

## Key Knowledge Skills and Expectations for Year 3 (2020-2021)

(Any statements highlighted in yellow are the knowledge we want this year group to remember going forward)

*Red italic font is challenge*

### Science

#### Planning

- Use different ideas, ask questions and suggest how to find something out.
  - Make and record a prediction before testing. Amend according to findings.
  - Plan a fair test with different variables and explain why it was fair.
  - Set up a simple fair test to make comparisons.
  - Explain why the test is fair and why they need to collect information to answer a question.
- Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.*

#### Animals, including humans

- Explain the importance of a nutritionally balanced diet.
  - Describe how nutrients, water and oxygen are transported within animals and humans.
  - Identify that animals, including humans, cannot make their own food: they get nutrition from what they eat.
  - Describe and explain the skeletal system of a human.
  - Describe and explain the muscular system of a human.
- Explain how the muscular and skeletal systems work together to create movement.*
- Classify living things/non-living things by a no. of characteristics that they have thought of.*
- Explain how people, weather and the environment can affect living things.*
- Explain how certain living things depend on one another to survive.*

#### Obtaining and presenting evidence

- Measure carefully using different equipment and standard units of measure.
  - Record their observations in different ways? <labelled diagrams, charts etc>
  - Describe what they have found using scientific language and charts, matrix or tally chart as appropriate.
  - Use bar charts & other tables (in line with Y3 maths) to record findings. Use a key if appropriate.
  - Use research
- Explain their findings in different ways (display, presentation, writing).*
- Use their findings to draw a simple conclusion.*
- Suggest improvements and predictions for further tests.*

#### Plants

- Identify and describe the functions of different parts of flowering plants and trees (roots, stem trunk, leaves and flowers).
  - Explore needs of plants for life/growth (air, light, water, nutrients from soil & room to grow).
  - Explain how they vary from plant to plant.
  - Investigate the way in which water is transported within plants.
  - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Classify a range of common plants according to many criteria (environment found, size, climate required, etc.).*

#### Considering evidence and evaluating

- Explain what they have found out and use their measurements to say whether it helps to answer their question.
  - Use a range of equipment (including a data-logger) in a simple test.
- Suggest how to improve their work if they did it again.*

## Rocks

- Compare and group together different rocks on the basis of their appearance and simple physical properties
- Describe and explain how different rocks can be useful to us
- Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

- Classify igneous and sedimentary rocks.
- Begin to relate the properties of rocks with their uses.

## Forces and magnets

- Compare how things move on different surfaces.
- Observe that magnetic forces can be transmitted without direct contact.
- Observe how some magnets attract or repel each other.
- Classify which materials are attracted to magnets and which are not.
- Notice some forces need contact between 2 objects, but magnetic forces can act at distance.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- Identify some magnetic materials.
- Describe magnets have having two poles (N & S).
- Predict whether two magnets will attract or repel each other depending on which poles are facing.
- Investigate the strengths of different magnets and find fair ways to compare them.

## Light

- Recognise that they need light in order to see things
- Recognise that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change

- Explain why lights need to be bright or dimmer according to need.
- Explain the difference between transparent, translucent and opaque.
- Explain why lights need to be bright or dimmer according to need.
- Make a bulb go on and off.
- Say what happens to the electricity when more batteries are added.
- Explain why their shadow changes when the light source is moved closer or further from the object.

## History

## Chronological understanding

- Describe events and periods using the words: BC, AD and decade.
- Describe events from the past using dates when things happened.
- Describe events and periods using the words: ancient and century.
- Use a timeline within a specific time in history to set out the order things may have happened.
- Use their mathematical knowledge to work out how long ago events would have happened.
- Know how Britain changed between the beginning of the stone age and the iron age.
- Know the main differences between the stone, bronze and iron ages.
- Know what is meant by 'hunter-gatherers'.
- *Set out on a timeline, within a given period, what special events took place.*
- *Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.*

## Knowledge and interpretation

- Appreciate that the early Brits would not have communicated as we do or have eaten as we do.
- Begin to picture what life would have been like for the early settlers.
- Recognise that Britain has been invaded by several different groups over time.
- Realise that invaders in the past would have fought fiercely, using hand to hand combat.
- Suggest why certain events happened as they did in history.
- Suggest why certain people acted as they did in history.
- Know some of the main characteristics of the Athenians and Spartans.
- Know about the influence the gods had on Ancient Greece.
- Know at least five sports from the Ancient Greek Olympics.
- *Begin to appreciate why Britain would have been an important country to have invaded and conquered.*
- *Appreciate that war/s would inevitably have brought much distress and bloodshed.*
- *Have an appreciation that wars start for specific reasons and can last for a very long time.*
- *Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.*

## Historical enquiry

- Recognise the part that archaeologists have had in helping us understand more about what happened in the past.
- Use various sources of evidence to answer questions.
- Use various sources to piece together information about a period in history.
- Research a specific event from the past.
- Use their 'information finding' skills in writing to help them write about historical information.
- Through research, identify similarities and differences between given periods in history.
- Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- Research what it was like for children in a given period of history and present findings to an audience.
- *Begin to use more than one source of information to bring together a conclusion about an historical event.*
- *Use specific search engines on the Internet to help them find information more rapidly.*

## Geographical Enquiry

- Use correct geographical words to describe a place and the events that happen there.
- Identify key features of a locality by using a map.
- Begin to use 4 figure grid refs.
- Accurately plot NSEW on a map.
- Use some basic OS map symbols.
- Make accurate measurement of distances within 100Km.

- *Work out how long it would take to get to a given destination taking account of the mode of transport.*

## Physical Geography

- Use maps and atlases appropriately by using contents and indexes.
- Describe how volcanoes are created and name parts of a volcano
- Describe how earthquakes are created.
- Describe physical features in a locality.
- Locate the Mediterranean and explain why it is a popular holiday destination.
- Recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).
- Explain why a locality has certain physical features.

## Human Geography

- Describe how volcanoes have an impact on people's lives.
- Describe human features in locality.
- Explain why a locality has certain human features.
- Explain why a place is like it is.
- Explain how the lives of people living in the Mediterranean would be different from their own.

- *Explain how people's lives vary due to weather.*

## Geographical Knowledge

- Name 4 countries in the Northern Hemisphere and 4 in the Southern Hemisphere.
- Locate and name some of the world's most famous volcanoes.
- Name and locate some well-known 8 European countries.
- Name at least 8 counties and 6 cities in England
- Name and locate the capital cities of neighbouring European countries.
- BE aware of different weather in different parts of the world, especially Europe.

- *Name the two largest seas around Europe.*

### Algorithms and Programs

- Experiment with variables to control models.
- Use 90 degree and 45 degree turns.
- Give an on-screen robot directional instructions.
- Draw a square, rectangle and other regular shapes on screen, using commands.
- Write program to accomplish specific goals.

### Using the Internet

- Find relevant information by browsing a menu.
- Search for an image, then copy and paste it into a document.
- Use 'Save picture as' to save an image to the computer.
- Copy and paste text into a document.
- Begin to use note making skills to decide what text to copy.

### Data Retrieving and Organising

- Review images on a camera and delete unwanted images.
- Experience downloading images from a camera into files on the computer.
- Use photo editing software to crop photos and add effects.
- Manipulate sound when using simple recording story boarding.

### Databases

- Input data into a prepared database.
- Sort and search a database to answer simple questions.
- Use a branching database.

### Communicating

- Use the email address book.
- Open and send an attachment.

### Presentation

- Create a presentation that moves from slide to slide and is aimed at a specific audience.
- Combine text, images and sounds and show awareness of audience.
- Know how to manipulate text, underline text, centre text, change font and size and save text to a folder.

- Use photo editing software to crop photographs and add effects.
- Copy and paste the graph/barchart and use it in a WP document.
- Use animation in their presentation.

### E Safety Knowledge & Understanding

- Understand the need for rules to keep them safe when exchanging learning & ideas online.
- Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- Understand that the internet contains fact, fiction and opinion and begin to distinguish between them?
- Use strategies to verify information, e.g. cross-checking
- Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image
- Understand that copyright exists on most digital images, video and recorded music
- Understand the need to keep personal information and passwords private
- Understand that if they make personal information available online it may be seen and used by others
- Know how to respond if asked for personal information or feel unsafe about content of a message
- Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy
- Know how to report an incident of cyber bullying
- Know the difference between online communication tools used in school and those used at home
- Understand the need to develop an alias for some public online use
- Understand that the outcome of internet searches at home may be different than at school

### E Safety Skills

- Follow the school's safer internet rules
- Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new
- Begin to identify when emails should not be opened and when an attachment may not be safe
- Explain how to use email safely
- Use different search engines

## Art

### Drawing

- Show facial expressions in drawings
- Use sketches to produce a final piece of work.
- Write an explanation of their sketch.
- Use different grades of pencil shade, to show different tones and texture.

### 3D/ Textiles

- Add onto work to create texture and shape
- Work with life size materials
- Create pop-ups.
- Use more than one type of stitch.
- Join fabric together to form a quilt using padding.
- Use sewing to add detail to a piece of work
- Add texture to a piece of work.

### Painting

- Predict with accuracy colours mixes.
- Know where each of the primary and secondary colours sits on the colour wheel.
- Create a background using a wash.
- Use a range of brushes to create different effects.

### Collage

- Cut very accurately.
- Overlap materials.
- Experiment using different colours.
- Use mosaic.
- Use montage.

### Printing

- Make a printing block.
- Make a 2 colour print.

### Use of IT

- Use the printed images they take with a digital camera and combine them with other media to produce art work.
- Use IT programs to create a piece of work that includes their own work and that of others (using web).
- Use the web to research an artist or style of art.

### Sketch books

- Use sketch books to express feelings about a subject and to describe likes and dislikes.
- Make notes in sketch books about techniques used by artists.
- Suggest improvements to their work by keeping notes in their sketch books.

### Knowledge

- Compare the work of different artists.
- Explore work from other cultures.
- Explore work from other periods of time.
- Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.

## Developing, planning and communicating ideas

- Show that design meets a range of requirements.
- Put together a step-by-step plan which shows the order and also what equipment and tools they need.
- Describe designs using accurately labelled sketches/words.
- Describe how realistic their plan is.

### Breadth of study

#### Cooking and nutrition

- Choose the right ingredients for a product.
- Use equipment safely.
- Make sure that their product looks attractive.
- Describe how combined ingredients come together.
- Weigh out ingredients and follow a given recipe to create a dish
- Talk about which food is healthy and which is not.

#### Textiles

- Join textiles of different types in different ways.
- Choose textiles both for their appearance and also qualities.

#### Electrical and mechanical components

- Select the most appropriate tools and techniques to use for a given task.
- Make a product which uses both electrical and mechanical components.
- Use a simple circuit.
- Use a number of parts.

#### Stiff and flexible sheet materials

- Use the most appropriate materials.
- Work accurately to measure, make cuts and holes.
- Join materials.

#### Mouldable materials

- Select the most appropriate materials.
- Use a range of techniques to shape and mould.
- Use finishing techniques

## Working with tools, equipment, materials and components to make quality products

- Use equipment and tools accurately.

## Evaluating processes and products

- Explain what should be changed to make designs better.

## Music

### Performing

- Sing in tune with expression.
- Control voice when singing.
- Play clear notes on instruments.

- *Work with a partner to create a piece of music using more than one instrument.*

### Composing (incl notation)

- Use different elements in composition.
- Create repeated patterns with different instruments.
- Compose melodies and songs.
- Create accompaniments for tunes.
- Combine different sounds to create a specific mood or feeling.
- *Understand metre in 2 and 3 beats; then 4 and 5 beats.*
- *Understand how the use of tempo can provide contrast within a piece of music.*

### Appraising

- Improve work; explaining how it has improved.
- Use musical words (the elements of music) to describe a piece of music and compositions.
- Use musical words to describe what they like and dislike.
- Recognise the work of at least one famous composer.
- *Tell whether a change is gradual or sudden.*
- *Identify repetition, contrasts and variations.*

## PE & Dance

### Acquiring and developing skill

- Select and use the most appropriate skills, actions or ideas.
- Move and use actions with co-ordination and control.

### Competitive Games

- Throw and catch with control when under limited pressure.
- Be aware of space and use it to support team-mates and cause problems for the opposition.
- Know and use rules fairly to keep games going.
- Keep possession with some success when using equipment that is not used for throwing and catching skills.

### Evaluating and improving

- Explain how their work is similar and different from that of others.
- With help, recognise how performances could be improved.

### Gymnastics

- Use a greater number of their own ideas for movement in response to a task.
- Adapt sequences to suit different types of apparatus and their partner's ability.
- Explain how strength and suppleness affect performances.
- Compare and contrast gymnastic sequences, commenting on similarities and differences.

### Health and fitness

- Explain why it is important to warm-up and cool-down.
- Identify some muscle groups used in gymnastic activities.

### Athletics

- Run at fast, med and slow speeds, changing speed and direction.
- Link running and jumping activities with some fluency, control and consistency.
- Make up and repeat a short sequence of linked jumps.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing their action for accuracy and distance.

### Dance

- Improvise freely, translating ideas from a stimulus into movement
- Share and create phrases with a partner and in small groups.
- Repeat, remember and perform these phrases in a dance.

### Outdoor/adventurous

- Follow a map in a familiar context.
- Move from one location to another following a map.
- Use clues to follow a route.
- Follow a route safely.

### Dance

- Use a wide range of movements when improvising.
- Choose appropriate movements to express the idea, mood and feeling of a dance.
  - Take the lead when creating dances with a partner or in a group.
  - Show a greater understanding of how to compose dance phrases.
    - Show greater fluency and control in their movements.
  - Interpret rhythm well, using a range of musical accompaniments.
- Interpret and express their thoughts clearly when talking about dance.
  - Make appropriate suggestions about how work could be improved.

## Examples and Signposting in Red

### Listening and responding

- Understand short passages made up of familiar language?
- Understand instructions, messages and dialogues within short passages?
- Identify and note the main points and give a personal response on a passage?

*Spoken at near normal speed with no interference. May need short sections repeated.*

### Speaking

- Name and describe people, a place and an object
- Have a short conversation, saying 3 or 4 things
- Give response using a short phrase
- Start to speak, using a full sentence

*Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.*

### Reading and responding

- Read and understand a short passage using familiar language
- Explain the main points in a short passage
- Read a passage independently
- Use a bilingual dictionary or glossary to look up new words
- Listen to French stories on You Tube: e.g. Le loup qui voulait changer de couleur

### Writing

- Write phrases from memory
- Write 2-3 short sentences on a familiar topic
- Write what they like/dislike about a familiar topic

*They write short phrases from memory and their spelling is readily understandable.*

## Year 3 Language Coverage

### Autumn, Term 1 (Getting to know you)+

- Greetings - How are you? – (Role Play)
- Numbers (1-10) – (Games e.g. 'Lotto')
- Classroom Instructions – (Game 'Simon Dit')
- Classroom Language
- Days of the week and months of the year – (On wb everyday) Writing the date – (Any written work)

### Autumn, Term 2 (All about me)

- Name and Age – (Role Play)
- Where do you live?
- Body parts
- Imperatives – (Linked to game 'Simon Dit'. Use numbers, classroom instructions and body parts)
- Christmas – (Short Plays, Assemblies, Christmas Carols)

### Spring, Term 1 (My Family)

- Family members – J'ai une soeur et deux freres etc.
- Colours
- Numbers (11-31)

### Spring, Term 2 (Food Glorious Food)

- *Fruits & Foods – j’aime le pain, j’aime la viande, je n’aime pas les bonbons*
- *French story: e.g. Hungry Caterpillar/ La chenille qui faisait des trous*
- *Easter*

#### **Summer, Term 1 (Our School)**

- *Things in my pencil case*
- *Classroom Objects*
- *Recap of classroom language.*

#### **Summer, Term 2 (French Culture Coverage)**

- *Food*
- *School*
- *Famous People*
- *Landmarks*
- *Events for 2020 – 2021 – Tour de France, Bastille Day, UEFA Euro, Tokyo Olympics*

**websites:-**

***Euroclubschools***

***SALUT***

***frenchgames.net***

***digitaldialects.com***

***hello-world.com***

***topmarks.co.uk***

***crickweb.co.uk***