



## Life Processes and Living Things

### Year 3

#### Animals, including humans

- Can they explain the importance of a nutritious balanced diet?
- Can they describe how nutrients, water and oxygen are transported within animals and humans?
- Can they describe and explain the skeletal system of a human?
- Can they describe and explain the muscular system of a human?

### Year 3 (Challenging)

#### Animals, including humans

- Can they explain how the muscular and skeletal systems work together to create movement?
- Can they classify living things and non-living things by a number of characteristics that they have thought of?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive?

#### Plants

- Can they identify and describe the functions of different parts of plants? (roots, stem, leaves and flowers)
- Can they identify what a plants needs for life and growth?
- Can they describe the ways in which nutrients, water and oxygen are transported within plants?
- Can they explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants?
- Can they investigate the way in which water is transported within plants?

#### Plants

- Can they classify a range of common according to many criteria (environment found, size, climate required, etc.)?
- Can they explore the role of flowers in the life cycle of flowering plants? Including pollination, seed formation and speed dispersal?

# Materials and their Properties

## Year 3

### Changing, classifying and grouping materials

- Can they sort the same group of materials in different ways?
- Can they sort materials by a number of different criteria?
- Can they suggest materials which could be used for specific jobs?
- Can they set up a simple test to explore the differences between materials?
- Can they set up a test to explore whether or not materials are attracted to magnets?
- Can they set up a test to explore whether or not a material will float or sink?
- Can they compare the properties of materials in different situations e.g. floating in salty water, magnetism in water?
- Can they describe what it means to reverse a change?
- Can they describe which changes can be reversed?
- Can they describe which changes cannot be reversed?

## Year 3 (Challenging)

### Changing, classifying and grouping materials

- Can they explain different ways that they can sort the same group of materials?
- Can they sort materials by a number of different criteria and explain their reasons?
- Can they explain why certain materials are used for specific jobs?

### Rocks

- Can they compare and group together different rocks based on their simple physical properties?
- Can they describe and explain how different rocks can be useful to us?
- Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- Can they describe how fossils are formed within sedimentary rock?

### Rocks

- Can they classify igneous and sedimentary rocks?
- Can they begin to relate the properties of rocks with their uses?

# Physical Processes

## Year 3

### Forces and magnets

- Can they observe that magnetic forces can be transmitted without direct contact?
- Can they talk about how some magnets attract or repel each other?
- Can they classify which materials are attracted to magnets?
- Can they describe the speed and direction of moving objects?

## Year 3 (Challenging)

### Forces and magnets

- Can they investigate the strengths of different magnets and find fair ways to compare them?
- Can they explain why an object will move faster if it is rolling down a hill or a slope?

### Light

- Can they explain the difference between transparent, translucent and opaque?
- Can they compare the brightness and colour of lights?
- Can they explain how bulbs work in an electrical circuit?
- Can they explain what dark is, by using words like shadow?

### Light

- Can they explain why lights need to be bright or dimmer according to need?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more batteries are added?
- Can they explain why their shadow changes when the light source is moved closer or further from the object?

## Year 3 History

### Chronological understanding

- Can they describe events and periods using the words: BC, AD and decade?
- Can they describe events from the past using dates when things happened?
- Can they describe events and periods using the words: ancient and century?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they use their mathematical knowledge to work out how long ago events would have happened?

### Year 3 (Challenging)

- Can they set out on a timeline, within a given period, what special events took place?
- Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

### Knowledge and interpretation

- Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?
- Can they begin to picture what life would have been like for the early settlers?
- Can they recognise that Britain has been invaded by several different groups over time?
- Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
- Can they suggest why certain events happened as they did in history?
- Can they suggest why certain people acted as they did in history?

- Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?
- Can they appreciate that war/s would inevitably have brought much distress and bloodshed?
- Do they have an appreciation that wars start for specific reasons and can last for a very long time?
- Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?

### Historical enquiry

- Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?
- Can they research a specific even from the past?
- Can they use their 'information finding' skills in writing to help them write about historical information?
- Can they through research identify similarities and differences between given periods in history?

- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the Internet to help them find information more rapidly?

# Geography

## Year 3

### Geographical Enquiry

- Do they use correct geographical words to describe a place and the things that happen there?
- Can they identify key features of a locality by using a map?
- Can they begin to use a 4 figure grid references?
- Can they accurately plot NSEW on a map?
- Can they use some basic OS map symbols?
- Can they make accurate measurement of distances within 100Km?

### Year 3 (Challenging)

- Can they work out how long it would take to get to a given destination taking account of the mode of transport?

### Physical Geography

- Can they use maps and atlases appropriately by using contents and indexes?
- Can they describe how volcanoes are created?
- Can they describe how earthquakes are created?
- Can they confidently describe physical features in a locality?
- Can they locate the Mediterranean and explain why it is a popular holiday destination?
- Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?

- Can they explain why a locality has certain physical features?

### Human Geography

- Can they describe how volcanoes have an impact on people's life?
- Can they confidently describe human features in a locality?
- Can they explain why a locality has certain human features?
- Can they explain why a place is like it is?
- Can they explain how the lives of people living in the Mediterranean would be different from their own?

- Can they explain how people's lives vary due to weather?

### Geographical Knowledge

- Can they name a number of countries in the Northern Hemisphere?
- Can they locate and name some of the world's most famous volcanoes?
- Can they name and locate some well-known European countries?
- Can they name and locate the capital cities of neighbouring European countries?
- Are they aware of different weather in different parts of the world, especially Europe?

- Can they name the two largest seas around Europe?

# Computing: Year 3

## Algorithms and Programs

- Can they experiment with variables to control models?
- Can they use 90 degree and 45 degree turns?
- Can they give an on-screen robot directional instructions?
- Can they draw a square, rectangle and other regular shapes on screen, using commands?
- Can they write more complex programs?

## Using the Internet

- Can they find relevant information by browsing a menu?
- Can they search for an image, copy and paste it into a document?
- Can they use 'Save picture as'to save an image to the computer?
- Can they copy and paste text into a document?
- Do they begin to use note making skills to decide what text to copy?

## Data Retrieving and Organising

- Can they review images on a camera and delete unwanted images?
- Have they experienced downloading images from a camera into files on the computer?
- Can they use photo editing software to crop photos and add effects?
- Can they manipulate sound when using simple recording story boarding?

## Databases

- Can they input data into a prepared database?
- Can they sort and search a database to answer simple questions?
- Can they use a branching database?

## Communicating

- Can they use the email address book?
- Can they open and send an attachment?

## Presentation

- Can they create a presentation that moves from slide to slide and is aimed at a specific audience?
- Can they combine text, images and sounds and show awareness of audience?
- Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

# Year 3 Art

## Drawing

- Can they show facial expressions in their drawings?
- Can they use their sketches to produce a final piece of work?
- Can they write an explanation of their sketch in notes?
- Can they use different grades of pencil shade, to show different tones and texture?

## 3D/ Textiles

- Can they add onto their work to create texture and shape?
- Can they work with life size materials?
- Can they create pop-ups?
- Can they use more than one type of stitch?
- Can they join fabric together to form a quilt using padding?
- Can they use sewing to add detail to a piece of work?
- Can they add texture to a piece of work?

## Painting

- Can they predict with accuracy the colours that they mix?
- Do they know where each of the primary and secondary colours sits on the colour wheel?
- Can they create a background using a wash?
- Can they use a range of brushes to create different effects?

## Collage

- Can they cut very accurately?
- Can they overlap materials?
- Can they experiment using different colours?
- Can they use mosaic?
- Can they use montage?

## Printing

- Can they make a printing block?
- Can they make a 2 colour print?

## Use of IT

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

## Sketch books

- Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?
- Can they make notes in their sketch books about techniques used by artists?
- Can they suggest improvements to their work by keeping notes in their sketch books?

## Knowledge

- Can they compare the work of different artists?
- Can they explore work from other cultures?
- Can they explore work from other periods of time?
- Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to

# Design and Technology

## Year 3

### Developing, planning and communicating ideas

Can they show that their design meets a range of requirements?

- Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- Can they describe their design using an accurately labelled sketch and words?
- How realistic is their plan?

### Breadth of study

#### Cooking and nutrition

- Can they choose the right ingredients for a product?
- Can they use equipment safely?
- Can they make sure that their product looks attractive?
- Can they describe how their combined ingredients come together?
- Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?

#### Textiles

- Can they join textiles of different types in different ways?
- Can they choose textiles both for their appearance and also qualities?

#### Electrical mechanical components

- Do they select the most appropriate tools and techniques to use for a given task?
- Can they make a product which uses both electrical and mechanical components?
- Can they use a simple circuit?
- Can they use a number of components?

#### Stiff and flexible sheet materials

- Do they use the most appropriate materials?
- Can they work accurately to make cuts and holes?
- Can they join materials?

#### Mouldable materials

- Do they select the most appropriate materials?
- Can they use a range of techniques to shape and mould?
- Do they use finishing techniques?

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

- Can they use equipment and tools accurately?

### Evaluating processes and products

- What did they change which made their design even better?



# Music

## Year 3

### Performing

- Do they sing in tune with expression?
- Do they control their voice when singing?
- Can they play clear notes on instruments?

### Composing (*incl notation*)

- Can they use different elements in their composition?
- Can they create repeated patterns with different instruments?
- Can they compose melodies and songs?
- Can they create accompaniments for tunes?
- Can they combine different sounds to create a specific mood or feeling?

### Appraising

- Can they improve their work; explaining how it has improved?
- Can they use musical words (the elements of music) to describe a piece of music and compositions?
- Can they use musical words to describe what they like and dislike?
- Can they recognise the work of at least one famous composer?

## Year 3 (Challenging)

- Can they work with a partner to create a piece of music using more than one instrument?

- Do they understand metre in 2 and 3 beats; then 4 and 5 beats?
- Do they understand how the use of tempo can provide contrast within a piece of music?

- Can they tell whether a change is gradual or sudden?
- Can they identify repetition, contrasts and variations?

# Dance

## Year 3

- Do they improvise freely, translating ideas from a stimulus into movement?
- Can they create dance phrases that communicate ideas?
- Do they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?
- Do they use dynamic, rhythmic and expressive qualities clearly and with control?
- Do they understand the importance of warming-up and cooling-down?
- Do they recognise and talk about the movements used and the expressive qualities of dance?
- Can they suggest improvements to their own and other people's dances?

## Year 3 (Challenging)

- Do they use a wide range of movements when improvising?
- Can they choose appropriate movements to express the idea, mood and feeling of a dance?
- Can they take the lead when creating dances with a partner or in a group?
- Do they show a greater understanding of how to compose dance phrases?
- Can they show greater fluency and control in their movements?
- Do they interpret rhythm well, using a range of musical accompaniments?
- Do they interpret and express their thoughts clearly when talking about dance?
- Can they make appropriate suggestions about how work could be improved?

## Year 3

### Acquiring and developing skills

- Can they select and use the most appropriate skills, actions or ideas?
- Can they move and use actions with co-ordination and control?

### Games

- Can they throw and catch with control when under limited pressure?
- Are they aware of space and use it to support team-mates and cause problems for the opposition?
- Do they know and use rules fairly to keep games going?
- Can they keep possession with some success when using equipment that is not used for throwing and catching skills?

### Evaluating and improving

- Can they explain how their work is similar and different from that of others?
- With help, do they recognise how performances could be improved?

### Gymnastics

- Can they use a greater number of their own ideas for movement in response to a task?
- Can they adapt sequences to suit different types of apparatus and their partner's ability?
- Can they explain how strength and suppleness affect performances?
- Can they compare and contrast gymnastic sequences, commenting on similarities and differences?

### Health and fitness

- Can they explain why it is important to warm-up and cool-down?
- Can they identify some muscle groups used in gymnastic activities?

### Athletics

- Can they run at fast, medium and slow speeds, changing speed and direction?
- Can they link running and jumping activities with some fluency, control and consistency?
- Can they make up and repeat a short sequence of linked jumps?
- Can they take part in a relay activity, remembering when to run and what to do?
- Do they throw a variety of objects, changing their action for accuracy and distance?

### Dance (also covered in Dance section)

- Can they improvise freely, translating ideas from a stimulus into movement?
- Can they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?

### Outdoors

- Can they follow a map in a familiar context?
- Can they move from one location to another following a map?
- Can they use clues to follow a route?
- Can they follow a route safely?

