

Curriculum Subject Skills – Year 3

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<u>PE</u>	<u>PSHE</u>	<u>ICT</u>
<p><u>Games</u> Throw and catch with control when under limited pressure to keep possession and score goals. Continue to choose and use a range of simple tactics (marking, dodging, finding space, changing direction and speed) in games. for defending and challenging their opponent. Use simple rules fairly and extend them to devise their own games. Use passing, receiving and dribbling skills. Use throwing and catching skills in games situations. To identify that playing extended games improves their stamina Recognise good performances in themselves and others to improve their own.</p> <p><u>Athletics</u> Select running speed for activity Demonstrate good running posture. Adjust running pace smoothly accelerating and decelerating quickly. Maintain good running technique when sprinting over obstacles. Demonstrate a variety of jumping styles. Use a short run to jump from one foot to 2 feet. Make up and repeat a series of linked jumps. Throw a variety of objects, changing their action for accuracy and distance. Throw to hit a target. Take part in relay activities remembering when to run and what to do. Recognise their body changes, warmer, cooler and heart rate speeding up or slowing down. Recognise good performances in themselves and others to improve their own.</p> <p><u>Gymnastics</u> Perform combinations of gym actions using floor, mats and apparatus. Put out and take in PE apparatus safely. Develop gym techniques and transitions Adapt a gym sequence to include different levels, speeds or</p>	<p><u>Developing confidence and responsibility and making the most of their abilities</u> Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements. Be able to face new challenges positively and know when to seek help. Be able to identify the range of jobs carried out by people they know. Be able to explain their views on issues that affect the school environment. Express personal views and beliefs.</p> <p><u>Preparing to play an active role as citizens</u> Value contributions of others in discussions. Begin to develop negotiating strategies. Know when to compromise. Participate in making and changing rules. Know what we mean by local and national environment. Plan and deliver an argument about a school or class issue. Understand that everyone has a responsibility for environmental issues.</p> <p><u>Developing a healthy, safer lifestyle.</u> Begin to make informed choices about food, exercise and lifestyle. Follow simple safe routines to reduce the spread of bacteria/viruses.</p> <p><u>Developing good relationships and respecting the differences between people.</u> Understand that their actions affect themselves and others. Able to empathise with another viewpoint. Consolidate understanding of similarities and differences between people. Develop strategies for solving problems without adult intervention.</p>	<p><u>Communicating information – text and multimedia</u> Combine graphics, text, sound & video using variety of software Edit work and save new draft Import resources for their work, Record, save and import a sound, Become more familiar with the keyboard, for example, use shift key for special characters, from home keys, use fingers for correct home keys (a, s, d, f) (j, k, l, m) and left fingers for left side of keyboard, right fingers for right side. Use simple music programs to create musical phrases to meet a specific requirement</p> <p><u>Communication information – images</u> Import an image from a digital camera and use drawing tools to alter it, Use the stamp tool Use image to create pattern</p> <p><u>Control Technology</u> Predict and test an outcome from written instructions Program, evaluate and refine the instructions Use repeat to simplify instructions and create shapes and patterns Replicate using an on-screen simulation Clockwise and anticlockwise turn, angle of turn</p> <p><u>Handling Information</u> Collect information in a variety of ways Be able to use different data collection techniques, Sort data using Venn diagrams and Carroll diagrams Produce a range of charts including tally charts, frequency tables, pictograms and bar charts Be able to use diagrams to answer questions</p> <p><u>Modelling and Simulations</u> Predict outcomes on the basis of some knowledge of a simulation Use this to identify a pattern / rule for the simulation Record and share routes through a simulation Use another pupil's / teachers recorded route to navigate through a simulation and identify patterns / any improvements</p> <p><u>Research</u></p>

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<p>directions. Experiment with different body shapes. Perform log rolls, forward rolls and teddy rolls. To link shapes and create a sequence with a partner. Explore different methods of travelling across a mat. Incorporate body shapes and sequences on apparatus. To improve ability to select and link appropriate actions and movements to make sequences in small groups. Show control and accuracy when performing actions. Explore balances using a number of different body parts. Recognise that strength and suppleness are important parts of fitness. Compare and comment on 2 performances, identifying quality and when they have the same elements and order.</p> <p><u>Dance</u> Respond imaginatively to different stimuli using dance language and create movements, working independently, with a partner or small group. Extend their effort in dances. Recognise and describe dances that involve simultaneous and complimentary movements. Create a dance incorporating mirroring and copying. Explore and develop new actions while working with a partner. Link actions to make dance phrases working with a partner. Create, adapt and link a range of dance actions that communicate ideas. Collaborate with a partner or in small groups, to perform, remember and repeat a dance from a prompt. Respond and make improvements appropriate to their own and others performances.</p> <p><u>Outdoor and Adventurous Activities</u> Use more detailed plans and diagrams that take them from familiar to less familiar areas. Use a plan to find objects around the school. Recognise and record orienteering symbols accurately. Use ideas from one task to apply to another. Recognise and describe different physical demands of the tasks and challenges. Make comments on how well activities are completed.</p>	<p><u>Geography</u></p> <p><u>Level 2</u> <u>Skills</u> – Children show their skills in studies at a local scale. Use observations to ask and respond to questions. Using field work to complete chart and start to express opinions. Develop geographical vocabulary eg hill, mountain, river, north, south. Make simple maps and plans eg from a story. Use simple letter and number co-ordinates. Develop the use of secondary resources. <u>Enquiry</u> – Carry out simple tasks and select information using resources. Observe and record, eg identify buildings in street and complete chart. Express their own views about people, places and environments. Begin to use appropriate geographical vocab. <u>Places</u> – Recognise and make observations about how places compare with o eg. compare local area with places elsewhere. Recognise how places are linked to other places in the world eg, food from countries Show awareness of places beyond their locality. <u>Patterns and Processes</u> – Make observations about features in the enviro seasonal weather changes. Recognising simple patterns in the environment. Respond to questions about ‘why things are like that?’ by recognising and Making appropriate observations about some human and physical Processes. <u>Environmental change and sustainable development</u> Recognise how the environment can be improved and sustained eg. restricting number of cars Recognise how people affect the environment. Express views on environment and describe ways people affect the environ attempt to make changes.</p> <p><u>Level 3</u> <u>Skills</u> – Children show their skills in studies at a local scale. Use sources of evidence to respond to a range of geographical questions. Carry out simple questionnaires and use simple equipment to measure and record eg. weather instruments. Continue to develop geographical vocabulary – clouds, rainfall, human and physical environment. Map of route to school including key and scale. Draw annotated sketches. Use more complex letter ad number co-ordinates. Use aerial photos and satellite images. <u>Enquiry</u> – Ask and respond to geographic questions eg what is this</p>	<p>Locate information using search engines, index and key words Check information against another source Answer questions using information from a range of ICT resources Identify how different texts are organised Compare the organisational features of printed and digital texts Identify some ways in which texts have been organised to engage readers. Use text appropriately – cut and paste relevant information and not the whole document/paragraph.</p> <p><u>Acceptable Use</u> <u>Keeping Safe</u> Know the school acceptable use policy and e-safety rules and what to do to act in accordance with them Describe how they make safe choices when working online. Be aware of the need to seek permission or to tell an adult when accessing new web sites. Know that they should not visit sites with age restrictions as they may contain content that is inappropriate and that they should not pretend to be older online to register for inappropriate content. <u>Content and Navigation</u> Know how to use the key characteristics of a web site that support finding information (menus, index, and search) and identify the key words that would be most helpful. Be able to check that information is relevant and think about the consequences of any errors or omissions. Access sites by using the URL and using and adding to favourites Know a list of trusted web sites to use and give reasons why they can be trusted. Know that anyone can publish a web page and contribute content to a web page and that the information may not be checked for accuracy.</p> <p style="text-align: center;"><u>Science.</u></p> <p><u>Level 2</u> <u>SC1</u> – Agree or challenge observations described by peers. Respond to suggestions about how to find things out.</p>
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<p style="text-align: center;"><u>History</u></p> <p><u>Level 2</u> Use wider variety of terms about passage of time Place events and objects in order of chronology Recognise their way of life is different from those in past Show knowledge and understanding of aspects of past beyond living memory Know some of main events and people they have studied Begin to identify some of diff ways past is represented Use observations of artefacts to answer questions about the past Can use range of sources of info to answer questions about the past Begin to recognize that there are reasons why people in the past acted as they did.</p> <p><u>Level 3</u> Know past can be divided into different periods of time. Can use dates and terms of chronology (BC/AD, century) Can recognise similarities and differences between time periods. Show knowledge and understanding of some main events, people and changes studied. Start to give reasons for and results of main events and changes studied. Can use sources of information and artefacts in ways that go beyond simple observations in order to answer questions about the past.</p> <p style="text-align: center;"><u>Art</u></p> <p><u>Exploring and Developing Ideas</u> Select and record from first hand observation and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and Developing Work</u> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketch book.</p>	<p>landscape like? What do I think about it? Begin to use appropriate vocabulary to communicate their findings. Communicate in different ways eg news report or email.</p> <p><u>Places</u> – Show knowledge and understanding in studies at a local scale (local and contrasting UK location) – know the location of places and environments they study. Aware that different places have both similar and different characteristics. To identify and describe what places are like eg weather jobs (human) and where they are eg region/county, near hills (physical)</p> <p><u>Patterns and Processes</u> – Recognise, compare and describe patterns made by physical and human environmental features eg frost forming in playground, distribution of hotels along a seafront. Begin to offer explanations for locations of some of those features.</p> <p><u>Environmental change and sustainable development</u> Recognise how people can improve, damage or sustain the environment eg reclaiming derelict land or polluting a river.</p> <p style="text-align: center;"><u>Music</u></p> <p><u>Singing and Performing</u> To begin to sing in tune with some expression. Joins in with ensemble singing, maintaining a simple part with clear diction and sense of phrase. Rehearses and performs with others, with sense of purpose.</p> <p><u>Pitch</u> Can identify ascending and descending pitch Can use voice and tuned percussion to vary pitch.</p> <p><u>Duration</u> Can copy and create simple rhythmic patterns working alone and with others Can use invented or real signs and symbols to create and play simple rhythmic patterns. Can maintain a simple rhythmic part using voice or instruments, while a second part is played by others.</p> <p><u>Dynamics</u> Can vary dynamics with voice and instruments when working alone and with others, with increasing control. Shows awareness of others when choosing and using appropriate dynamics</p> <p><u>Tempo</u> Can maintain appropriate tempo and pulse when performing Shows awareness of tempo and pulse in movement, dance etc.</p>	<p>Use simple texts, with help, to find out about scientific ideas. With help, choose factors and explain fairness. With help, raise questions. Say whether what happened was what they expected. With help make suggestions about how to collect data to answer questions. Use simple equipment provided. Make observations related to the task. With help record using simple tables and other formats. Communicate what they have found out using simple sentences and annotated drawings. Make comparisons using scientific vocabulary. Interpret data from bar charts and tables. Recognise when things do not go to plan. Say whether what happened was what they expected.</p> <p><u>SC2 – Life Processes and Living Things</u> Use knowledge to describe basic conditions plants and animals need to survive. Recognise that living things grow and reproduce. Sort plants and animals using simple features and describe basis for their groupings eg. number of legs, shape of leaf. Recognise different living things are found in different places. Eg ponds, woods.</p> <p><u>SC3 – Materials and their Properties</u> Identify range of common materials and know about some of their properties. Describe similarities and differences between materials. Sort materials into groups describing basis for groupings in everyday terms eg. hardness, smoothness. Describe ways in which some materials are changed by heating, cooling, bending or stretching.</p> <p><u>SC4 – Physical Properties</u> Know about a range of physical phenomena and recognise and describe similarities and differences. Compare ways in which devices work in different electrical circuits. Compare brightness of colour of lights, loudness of pitch of sounds and movement of objects (speed and direction)</p> <p><u>Level 3</u> <u>SC1</u> – Recognise why it is important to collect data to answer questions.</p>
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<p>Drawing Experiment with ways in which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> – Make marks and lines with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Forms and Shape</u>- Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of object having a third dimension. <u>Tone</u> – Experiment with different grades of pencil and other implements to achieve variations of tone. Apply tone in a drawing in a simple way. <u>Texture</u> – Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p>Digital Media Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software eg Photostory, Powerpoint. Use a graphics package to create images and effects with <u>lines</u> by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style eg. charcoal. Create <u>shapes</u> by making selections to cut, duplicate and repeat. Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p> <p>Painting Experiment with different effects and textures inc. Blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales eg thin brush on small picture etc. Create different effects and textures with paint according to what they need for a task. <u>Colour</u>- Mix colours and know which primary colours make secondary colours. Use more specific colour language.</p>	<p>Timbre Explores the range of speaking/singing voices, recognising and using different vocal qualities. Can use sound words and phrases to describe how sound is created and perceived Explores different sound materials such as skin, wood, metal and clay. Effectively uses different ways to play instruments such as shaking, hitting, p scraping with control. Recreates sounds from the environment using voice, instruments and ICT.</p> <p>Texture Can listen carefully to music, recognising a build up of layers eg different instruments. Can suggest ways to increase layers of sound to enhance performance.</p> <p>Structure Explores composing and playing simple repeating patterns with two or three sections. Uses ICT to select, organise, reorganise, edit and record sound, notes and phrases.</p> <p>Response Can listen to and evaluate a wide range of live and recorded music, including times and cultures. Can use dance, movement, narrative and drama to explore music expressively. Recognises how different musical elements can be combined and used Expressively. Can evaluate their own work and make improvements.</p> <p style="text-align: center;">DT</p> <p>Use different joining and cutting methods related to paper and card. Understand ways in which to make structures stable and freestanding. Score card for accurate folds. Use a variety of decorating techniques. Understand that food products are made of several components and that variety of food is needed for a healthy diet. Combine components according to taste/texture and appearance. Prepare food by cutting/grating/peeling. Control pneumatic systems. Make a working hinge. Join and combine materials using simple hand tools to allow movement. Team work in solving problems. Evaluate a project for success.</p>	<p>Respond to suggestions and put forward their own ideas about how to answer to a question. Use simple texts to find information. Give reasons to support ideas when asked to do so. Begin to carry out a fair test, recognising and explaining why it is fair. Raise questions. Make predictions with a reason based on personal experience. Use a range of simple equipment. Begin to decide upon an appropriate approach. Make relevant observations Measure quantities such as length or mass. Record observations in a variety of ways. Communicate and record in a scientific way what they have found out. Reject an unsuitable result. Identify simple causes and effect and patterns in recorded measurements. Provide explanations for observations. Suggest improvements in their work.</p> <p>SC2 – Life Processes and Living Things Use knowledge and understanding of basic life processes when describing differences between living and non-living things. Provide simple explanations for changes in living things eg diet, lack of water or light. Identify ways in which an animals is suited to its environment eg fish have fins to help them swim.</p> <p>SC3 – Materials and their Properties Use knowledge and understanding of materials when sorting into groups according to properties. Explain simply why some materials are particularly suitable for specific purposes eg. glass in windows. Recognise that some changes can be reversed and some cannot, and classify changes in this way.</p> <p>SC4 – Physical Properties Link cause and effect in simple explanations eg bulb not lighting due to break in circuit, direction/speed of movement of an objects because of a push or pull. Begin to make simple generalisations about physical phenomena eg explaining that sounds get fainter if further</p>
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<p>Mix and use tints and shades.</p> <p>Printing Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays.</p> <p>Textiles Use a variety of techniques eg. printing, dying, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.</p> <p>3D Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.</p> <p>Collage Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>		<p>away from source.</p> <p style="text-align: center;">MFL</p> <p>Speaking Say/repeat a few words and short simple phrases. Answer simple questions and give basic information. Ask and answer simple questions and talk about my interests.</p> <p>Listening Understand a few familiar spoken words and phrases. Understand a range of familiar spoken phrases. Understand the main points from a short spoken passage.</p> <p>Reading Can recognise and read out a few familiar words and phrases. Understand familiar written phrases. Understand the main points from a short written text in clear printed text.</p> <p>Writing Can write or copy simple words or symbols. Can write one or two simple sentences and fill in the words on a simple form. Can write a few short sentences with support using</p>
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