



## St Martin's School

# Art - Year 3

All children should know each part of the following sections:

### **Skills**

#### **1. Drawing**

- To experiment with different grades of pencil and other implements.
- To plan, refine and alter their drawings as necessary.
- To use their sketchbook to collect and record visual information from different sources.
- To draw for a sustained period of time at their own level.
- To use different media to achieve variations in line, texture, tone, colour, shape and pattern.

#### **2. Painting**

- To mix a variety of colours and know which primary colours make secondary colours.
- To use a developed colour vocabulary.
- To experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
- To work confidently on a range of scales e.g. thin brush on small picture etc.

#### **3. Textiles**

- To use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.
- To name the tools and materials they have used.
- To develop skills in stitching. Cutting and joining.
- To experiment with a range of media e.g. overlapping, layering etc.

#### **4. 3D Art**

- To join clay adequately and work reasonably independently.
- To construct a simple clay base for extending and modelling other shapes.
- To cut and join wood safely and effectively.
- To make a simple papier mache object.
- To plan, design and make models.

#### **5. Artist appreciation**

- To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To question and make thoughtful observations about starting points and select ideas to use in their work.

- To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**6. D.T.**

- To select tools and techniques for making their product
- To measure, mark out, cut, score and assemble components with more accuracy
- To work safely and accurately with a range of simple tools
- To think about their ideas as they make progress and be willing change things if this helps them improve their work
- To measure, tape or pin, cut and join fabric with some accuracy
- To demonstrate hygienic food preparation and storage
- To use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT



**St Martin's School**

# Computing - Year 3

All children should know each part of the following sections:

<b><i>Skills</i></b>
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1 Computing

- To use basic algorithms, sequences and testing
- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Games design and understanding how games work
- Understanding basic programming

2 Digital Creativity

- To develop skills with multimedia content, animation and video
- To develop e-books

3 Digital Productivity

- To use Office apps to create content
- To be discerning in evaluating digital content

4 Digital Citizenship and Technology

- To develop an understanding of how to protect themselves online
- To understand how to appropriately communicate using technology
- To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



## St Martin's School

# Geography - Year 3

All children should know each part of the following sections:

### **Skills**

#### **1 Geographical enquiry**

- To begin to ask / initiate geographical questions.
- To use non-fiction books, stories, atlases, pictures / photos and internet as sources of information.
- To investigate places and themes at more than one scale.
- To begin to collect and record evidence.
- To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations.

#### **2 Positional awareness**

- To use 4 compass points to follow / give directions.
- To use letter / number co-ordinates to locate features on a map.

#### **3 Map work**

##### Drawing maps

- To try to make a map of a short route experienced, with features in correct order.
- To try to make a simple scale drawing.

##### Representation

- To know why a key is needed.
- To use standard symbols.

##### Using maps

- To locate places on larger scale maps (e.g. map of Europe).
- To follow a route on a map with some accuracy (e.g. whilst orienteering).

##### Scale / distance

- To begin to match boundaries (e.g. find same boundary of a country on different scale maps).

##### Perspective

- To begin to draw a sketch map from a high viewpoint.

##### Map knowledge

- To begin to identify points on maps A, B and C.

##### Style of map

- To use large scale OS maps.
- To begin to use map sites on internet.
- To begin to use junior atlases.
- To begin to identify features on aerial / oblique photographs.



**St Martin's School**

# History - Year 3

All children should know each part of the following sections:

<b><i>Skills</i></b>
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**1. Chronological understanding**

- Place the time studied on a time line
- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts

**2. Range and depth of historical knowledge**

- Find out about everyday lives of people in time studied
- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

**3. Interpretations of history**

- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum, cartoons etc

**4. Historical enquiry**

- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study
- Begin to use the library and internet for research



**St Martin's School**

**MFL - Year 3**

All children should know each part of the following sections:

**Skills**

**Listening**

- To listen attentively to spoken language and show understanding by joining in and responding
- To repeat words modelled by the teacher
- To show an understanding with an action
- To begin to pronounce new vocabulary

**Speaking**

- To learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers
- To recognise a familiar question and respond with a simple rehearsed response
- To repeat and say familiar words and short simple phrases, using understandable pronunciation.

**Written**

- To copy simple vocabulary
- To write some single words from memory with plausible spelling

**Cultural Awareness**

- To learn geographically about France
- To be aware and show a cultural understanding of France and all French speaking countries
- To learn and compare ways France celebrate known festivals i.e Christmas, Easter



## St Martin's School

# PE - Year 3

All children should know each part of the following sections:

### **Skills**

#### Throwing and Catching

- Watch a ball and reach arms out to catch it by pulling it in to their body.
- Return a ball to partner.
- Play a range of basic shots.
- Chest pass – pass the ball with two hands from the chest, pushing the ball away from their body.
- Bounce pass – pass the ball with one bounce between the passer and the receiver. Judge the distance between the two and aim accordingly. Encourage trial and error.
- Shoulder pass – for longer distances. Using one hand overhead.

#### Footwork and Floor

- Move with a ball towards goals with increasing control.
- Move into space to help support a team.
- Defend an opponent and try to win the ball.
- Move quickly around the court using a variety of movement patterns

#### Team Games

- Pupils are familiar with basic rules of games.
- They are beginning to apply them in a range of situations.
- Pupils can identify when they are successful and the next steps in their learning
- Pupils are able to identify the sporting spirit values.
- They can give examples of when they could demonstrate them during a game situation.
- Understand how to use equipment safely.
- Understand their role as an attacker and as a defender

#### Field and Track

- Run at fast, medium and slow speeds.
- Use different take off and landings when jumping.
- Develop jumping for distance and height.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing my action for accuracy and distance.
- Record my distances, numbers and times.

#### Striking and Fielding

- Use overarm and underarm throwing, and catching skills.
- Begin to strike a bowled ball after a bounce.
- Bowl a ball towards a target.
- Develop an understanding of tactics and begin to use them in game situations.
- Use basic racket skills



## St Martin's School

# PSHE - Year 3

All children should know each part of the following sections:

### **Skills**

- School rules about health and safety, basic emergency aid procedures, where and how to get help.
- To differentiate between the terms, 'risk', 'danger' and 'hazard.'
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
- The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- To recognise and respond appropriately to a wider range of feelings in others.
- That their actions affect themselves and others.
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.
- To recognise and manage 'dares'.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- To think about the lives of people living in other places, and people with different values and customs.
- To explore and critique how the media present information.
- That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.



## St Martin's School

# Religious Education - Year 3

All children should know each part of the following sections:

### **Skills**

#### ➤ Beliefs and teachings

Children can simply describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.

Children can:

- a Start describe the key teachings and beliefs of a religion;
- b begin to make basic comparisons between the main festivals of world religions;
- c begin refer to religious figures and holy books.

#### ➤ Rituals, ceremonies and lifestyles

Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.

Children can:

- a identify religious artefacts and begin to identify how they are involved in daily practices and rituals;
- b describe religious buildings and how they are used;
- c Identify key features of some religious ceremonies and rituals and begin to understand their importance for people's lives and sense of belonging.

#### ➤ How beliefs are expressed

Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

Children can:

- a begin to identify religious symbolism in different forms of art and communication;
- b looking at holy texts and stories, begin to explain meaning in a story;
- c Start to express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.

#### ➤ Time to reflect and personal growth

Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.

Children can:

- a Know that personal experiences and feelings can influence their attitudes and actions;
- b Begin to offer suggestions about why religious and non-religious leaders and followers

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have acted the way they have;

- c Ask questions that have no agreed answers, and start to offer suggestions as answers to those questions;
- d Begin to understand that there are similarities and differences between people and respect those differences.

➤ Values (in your own life and others lives)

Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.

Children can:

- a make choices and understand the consequences of choices;
- b understand and begin to describe how shared values in a community can affect behaviour and outcomes;
- c give opinions on morals and values, including their own.



## St Martin's School

# Science - Year 3

All children should know each part of the following sections:

### ***Skills***

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, 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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- using results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions