

SCIENTISTS in Year 3 should be able to:

- Describe observations, using scientific vocabulary
- Set up simple, practical enquiries and comparative
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results coming to a joint conclusion.
- Use results to draw simple conclusions and suggest improvements.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions.
- Use key scientific vocabulary such as; questions, answer, changes, comparative tests, fair tests, careful, accurate, observations, present, data/evidence/results, keys, results, conclusions and prediction

HISTORIANS in Year 3 should be able to:

- Talk about the past and present using appropriate dates, centuries and time vocabulary (AD,BC, decades, ancient)
- Re tell and picture what life would be like for early settlers.
- Order people, objects and events using a time line
- Explain how early settlers lived differently to us today.
- Use at least one piece of evidence to support a historical argument/answer historical questions.
- Begin to identify similarities and differences between different periods in history.
- Suggest why certain people acted as they did in history

A SPORTS PERSON in Year 3 should be able to:

- Talk about how their work is similar and different from other performances.
- Talk about which skills are appropriate for each discipline.
- Talk about their health and PE.
- Move in a controlled way and change their dynamics.
- Create a dance routine to communicate an idea and improvise.
- Play as part of a team and use the equipment accurately.
- Use underarm, overarm to hit a target.



Castleford Park Junior Academy

Aspire | Achieve | Enjoy

Year 3 Key Skills

MUSICIANS in Year 3 should be able to:

- Describe music using the correct terminology.
- Talk about how music affects mood and feelings and write simply about this.
- Sing songs clearly in a group and play notes on instruments.
- Combine musical elements to compose music considering the dynamics of the performance.
- Describe the different purposes of music throughout history.
- Compose and perform melodies (including ICT) with repeating patterns and a range of instruments.
- Explain the effect of their music on themselves.
- Begin to recognise standard note formations through the use of Ukulele.

GEOGRAPHERS in Year 3 should be able to:

- Identify and begin to describe human and physical key features of a locality by using a map
- Begin to use 4 figure grid references and accurately plot NSEW on a map
- Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.
- Say how a place is changing (e.g. new houses being built)
- Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.
- Use maps and atlases appropriately by using contents and index pages.
- Describe the main features of a village giving a reason as to people might have settled there.
- Name up to 6 cities in the UK. Draw sketch maps and plans with simple symbols and keys.

ARTISTS in Year 3 should be able to:

Drawing

- Use observational drawing as a starting point for other work.
- Create mono tonal still life using rubbing, simple shading using the pressure of the pencil.

Colour—painting

- Introduce middle ground perspective, where children want objects in their picture.
- Look at different artist techniques, using a range of brush strokes e.g. stippling and brush sizes.
- Build on Year 2 knowledge of mixing primary colours – to mix the graded colours of the colour wheel.

Sculpture—clay and cardboard

- Shape, form, model and construct from observation and imagination with increasing confidence.
- Plan through observational drawing to inform drafts before creating.

Knowledge

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

PSHCE in Year 3 should be able to:

Health and Wellbeing

- What positively and negatively affects their physical and emotional health – including the media
- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people

Relationships

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise and respond appropriately to a wider range of feelings in others
- That their actions affect themselves and others
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

Living in the Wider World

- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

Designers in Year 3 should be able to:

Design

- Research and evaluate existing products for purpose and audience.
- Design and annotated sketches and prototypes to discover suitable materials.

Make

- Begin to select appropriate equipment for a task out of a choice given by teacher
- Select the best way to make a product.

Evaluate

- Evaluate their products against their design criteria.
- Identify areas of improvement.

Technical knowledge

- Understand and use levers.
- Apply their understanding of strength to choose suitable materials.
- Measure and mark out materials.

MFL in Year 3 should be able to:

- Pupils show that they understand a range of familiar statements and questions [for example, everyday classroom language and instructions for setting tasks].
- Pupils give short, simple responses to what they see and hear. They name and describe people, places and objects.
- They match sound to print by reading aloud single familiar words and phrases.
- They use books or glossaries to find out the meanings of new words.
- Pupils copy familiar short phrases correctly.

RE in Year 3 should be able to:

Know and Understand

- Recall and name different faiths and beliefs.
- Explore and retell religious and moral stories.
- Recognise some religious symbols.
- Appreciate some similarities and differences between different religions.

Express and Communicate

- Ask and respond to questions about belonging and communities.
- Notice how there are different ways of expressing identity.
- Express their own ideas about right and wrong.

Apply

- Express their own ideas through art, poetry, words and music.
- Research similarities and differences in religious communities.

A COMPUTER USER in Year 3 should be able to: (E—safety key skills)

- Know what makes a safe password, how to keep them safe and the consequences of giving your passwords away.
- Understand how the Internet can be used to help us to communicate effectively.
- Understand how a blog can be used to help us communicate with a wider audience.
- Consider if all information that they read on websites is true.
- Create a 'spooof' webpage.
- Evaluate why these sites might exist and how to check that the information is accurate.