

# ART & DESIGN

## CURRICULUM PROGRESSION — YEAR 3

Skills		Core knowledge	
<p>To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print</p> <p>To design and create images and artefacts, expressing ideas for clearly defined purposes</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>Learn about great artists, architects and designers in history.</p>	
Drawing	Painting	Collage/ Sculpture	
<p>*Use different harnesses of pencils to show line, tone and texture</p> <p>*Annotate sketches to explain and elaborate ideas.</p> <p>*Sketch lightly (no need to use a rubber to correct mistakes)</p>	<p>*Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>*Mix colours effectively</p> <p>Learn about great artists: Wasilly Kandinsky</p>	<p>*Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials.</p> <p>*Include texture that conveys feelings, expression or movement.</p> <p>*Select and arrange materials for a striking effect</p> <p>*Ensure work is precise</p> <p>*Use coiling</p> <p>* about great artists and designers in history: Michelle Reader</p>	
		BLW	GDS
I can use sketches to produce a final piece of art			
I can use different grades of pencil to shade and to show different tones and textures			
I can create a background using a wash			
I can use a range of brushes to create different effects when painting			
I can identify the techniques used by different artists			
I can use digital images and combine with other media in my art			
I can use It to create art which includes my own work and that of others			
I can compare the work of different artists			
I can recognise when art is from different cultures			
I can recognise when art is from different historical periods			

# DESIGN & TECHNOLOGY

## CURRICULUM PROGRESSION — YEAR 3

Skills		Core knowledge	
<p>To explore changes in the way things move by using push and pull forces</p> <p>To explore simple mechanisms and structures to investigate how they work</p> <p>To investigate their local environment and use their findings to inform actions to care for and improve it.</p>		<p>Investigate and analyse a range of existing products</p> <p><b>Design</b> 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.</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing accurately.</p> <p>Select from and use a wider range of materials and components.</p> <p><b>Evaluate</b> Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	
Cooking & nutrition	Textiles	Construction	Mechanics
<p>*Understand and apply the principles of a healthy and varied diet.</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>*Understand the need for a seam.</p> <p>*Use running stitch to join materials.</p>	<p>*Cut materials accurately and safely by selecting appropriate tools.</p> <p>*Measure and mark to the nearest mm.</p> <p>*Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material - slots or cut outs.</p> <p>*Select appropriate joining techniques.</p>	<p>*Understand and use mechanical systems in their products.</p> <p>*Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product – use winding mechanisms.</p>

	BLW	GDS
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 choose a textile for both its suitability and its appearance		
I can select the most appropriate tools and techniques for a given task		
I can make a product which uses both electrical and mechanical components		
I can work accurately to measure, make cuts and make holes		
I can describe how food ingredients come together		

# GEOGRAPHY

## CURRICULUM PROGRESSION — YEAR 3

### Core knowledge and skills

#### Location knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Where significant places are located in the UK, Europe and the wider world.

#### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country

Identify the similarities and differences between places and environments, and understand how they are linked.

#### Human and physical geography

Earthquakes and Volcanoes

How different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales.

Describe and understand key aspects of climate and vegetation

Understand the economic activity including trade links

#### Geographical mapping skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass to relate features

Apply the above to make a map which has features and uses the eight points of the compass

	BLW	GDS
I can use the correct geographical words to describe places		
I can use some basic Ordnance Survey map symbols		
I can use grid references on a map		
I can use an atlas by using the index to find places		
I can describe how volcanoes are created		
I can locate and name some of the world's most famous volcanoes		
I can describe how earthquakes are created		
I can name a number of countries in the northern hemisphere		
I can name and locate the capital cities of neighbouring European countries		

# HISTORY

## CURRICULUM PROGRESSION — YEAR 3

### Core knowledge and skills

#### Period of British history:

Understand the changes in Britain from Stone Age to Iron Age including either Skara Brae, Stonehenge, Iron Age Hill forts and daily life

About the movement and settlement of people in different periods of British history, and the impact these have had.

Explore the different ways we can find out about the past and how to understand the evidence.

#### Roman Britain

The Roman Empire and its impact on Britain

#### Ancient Greece

A study of Greek life and the achievements and their influence on the western world

	BLW	GDS
I can describe events from the past using dates when things happened		
I can use a timeline with 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 explain some of the times when Britain has been invaded		
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		

# MUSIC

## CURRICULUM PROGRESSION — YEAR 3

Skills	Core knowledge
<p>To listen carefully, recognise and use repeated patterns and increase aural memory</p> <p>To perform with control and awareness of audience and what others are playing or singing</p> <p>To compose and perform simple melodies and accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>To recall, plan and explore sounds using symbols and ICT</p>	<p>Pupils should be taught to</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>listen with attention to detail and recall sounds with increasing aural memory;</p> <p>use and understand staff and other musical notations;</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>
<p>Composer for the year: Bach (Baroque period)</p>	

	BLW	GDS
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 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		

# PHYSICAL EDUCATION

## CURRICULUM PROGRESSION — YEAR 3

Skills		
Autumn	Spring	Summer
<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>*Sprint over a short distance up to 60 metres</li> <li>*Run over a longer distance, conserving energy in order to sustain performance</li> <li>*Use a range of throwing techniques – over arm/under arm</li> <li>*Throw with accuracy to hit a target or cover a distance</li> <li>*Jump in a number of ways using a run where appropriate</li> <li>*Compete with others and aim to improve personal best performances</li> </ul> <p><b>Games – Hockey</b></p> <ul style="list-style-type: none"> <li>*Throw and catch with control and accuracy</li> <li>*Strike a ball and field with control</li> <li>*Choose appropriate tactics to cause problems for the opposition</li> <li>*Follow the rules of the game and play fairly</li> <li>*Maintain possession of the ball</li> <li>*Pass to a team mate at appropriate times</li> <li>*Act as a respectful team member</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>*Plan, perform and repeat sequences</li> <li>*Move in a clear and expressive manner</li> <li>*Refine movements into sequences</li> <li>*Create dances that convey a definite idea</li> <li>*Change speed and levels</li> <li>*Develop suppleness and strength by practicing moves and stretching</li> </ul> <p><b>Games – Basketball/netball</b></p> <ul style="list-style-type: none"> <li>*Throw and catch with control and accuracy</li> <li>*Strike a ball and field with control</li> <li>*Choose appropriate tactics to cause problems for the opposition</li> </ul> <ul style="list-style-type: none"> <li>*Follow the rules of the game and play fairly</li> <li>*Maintain possession of the ball</li> <li>*Pass to a team mate at appropriate times</li> <li>*Act as a respectful team member</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>*Plan, perform and repeat sequences</li> <li>*Move in a clear and expressive manner</li> <li>*Refine movements into sequences</li> <li>*Show change of direction, speed and level</li> <li>*Travel in a variety of ways including flight; focusing on transferring weight to generate power</li> <li>*improve the placement and alignment of body parts. E.g. balances experiment to get the centre of gravity successful</li> <li>*Swing and hang from equipment safely</li> </ul> <p><b>Games – Rounders</b></p> <ul style="list-style-type: none"> <li>*Throw and catch with control and accuracy</li> <li>*Choose appropriate tactics to cause problems for the opposition</li> <li>*Follow the rules of the game and play fairly</li> <li>*Maintain possession of the ball</li> <li>*Pass to a team mate at appropriate times</li> <li>*Act as a respectful team member</li> </ul>

	BLW	GDS
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		
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		
I can improvise freely and translate ideas from a stimulus into movement		
I can jump in a number of ways standing or using a run where appropriate		
I can share and create phrases with a partner and small group		
I can repeat, remember and perform phrases		
I can run at fast, medium and slow speeds; changing speed and direction		
I can take part in a relay, remembering when to run and what to do		
I can follow a map in a familiar context		
I can use clues to follow a route		

I can compete with others and aim to improve your personal best performance		
I can follow a route safely		

# Computing

## CURRICULUM PROGRESSION — YEAR 3

### Core knowledge and Skills

#### **Computing**

- design write and debug programs that accomplish specific goals; solve problems by decomposing them in smaller parts
- use sequence, selection and repetition in programs
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- work with various forms of input and output
- understand computer networks, including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration.

#### **Digital Literacy**

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content

#### **ICT**

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Computing	Digital Literacy	ICT
<p>Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes.</p> <p>Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint</p> <p>Pupils write a simple algorithm, for instance to create a basic traffic light sequence.</p>	<p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</p> <p>Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p>	<p><b>Presentations:</b> Pupils learn to write and deliver a presentation on a given subject</p> <p><b>Animations:</b> Pupils learn how to develop a storyboard and then create a simple animation using for instance 'Puppet Pals' or 'Stop Motions' Animation'</p> <p><b>Sound and video:</b> Pupils record and edit media to create a short sequence</p> <p><b>Working with data:</b> Pupils learn to create opinion polls and analyse the data.</p>

Computing	BLW	GDS
I can write programs that accomplish specific goals.		
I can use logical reasoning to explain how some simple algorithms work.		
I can use logical reasoning to detect and correct errors in programs and algorithms.		
I can use sequence in programs.		
I can understand how computer networks can provide multiple services, such as the world wide web.		
I can solve problems by decomposing them into smaller parts.		
Digital Literacy		



I can use technology responsibly.		
I can understand the opportunities computer networks offer for communication.		
I can recognise acceptable and unacceptable behaviour when using technology.		
ICT		
I can collect, analyse, evaluate and present data.		
I can design and create content.		
I can select, use and combine software (including internet services) on a range of digital devices.		