Internet research
- Studies of artists work

Can I research artists/architects/designers/craftspeople?

Can I study examples of artists work?

Can I experiment with approaches used by other artists?

Can I work with an artist?

Scandinavian Art

Vincent Van Gogh

Key Skills:

Can I make marks, signs and symbols? (K)

- Can I draw on a variety of different papers?
- Can I 'take a line for a walk' to make different lines and marks to express different moods?
- Can I control lines to create desired shapes, curves and patterns?
- Can I use line to record objects that I have seen, remembered or imagined?

Developing ideas (sketchbooks):

- Can I create a sketchbook?
- Can I record my observations?
- Can I review my observations?
- Can I revisit my ideas?

Printing

Use paint or ink to :

- Can I experiment with different printing techniques? *For example using hands, feet, sponges and found materials.*
- Can I repeat patterns through printing? *For example through organised placement of pattern, or with overlapping patterns using a range of blocks and colours. (K)***
 - Can I explore images through mono-printing?
 - Can I explore colour mixing through printing, using two colours?
 - Can I create my own design for a print?
 - Can I choose the appropriate tools, material and method of printmaking to realise my ideas?
 - Can I look at natural and manmade shapes, patterns and colours and consider how they could be used in a print?

Techniques:

- Can I explore making paint marks?
- Can I paint on a variety of different materials?
- Can I use a variety of tools to spread paint? *For example using straws, matchsticks, feathers, card, brushes etc.*
- Can I experiment with making different brush strokes? *For example using a paint brush to make thick, think marks, dabbing, etc.*

Colour development:

Can I show an understanding of the primary colours and their importance in making other colours? (K)

- Can I mix different primary colour paints to create the colour that I require?

Modelling

Collage focus:

- Can I handle different materials from the class "bit box"?
- Can I cut or tear different materials?
- Can I sort materials according to specific qualities? *For example rough, soft, warm, cold, shiny and smooth etc.*

Mixed media sculpture:

Starts in Year 4.

Design & Technology Skills Year 3

Technical Knowledge		Cooking & Nutrition	
<p>Can I explain how the working characteristics of materials affect the way they are used?</p> <p>Can I combine and mix materials to create more useful properties?</p> <p>Can I use mechanisms to make things move in different ways, including Computing/ICT control programs?</p>		<p>Can I explain why food hygiene is important?</p> <p>Can I prepare food safely, including using knives?</p> <p>Can I measure and weigh accurately, using measuring cups or scales?</p> <p>Can I cook a variety of predominantly savoury dishes?</p> <p>Can I use a range of cooking techniques?</p>	
Design		Make	
<p>Can I generate ideas after thinking about who will use them and what they will be used for?</p> <p>Can I develop and explain ideas clearly with design objectives?</p> <p>Can I plan the making process, suggesting a sequence of actions?</p> <p>Can I communicate my design ideas in a variety of ways (discussion, annotated sketches, ICT)?</p>		<p>Can I select the tools, techniques and materials needed to make my product?</p> <p>Can I measure, mark out and cut materials accurately to the nearest mm?</p> <p>Can I join materials effectively?</p> <p>Can I use finishing techniques to strengthen and improve the appearance of my product?</p> <p>Can I select and use a wide range of materials and components according to their functional properties and aesthetic qualities?</p>	
		Evaluate	
		<p>Can I investigate and evaluate a range of existing products?</p> <p>Can I reflect on my work in relation to the intended users?</p> <p>Can I identify improvements needed?</p>	

Geographical Skills Year 3

Human & Physical Geography

Can I demonstrate an awareness of physical and human features within a given area and note its impact?

Can I use basic geographical language to describe features with the UK and France?

Can I develop a visual understanding of the water cycle?

Can I explain how people can improve or damage the environment? (Global Dimensions)

Location & Place

Can I name cities and countries within Europe?

Can I locate cities and countries within Europe?

Can I locate oceans on a map of Europe?

Can I describe the differences between cities, towns, villages and hamlets?

Can I explain the terms urban and rural?

Can I explain what a settlement is?

Can I describe the difference between physical and human geography?

Can I describe the contours of key areas within England?

Can I compare similarities and differences of a small area - human and physical - of the UK and a European country?

Can I locate regions within France?

Can I explain what a border and island is -? - agree definitions

Geographical Skills & Fieldwork

Can I read and write 4 figure grid references on an OS map?

Can I use the four points of the compass with accuracy?

Can I read conventional and unconventional keys?

Can I use direction and locational language to describe relationships between places?

Can I use maps in context? (tourist and locational maps)

Can I begin to understand scale? Reducing real plans and images to a smaller scale.

Can I gather information from a range of resources on a chosen area of France and the UK, allowing observations and judgements to be made? - maps, diagrams, globes and aerial photos.

Historical Skills Year 3

Historical Enquiry

Can I use various sources of evidence to answer questions about the past? (K)

Can I use various sources to piece together information about a period in history, e.g. drawings, pictures?

Can I ask questions about historical change, similarities and differences?

Can I use words and phrases to describe the passing of time? - to be taught throughout topic.

Can I research a specific event from the past?

Can I use 'information finding' skills in writing to help write about historical information?

Can I, through research, identify similarities and differences between two given periods in history?

Chronological Understanding

Can I describe events from the past using dates when things happened?

Can I describe events and periods using the words ancient and century?

Can I use a timeline within a specific time in history to set out the order things may have happened? (K)

Can I use mathematical knowledge to work out how long ago events would have happened?

Knowledge and Interpretation

Can I suggest why certain events happened as they did in history? (K)

Can I suggest why certain people acted as they did in history?

Can I make connections between different time periods?

Can I find out how travel and technology had an impact of the lives of Britons during this time?

Can I state how people lived, e.g. tribal kingdoms, farming, art and culture?

British History

Changes in Britain from the Stone Age to the Iron Age

Can I develop an understanding of changes in Britain from the stone age to the iron age?

Can I find out how the Neolithic hunter gatherers and early farmers lived?

Can I find out about the religious understanding of Britain from the Stone Age to the Iron Age?

World History

Ancient Egyptian civilisation – a non-European ancient civilisation

Can I find out the key achievements from the Ancient Egyptian civilization?

Can I understand where Ancient Egypt is?

Can I state the achievements of the Ancient Egyptians and what impact that has had today?

Can I discuss the legacy of the Ancient Egyptians?

Can I state the religious understanding of the Ancient Egyptians and state what impact that had on their lives?

Can I make links between historical events in different countries? (Global Dimensions)

Music Skills Year 3

Games

(K) Can I build on progress from keeping a steady pulse to clapping a rhythm then improvising a rhythm?

Can I understand how pulse, rhythm and pitch work together - that rhythm is long and short sounds that happen over a pulse and that pitch is high and low sound?

Singing

Can I sing together with confidence, melody and words increasing in difficulty?

Can I understand importance of warming up my voice, good posture and projecting my voice?

Can I continue to learn to play and sing together?

Improvisation

Can I understand that when you improvise you make up your own tune within boundaries?

Playing Instruments

(K) Can I use classroom percussion, mainly tuned, to play accompaniments and tunes and explore and create musical sounds?

Can I continue to treat instruments with respect and learn correct techniques to play them?

Composition

(K) Can I start composing using 2 notes and using graphic pictorial or musical notation?

Can I record compositions in appropriate ways? (including garageband, and graphic and musical notation)

Can I begin to understand that music is notated in different ways?

Perform

(K) Can I work together in an ensemble or band?

Can I begin to develop control and accuracy when playing tuned and untuned instruments?

Listening & Appraising

Can I listen with direction to a wide range of high quality music?

Can I find the pulse, internalise the pulse and understand that every piece of music has a different pulse and that it is the heartbeat of the piece?

Can I begin to recognise different instruments with growing confidence?

Can I perform music and use instruments from a range of diverse cultures? (Global Dimensions)

Religious Education Skills Year 3

Unit 1 & Unit 2 L2.1 What do Christians learn from the Creation Story? L2.2 What is it like for someone to follow God? Unit 3 L2.9 How do festivals and worship show what matters to a Muslim? Unit 4 L2.10 How do festivals and family life show what matters to Jewish people? Unit 5 L2.4 What kind of world did Jesus want? Unit 6 L2.12 How and why do people try to make the world a better place (C, M/J, NR)

Making sense of beliefs

L2.1 Creation

Can I place the concepts of God and Creation on a timeline of the Bible's 'big story'?

Can I make clear links between Genesis 1 and what Christians believe about God and Creation?

Can I recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world?

L2.2 People of God

Can I make clear links between the story of Noah and the idea of covenant?

Can I identify some beliefs about God in Islam, expressed in Surah 1?

Can I make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)?

L2.9 Muslims

Can I identify some beliefs about God in Islam, expressed in Surah 1?

Can I make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)?

L2.10 Jews

Can I identify some Jewish beliefs about God, sin and forgiveness and describe what they mean?

Can I make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people?

Can I offer informed suggestions about the meaning of the Exodus story for Jews today?

L2.4 Gospel

Can I identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus?

Can I make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'?

Can I suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian?

L2.12 Make the world better

Can I identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)?

Can I make links between religious beliefs and teachings and why people try to live and make the world a better place?

Understanding the impact

L2.1 Creation

Can I describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)?

Can I describe how and why Christians might pray to God, say sorry and ask for forgiveness?

L 2.2 People of God

Can I make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony?

L2.9 Muslims

Can I give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve?

Can I make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)?

Making connections

L2.1 Creation

Can I ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today?

L 2.2 People of God

Can I make links between the story of Noah and how we live in school and the wider world?

L2.9 Muslims

Can I raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims?

Can I make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas?

L2.10 Jews

Can I raise questions and suggest answers about whether it is good for Jews and

L2.10 Jews

Can I make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)?

Can I describe how Jews show their beliefs through worship in festivals, both at home and in wider communities?

L2.4 Gospel

Can I give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways?

L2.12 Make the world better

Can I make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkunolam and the charity Tzedek)?

Can I describe some examples of how people try to live (e.g. individuals and organisations)?

Can I identify some differences in how people put their beliefs into action?

everyone else to remember the past and look forward to the future?

Can I make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas?

L2.4 Gospel

Can I make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas?

L2.12 Make the world better

Can I raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better?

Can I make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas?

Can I express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views?

Personal, Social, Health and Citizenship Education Year 3

Core Values

Developing risk management
 Understanding personal change and responsibility
 Understanding the dynamics of healthy relationships
 Living in the Wider World
 Citizenship & British Values

Health & Wellbeing

Can I identify what is special about me?
Can I identify what keeps me healthy? (K)
 Can I develop resilience?
 Can I identify the importance of my sleeping environment?

Relationships

Can I identify what responsibilities a parent has for their children? (K)
 Can I identify behaviour which may affect our feelings?
 Can I identify why different rules are needed in different situations?

Living in the Wider World

Can I identify how to keep myself safe?
 Can I identify who I can ask for help?
 Can I identify how I feel about events I see through media?
Can I manage appropriate relationships online? (K)
 Can I identify why different rules are needed in different situations?

Modern Foreign Languages (French) Year 3

Colours & Numbers

Can I identify different colours in French in a written or oral form?
 Can I count to 10?
 Can I say and write numbers to 20?
 Can I begin to learn all my numbers to 100?
 Can I tell someone my favourite colour?

Time & Date

Can I say the days of the week?
 Can I say the months of the year?
 Can I place moments of the day? – e.g. Morning, afternoon, evening.
 Can I ask for the time?
 Can I say the time to the hour or half hour?

All About Me

Can I tell someone my name?
 Can I ask for someone else's name?
 Can I learn about my basic parts of the body? – eg. Facial features and main body parts.
 Can I understand and learn about emotions?
 Can I say how I feel?
 Can I ask how someone else feels?

Intercultural Understanding

Can I recognise and identify countries where French is spoken?
 Can I understand social conventions at home and in other cultures that speak French?
 Can I learn about other languages that children may speak in our school?
 Can I make contact directly or indirectly with countries where this French is spoken? – e.g. Pen pals, class connection, research...

Reading & Writing

Can I recognise familiar words in written form?
Can I begin to write simple words or phrases? (K)
 Can I read aloud familiar words?
 Can I say individual letter sounds in French? – e.g. The alphabet

Speaking & Listening

Can I listen and respond to simple rhymes, songs and stories? (K)
 Can I recognise and respond to sound patterns and words?
Can I perform simple words or phrases? – e.g. Questions and answers “What is your name?” / “My name is...” (K)
 Can I listen well and understand everyday classroom language, instructions and praise words in French?