

YEAR 3
Curriculum Skills Map
Spring 1
ANCIENT BRITAIN

HISTORY

- Use some dates and historical terms when ordering events and objects.
- Demonstrate awareness that the past can be divided into different periods of time.
- Explore trends and changes over time.
- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.
- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise that different versions of past events may exist.
- Describe some of the ways the past can be represented.
- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.

SCIENCE

Animals Including Humans

- I. 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
- II. Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Working scientifically

- I. asking relevant questions and using different types of scientific enquiries to answer them
- II. setting up simple practical enquiries, comparative and fair tests
- III. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- IV. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- V. recording findings using simple scientific language, bar charts, and tables
- VI. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- VII. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- VIII. identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

COMPUTING

- Use technology safely and respectfully and have an understanding of how to keep information secure.
- Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.
- Develop an understanding of what is acceptable and unacceptable online behaviour.
- Realise that not all information on the internet is trustworthy and there is a need to verify its reliability
- To learn how to use the home, top and bottom row keys.
- To practice typing with the left and right hand.

DT

- Follow instructions / recipes.
- Join and combine a range of ingredients.
- Begin to understand the food groups on the *Eatwell Plate*.

ART

- Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.
- Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.
- Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.
- Show confidence and independence when working creatively e.g. with a range of media on different scales
- .Begin to understand the historical and/or cultural significance of a chosen artist /art form.
- Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.

GEOGRAPHY

- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.

MUSIC - Brass with LMS

- Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.
- Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.
- Understand that dynamics means volume and can recognise various different levels.
- Understand that texture refers to the difference between thick (*many sounds*) and thin (*few*) layers of sounds.
- Determine upwards and downwards direction in pitch when listening and reviewing music.
- Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).

P E.

- Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.
- Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. Identify what they do best and what they find difficult.
- Make simple assessments of performance based on simple criteria given by the teacher.
- Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.