

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