

## Key skills - Year 3

Term 1 / Term 2 / Term 3 / Term 4 / Term 5 / Term 6

### Historical, Geographical and Social Understanding

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- **To be covered during History week during SATS week** The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Place periods of time studied onto a timeline
- Compare and contrast historical periods with our life today
- Find out about everyday lives of people in time studied
- Know and give reasons for events and changes in period being studied
- Observe small details in artefacts, pictures
- Use a range of sources and select and record information relevant to the study
- Ask and answer questions

#### Locational Knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- Use geographical language to ask and answer geographical questions

#### Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

#### Human and Physical Geography

- Describe and understand key aspects of: physical geography - rivers and the water cycle

#### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use keys and symbols to build their knowledge of the United Kingdom and wider countries
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital technologies
- Know about the local area and make comparisons between locations
- Offer reasons for some observations and opinions about locations
- Collect and record evidence eg construct questionnaire
- Communicate in different ways eg. Questionnaires, charts, graphs, write views

#### Focus Religions - Christianity and Hinduism

Key themes: Autumn - Worship, Pilgrimage and Sacred Places, Spring - Symbols and Religious Expression,  
Summer - Teachings and Authority

- Demonstrate factual knowledge of selected features of religions.
- Identify and give a possible meaning of message underlying an example of religious expression.
- Identify aspects of own life, responding in the light of own experience.
- Identify aspects of others' lives, suggesting reasons.
- Pupils ask, and respond sensitively to questions about their own and others' experiences and feelings.
- Recognise that some questions cause people to wonder and are difficult to answer.
- Recognise own values and those of others.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Reflect on what it means to belong to a faith community, communicate their own and others' responses thoughtfully.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
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# Scientific and Technological Understanding

- Recognise and explain why a test is fair
- Carry out a fair test with support

## **Plants**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and 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.

## **Animals, including humans**

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

## **Grouping and classifying materials**

- A - To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials
- B - That some materials are better thermal insulators than others
- C - That some materials are better electrical conductors than others
- D - To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability
- E - Recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.

## **Rocks**

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- 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.

## **Light**

- Recognise that they need light in order to see things and 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 changes.

## **Forces and magnets**

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

## **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

## **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

## **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

## **Technical Knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## **Cooking and Nutrition**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## Understanding the Arts

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

### Observational drawing

- Record colour, shape and texture accurately
- Notice perspective
- Create landscapes using pencils, paint and pastels
- Create landscapes that include accurate colour and shading
- Identify light and dark shades and know how these are produced
- Draw a portrait with accurate orientation of the face and features of the face
- Learn how to create abstract art - how colour can reflect mood

### Collect visual information

- Use books/internet
- Take photographs and videos

### Make sketches

- Critically analyse own work
- Classify different types and styles of work
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Distinguish between sounds on a keyboard.
- Describe music in simple terms.
- Recognise how sounds are used in music to achieve specific effects.
- Compose pieces to emphasise certain musical elements.
- Compose and perform short melodic sequences.
- Create symbols to record sounds.

## Computing

- To share and exchange information in a variety of forms
- To know how to stay safe when using ICT
- To talk about what information they need to know, where to find it and how to present it.
- Extend mouse control and to recognise and use icons for changing text.
- Review, modify and evaluate their work
- Create a simple program using computing language

## PE

### **Run, jump, throw and catch in isolation and in combination**

- **Jump**
- Jump and land in control one foot to same foot
- **Run**
- Pace themselves in challenges and competitions
- Use an efficient running style
- Run on the balls of their feet and make a controlled stop
- **Throw**
- Throw a ball to reach a partner / team mate on the full / with a bounce pass/ chest pass/overhead pass

### Throwing and catching ideas:

- eg – pass through a hoop, knock over skittles, throw using a range of passes linked to netball (see Year 2) with increasing accuracy
- Be able to move to throw/catch a ball from a stationary partner , progress to moving at a slow pace
- Pass and then move to another position ready to receive.
- Throw a small ball accurately – overarm and underarm – from a distance of 1 metre
- Catch a ball from a partner with 2 hands
- Field a rolling ball from directly in front
- Hit a ball using a large headed bat or racket

### **Perform dances using a range of movement patterns**

### **Develop flexibility, strength, technique, control and balance (e.g. athletics and gym)**

- Bound, spring, leap and dodge
- Support weight partially/ wholly on hands
- Jump from apparatus and land with deep sit / soft landing

### **Play competitive games, modified where appropriate- be able to apply basic principle suitable for attacking and defending.**

### **Know a range of throwing, striking and intercepting skills with increasing confidence and consistency**

- *Rounders / striking / fielding Athletics*
- Collaborate effectively to maintain participation & continuity in game play
- Understand the particular benefits of different physical activities for promoting health

## MFL

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- Appreciate stories, songs, poems and rhymes in the language

## PHSE

New beginnings

Going for goals

Relationships

Good to be me

Getting on and falling out

Changes

Saying no to bullying