East Stour Primary School Year 3 Progression Document

Science						
Animals including humans	Materials	Plants	Lights	Forces	Rocks	Working scientifically
Pupils should be taught to: 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.	**<u>Magnets</u>** **Pupils should be taught to:** 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	**Pupils should be taught to:** 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.	**Pupils should be taught to:** 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 solid objects. Find patterns in the way that the size of shadows changes.	**Pupils should be taught to:** Compare how things move on different surfaces. Notice that some forces need contact between 2 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 2 poles. Predict whether 2 magnets will attract or repel each other,	**Pupils should be taught to:** 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.	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ● Asking relevant questions and using different types of scientific enquiries to answer them ● Setting up simple practical enquiries, comparative and fair tests ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,

	poles are facing			depending on which poles are facing.		including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values,

						• suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.

Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
Developing intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes, E.g chalk, pastels	Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Create different textures and effects with paint.	Cut, make and combine shapes to create recognisable forms. Use a sketchbook to plan and develop simple ideas. Use clay and other malleable materials and practise joining techniques.	Use more than one colour to layer in a print. Replicate patterns from observations. Make printing blocks. Make repeated patterns with precision.	Select appropriate materials, giving reasons. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Develop skills in stitching, cutting and joining.

East Stour Primary School Year 3 Progression Document

Begin to show an awareness of space when drawing. Beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	Beginning to use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.	Add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. Use recycled, natural and man-made materials to create sculptures.	Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers	Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
• I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can use the safety features on websites as well as reporting concerns to an adult. • I know websites and games that are appropriate and inappropriate for my age. • I can make good choices about how long I stay online for.	• I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task.	• I can talk about the different ways data can be organised. • I can search a ready-made database to answer questions. • I can collect data to help me answer a question. • I can add to a database. • I can make a branching database. • I can use a data logger to monitor changes and can talk about the information collected.	• I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • I can evaluate my work and improve its effectiveness.	• I can save and retrieve work on the internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I can describe the World Wide Web as the part of the internet that contains websites. • I can use search tools to find and use an appropriate website.

East Stour Primary School Year 3 Progression Document

• I know to ask permission before downloading files and games. • I know what a positive comment and a negative comment looks like and which is appropriate to post online.	• I can detect a problem in an algorithm which could result in my algorithm not working.		• I can use an appropriate tool to share my work online.	• I can think about whether I can use images that I find online in my own work.

Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment describe the purpose of their products share and clarify ideas through discussion use annotated sketches,	Select tools and equipment suitable for the task order the main stages of making Follow procedures for safety and hygiene Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy	Identify the strengths and areas for development in their ideas and products refer to their design criteria as they design and make How well products have been made Why materials have been chosen How well products work	That materials can be combined and mixed to create more useful characteristics The correct technical vocabulary for the projects they are undertaking That materials have both functional properties and aesthetic qualities How to program a computer to control their products How to make strong, stiff shell structures	That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world Across Key stage 2: How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate That to be active and healthy, food and drink are needed to provide energy for the body

East Stour Primary School Year 3 Progression Document

Geography			
Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Field Work
3.1 To name and locate the countries and cities of the UK 3.2 To name and locate the main rivers and seas of the UK 3.3 To name and locate areas of high ground in the UK (mountains) 3.4 To describe how the UK has changed over time – land-use patterns 3.5 To describe how the UK has changed over time – land-use patterns	3.6 To understand geographical similarities and difference through human and physical geography of a region of the UK	3.7 To describe and understand rivers 3.8 To name the main rivers in the UK 3.9 To name the mountains within the UK 3.10 To look at and describe the impact of erosion on coastlines across the UK 3.11 To explain how volcanoes are formed	3.12 To use maps, atlases and digital mediums to identify areas of the world containing rainforests 3.13 To use maps, atlases and digital mediums to name and locate countries and cities of the UK 3.14 To use maps, atlases and digital mediums to name and locate the main rivers and seas of the UK 3.15 To use maps, atlases and digital mediums to locate some of the counties of the UK

History			
Chronological Awareness	Knowledge and Understanding	Historical Context	Organisation and Communication
Uses timelines to place events on order Understands timeline can be divided into BC and AD Uses words and phrases such as century, decade.	Use evidence to describe past homes and settlements, culture and leisure activities, people's belief and attitudes and difference between rich and poor Use evidence to find out how any of these changes may have changed during a period of time	Use a range of resources to collate information about the past Identify the differences between fact and opinion Look at 2 different versions of the same event and viewpoints and identify differences in accounts	Present findings about the past using speaking, writing, ICTand drawing skills Use dates and terms increasing accuracy Discuss different ways of presenting information for different purposes

East Stour Primary School Year 3 Progression Document

Music			
Performing	Composing	Appraising	Charanga Topics
• To sing in tune with expression • To control their voice when singing • To play clear notes on instruments **Challenge:** • Pupils work with a partner to create a piece of music using more than one instrument	• To use different elements in their composition • To create repeated patterns with different instruments • To compose melodies and songs • To create accompaniments for tunes • To combine different sounds to create a specific mood or feeling Challenge: Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music	• To improve their work explaining how it has improved • To use musical words (the elements of music) to describe a piece of music and compositions • To use musical words to describe what they like and dislike • To recognise the work of at least one famous composer Challenge: Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations	Term 1: Let your spirit free Term 2: Glockenspiel part 1 Term 3: Three Little Birds Term 4: The Dragon song Term 5: Bringing us together Term 6: Reflect, Rewind and Replay

Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Body control skills in gymnastics rolls, jumps, and sequences Increasing flexibility through static and dynamic stretches	Creating, performing and evaluating dance sequences	Completing running and jumping challenges	Fielding, bowling and batting for cricket and rounders Passing, dribbling, and teamwork for football Building an attack and defence skills for handball Netball zone play and passing tactics	

			Working in teams to solve problems in outdoor settings Basic racquet skills, such as forehand shots and serves	

MFL				
Listening	Speaking	Reading	Writing	Intellectual understanding
Pupils will be able to: Understand a few familiar spoken words and phrases - e.g. ● The teacher's instructions ● A few words and phrases in a song or a rhyme ● Days of the week ● Colours ● Numbers	Pupils will be able to: Say and repeat single words and short simple phrases – e.g. ● Greeting someone ● Saying 'oui', non,' s'il vous plait', 'merci' ● Naming classroom objects ● Days of the week ● Saying what the weather is like *Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.*	Pupils will be able to: Can recognise and read out a few familiar words and phrases - e.g. ● From stories and rhymes ● Labels on familiar objects ● The date ● The weather *Use visual clues to help with reading.*	Pupils will be able to: Can write or copy simple words or symbols correctly - e.g. ● Numbers ● Days of week ● Colours ● Classroom objects ● A shopping list	Pupils will be able to: ● Understand and respect that there are people and places in the world around me that are different to where I live and play. ● Understand that some people speak a different language to my own. ● Think about the linguistic diversity of our own school and talk about the languages they would like to learn.