



Y3

ARE skills map

Y3 Science

Autumn 1: Where is the World? European Countries	Spring 1: Savage Stone Age	Summer 1: Port Sunlight Victorians
<p>Humans including skeletons and nutrition</p> <ul style="list-style-type: none"> I can explain the importance of a nutritious, balanced diet. I can explain how nutrients, water and oxygen are transported within animals and humans. 	<p>Light</p> <ul style="list-style-type: none"> I can describe what dark is (the absence of light). I can explain that light is needed in order to see. I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I can explain the danger of direct sunlight and describe how to keep protected. 	<p>Forces and magnets</p> <ul style="list-style-type: none"> I can explore and describe how objects move on different surfaces. I can explain how some forces require contact and some do not, giving examples. I can explore and explain how objects attract and repel in relation to objects and other magnets. I can predict whether objects will be magnetic and carry out an enquiry to test this out. I can describe how magnets work. I can predict whether magnets will attract or repel and give a reason.
Autumn 2: Groovy Greeks	Spring 2: What makes the world angry?	Summer 2: Art and Architecture- Port Sunlight
<p>Humans including skeletons and nutrition</p> <ul style="list-style-type: none"> I can describe and explain the skeletal system of a human. I can describe and explain the muscular system of a human. I can describe the purpose of the skeleton in humans and animals. 	<p>Rocks</p> <ul style="list-style-type: none"> I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe how fossils are formed. I can describe how soil is made. I can describe and explain the difference between sedimentary and igneous rock. 	<p>Plants</p> <ul style="list-style-type: none"> I can describe the function of different parts of flowing plants and trees. I can explore and describe the needs of different plants for survival. I can explore and describe how water is transported within plants. I can describe the plant life cycle, especially the importance of flowers.

Working Scientifically in Science

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Y3 Computing

Autumn 1: Where is the World? European Countries	Spring 1: Savage Stone Age	Summer 1: Port Sunlight Victorians
We are programmers	We are presenters	We are communicators

Autumn 2: Groovy Greeks	Spring 2: What makes the world angry?	Summer 2: Art and Architecture- Port Sunlight
We are bug fixers	We are network engineers	We are opinion pollsters

Y3 History

Autumn 1: Where is the World? European Countries	Spring 1: Savage Stone Age	Summer 1: Port Sunlight Victorians
	<ul style="list-style-type: none">• I can explain some of the times when Britain has been invaded.• I can describe events from the past using dates when things happened.• I can use a timeline within a specific period of history to set out the order that things may have happened.• I can use my mathematical knowledge to work out how long ago events happened.• I can use research skills to find answers to specific historical questions.• I can research in order to find similarities and differences between two or more periods of history.	<ul style="list-style-type: none">• I can describe events from the past using dates when things happened.• I can use a timeline within a specific period of history to set out the order that things may have happened.• I can use my mathematical knowledge to work out how long ago events happened.• I can use research skills to find answers to specific historical questions.• I can research in order to find similarities and differences between two or more periods of history.
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Y3 Geography

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<ul style="list-style-type: none">• I can use the correct geographical words to describe a place.• I can name a number of countries in the northern hemisphere.• I can name and locate the capital cities of neighbouring European countries.• I can use an atlas by using the index to find places.	<ul style="list-style-type: none">• I can use an atlas by using the index to find places.• I can use the correct geographical words to describe a place.	<ul style="list-style-type: none">• I can use some basic Ordnance Survey map symbols.• I can use grid references on a map.
Autumn 2: Groovy Greeks	Spring 2: What makes the world angry?	Summer 2: Art and Architecture- Port Sunlight
<ul style="list-style-type: none">• I can use an atlas by using the index to find places.• I can use the correct geographical words to describe a place.	<ul style="list-style-type: none">• I can locate and name some of the world's most famous volcanoes.• I can describe how earthquakes are created.	<ul style="list-style-type: none">• I can use some basic Ordnance Survey map symbols.• I can use grid references on a map.

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<p>Games</p> <ul style="list-style-type: none">• I can throw and catch with control.• I am aware of space and use it to support team-mates and to cause problems for the opposition.• I know and use rules fairly.	<p>Gymnastics</p> <ul style="list-style-type: none">• I can adapt sequences to suit different types of apparatus and criteria.• I can explain how strength and suppleness affect performance.• I can compare and contrast gymnastic sequences.	<p>Dance</p> <ul style="list-style-type: none">• I can improvise freely and translate ideas from a stimulus into movement.• I can share and create phrases with a partner and small group.• I can repeat, remember and perform phrases.
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Y3 Art

Autumn 1: Where is the World? European Countries	Spring 1: Savage Stone Age	Summer 1: Port Sunlight Victorians
	<ul style="list-style-type: none">• I can use different grades of pencil to shade and to show different tones and textures.• I can use sketches to produce a final piece of art.	<ul style="list-style-type: none">• I can show facial expressions in my art.
Autumn 2: Groovy Greeks	Spring 2: What makes the world angry?	Summer 2: Art and Architecture- Port Sunlight
<ul style="list-style-type: none">• I recognise when art is from different historical periods• I recognise when art is from different cultures.	<ul style="list-style-type: none">• I can compare the work of different artists.• I can use IT to create art which includes my own work and that of others.• I can use digital images and combine with other media in my art.	<ul style="list-style-type: none">• I can identify the techniques used by different artists.• I can use a range of brushes to create different effects in painting.• I can create a background using a wash.

Y3 Music

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<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved. 	<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved. 	<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved.
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<ul style="list-style-type: none">I can describe how food ingredients come together.	<ul style="list-style-type: none">I can prove that my design meets some set criteria.I can follow a step-by-step plan, choosing the right equipment and materials.I can select the most appropriate tools and techniques for a given task.	<ul style="list-style-type: none">I can work accurately to measure, make cuts and make holes.I can choose a textile for both its suitability and its appearance.

Autumn 2: Groovy Greeks	Spring 2: What makes the world angry?	Summer 2: Art and Architecture- Port Sunlight
<ul style="list-style-type: none">I can prove that my design meets some set criteria.I can follow a step-by-step plan, choosing the right equipment and materials.I can design a product and make sure that it looks attractive.I can select the most appropriate tools and techniques for a given task.I can describe how food ingredients come together.	<ul style="list-style-type: none">I can make a product which uses both electrical and mechanical components.	

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<p>Spoken language</p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. 	<p>Reading</p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p>As Autumn 1 and 2</p>	<p>Writing</p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about <p>As Autumn 1 and 2 As Spring 1 and 2</p>

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