

# Queen Boudica Primary School

## Year 3 Skills Map



<p><b>Science</b></p> <p>Plants Rocks Forces &amp; Magnets Animals &amp; Humans Living Things &amp; Their Habitats (NC 2014 Y4)</p>	<p><b>History</b></p> <p>Ancient Egypt A local history study</p>	<p><b>Geography</b></p> <p>Locational Knowledge: World's countries with rainforests, counties, cities and regions of UK and Egypt within Africa Place Knowledge: Egypt and Africa Human &amp; Physical Geography: Settlement and land use (Colchester), climate zones, biomes and vegetation belts Geographical Skills &amp; Fieldwork: Maps (Ordnance Survey maps), atlases and globes and local area field work</p>
<p><b>Art</b></p> <p>Drawing Henry Moore (Sculpture) Constable (landscape painting – local area) Printing Digital Media</p>	<p><b>SUGGESTED PROJECTS</b></p> <p><b>TREASURE (EGYPT)</b></p> <p><b>RAINFORESTS</b></p> <p><b>COLCHESTER</b></p>	<p><b>Computing</b></p> <p>Communicating the Digital World: Become an editor Exploring the Digital World: Datalogger Decisions: temperature, sound, light? Shaping the Digital World: Producing Patterns E-Safety: Fact/Fiction – Friend or Foe – Think SMART on the internet</p>
<p><b>Design &amp; Technology</b></p> <p>Textiles Construction Materials Food &amp; Nutrition</p>	<p><b>Languages</b></p> <p>Themes: Moi (All about me) As tu des frères ou des soeurs? (Have you got any brothers or sisters?) Mon Anniversaire (My Birthday) Quelle est la date aujourd'hui? (What is the date today?) As-tu un animal? (Have you got a pet?) L'alphabet (Alphabet)</p>	<p><b>Music</b></p> <p>Handel: 'Water Music' (Egypt) Mozart (Classical) Production</p>
<p><b>PE</b></p> <p>Competitive Games: Multi-Skills (Ball Invasion), Football, Netball, Short Tennis, Striking &amp; Fielding and Games Performance: Gymnastics (x2): Val Sabin Y3 Units or LCP Y3&amp;4 and Dance (x1): Val Sabin Y3 Unit or LCP Y3&amp;4 Individual / Team Challenges: Athletics and Outdoor Challenges</p>	<p><b>RE</b></p> <p>Churches and what happens inside them The Bible Hindu gods and goddesses Living as a Hindu Moses</p>	<p><b>PSHE</b></p> <p>Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

# YEAR 3 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

## COMMUNITY

(our school, local and wider global communities and global dimensions)

## CREATIVE THINKING

(encouraging inquisitiveness, problem solving and enquiry based learning)

## CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem and developing a growth mind-set)

### English

**Poetry:** Take one poet (including recital); Haiku and Kennings

**Narrative:** Legends; Traditional Tales (fables) and Adventure Stories

**Non-Fiction:** Instructions; Recounts (newspaper stories); Letter Writing (Informal) and Reports

### Maths

Number

Counting

Place Value

Addition and Subtraction (mental methods)

Addition and Subtraction (formal written methods)

Multiplication and Division (tables)

Multiplication and Division (mental methods)

Multiplication and Division (formal written methods)

Fractions

Measurement

Use and apply measures to increasingly complex contexts

Scaling (connected to multiplication)

Money

Time – Analogue and Digital Clock

Geometry

Describe position, direction and movement in increasingly precise ways

Use the properties of shapes and angles in increasingly complex and practical contexts

Statistics

Gather, Organise and Interrogate data

### Science

#### Working Scientifically

to ask relevant questions

to suggest questions and ideas, and how to test them

to make predictions about what will happen and why this might happen

to consider what makes a test unfair or evidence sufficient

with help, to plan a fair test

with help, plan a comparative test

to make observations and comparisons

to make accurate measurements using standard units

to present results in drawings, tables and bar graphs or pictograms independently but as directed

to draw simple conclusions from results

to make generalisations and begin to identify simple patterns in results presented in tables

to explain what the evidence shows and whether it supports any prediction made

#### Biology

to identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers

to 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

to investigate the way in which water is transported within plants

to explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

to construct and interpret a variety of food chains, identifying producers, predators and prey

to identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups

to give reasons for classifying plants and animals based on specific characteristics

to recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats

#### Physics

to compare how different things move on different surfaces

to notice that some forces need contact between two objects but magnetic forces act at a distance

to observe how magnets attract or repel each other and attract some materials and not others

to 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

#### Chemistry

to compare and group together different kinds of rocks on the basis of their simple, physical properties

to describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock

to recognise that soils are made from rocks and organic matter

<h2>Art &amp; Design</h2> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt ideas as they progress.</p> <p>Explore ideas in different ways.</p> <p>Comment on artworks using visual language.</p> <p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</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>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</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>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Sketch lightly to allow refinements as necessary.</p> <p>Use shading to show light and shadow.</p> <p>Use sketchbook to collect and record visual information from different sources.</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<h2>Design &amp; Technology</h2> <p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Measure and mark out to the nearest millimetre.</p> <p>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Select appropriate joining techniques.</p> <p>Understand the need for a seam allowance.</p> <p>Join textiles with appropriate stitching.</p> <p>Select the most appropriate techniques to decorate textiles.</p> <p>Choose suitable techniques to construct products or to repair items.</p> <p>Strengthen materials using suitable techniques.</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>Improve upon existing designs, giving reasons for choices.</p> <p>Disassemble products to understand how they work.</p> <p>Design with purpose by identifying opportunities to design.</p> <p>Make products by working efficiently (such as by carefully selecting materials).</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>Use software to design and represent product designs.</p>
<h2>History</h2> <p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Compare some of the times studied with those of other areas of interest around the world</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Place events, artefacts and historical figures on a time line using dates</p> <p>Use dates and terms to describe events</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p> <p>Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology</p>	<h2>Geography</h2> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe how the locality of the school has changed over time.</p> <p>Describe key aspects of: physical geography, including: climate zones, biomes and vegetation belts human geography, including: land use</p> <p>Use symbols and a key to communicate knowledge of the United Kingdom and the wider world.</p>
<h2>Computing</h2> <p>Identify SMART rules: Safe/Meeting/Accepting/Reliable/Tell.</p> <p>Create a poster/presentation to highlight SMART rules.</p> <p>Discuss what to do if content is inappropriate or upsetting (e.g. parent/teacher/trusted adult) know who to report to and talk to.</p> <p>Use VLE whistle blowing system to highlight inappropriate usage.</p> <p>Understand the Internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>Use a spreadsheet to explore simple patterns (e.g. in a number square of some kind).</p> <p>Use online games (safe content).</p> <p>Discuss what makes a good game.</p> <p>Solve open ended problems with a floor robot, screen turtle and other programmable devices.</p> <p>Use Logo programming algorithms (pen up/pen down, repeat commands etc.) to create shapes/patterns. Test to detect errors and modify procedures or sequences.</p> <p>Make a pattern by breaking the instructions into smaller parts (decomposing). For example, create a procedure (e.g. for a square in Logo) then create a sequence that draws the procedure, rotates x degrees and draws another square and so on.</p> <p>Use different font sizes, colours and effects to communicate meaning for a given audience.</p> <p>Use Word to insert and edit simple tables.</p> <p>In Word, use layout, format, graphics and illustrations for different purposes or audiences.</p> <p>Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace).</p> <p>Take or select/import images from devices, packages or other sources and prepare for use i.e. crop, resize, edit).</p> <p>Log on to email account in VLE (with support), open emails, create &amp; send appropriate replies.</p> <p>Contribute to discussion forums, blogs and surveys on VLE.</p> <p>Collect appropriate information, enter it into a database and use the database to answer simple questions.</p>	<h2>Languages</h2> <p>Perform finger rhymes and sing songs</p> <p>Speak clearly and confidently</p> <p>Identify phonemes which are the same or different from English</p> <p>Identify rhyming words</p> <p>Listen with care</p> <p>Recall, retain and use vocabulary</p> <p>Remember a sequence of spoken words</p> <p>Use physical response to show recognition or understanding of specific words</p> <p>Identify and read simple words</p> <p>Understand words displayed in the classroom</p> <p>Read and understand simple messages</p> <p>Read aloud a familiar sentence, rhyme or poem</p> <p>Write simple, familiar words using a model</p> <p>Write some words from memory</p> <p>Use a model to write a letter to a contact in a partner school</p> <p>Locate countries around the world where the language is spoken</p> <p>Learn about social conventions of one country where the language is spoken</p> <p>Make contact with a native speaker from the country where the language is spoken</p>

The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

<p><b>Music</b></p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Compose and perform melodic songs.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Use the terms: duration, timbre, pitch, beat, tempo and texture to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p><b>RE</b></p> <p>Recognise similarities and differences between religions</p> <p>Refer to and talk about religious artefacts, stories and texts</p> <p>Describe some religious expression e.g. artefacts, places of worship, festivals, sacred texts, symbols and ceremonies etc</p> <p>Identify religious symbolism in literature and the arts</p> <p>Begin to describe the impact religion has on believers' lives, making links between aspects of their own and others' experiences</p> <p>Ask important questions about religions and beliefs</p> <p>Ask questions about religion and beliefs, making links between their own and others' responses</p> <p>Begin to describe the impact religion has on believers' lives and reflect upon this</p> <p>Discuss and give opinions on stories involving moral dilemmas</p>
<p><b>PE</b></p> <p>Throw and catch with control and accuracy.</p> <p>Strike a ball and field with control.</p> <p>Develop appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the games and play fairly.</p> <p>Maintain possession of a ball (eg with feet, hands, hockey stick...)</p> <p>Pass to team mates at appropriate times.</p> <p>Lead others and act as a respectful team member.</p> <p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Plan and perform sequences.</p> <p>Move in a clear and expressive manner.</p> <p>Link movements together to create sequences.</p>	<p>Show changes of direction speed and level during a performance.</p> <p>Travel in a variety of ways.</p> <p>Show a kinesthetic sense in order to explore the placement and alignment of body parts.</p> <p>Swing and hang from the equipment safely (using hands).</p> <p>Sprint over a short distance up to 60 metres.</p> <p>Run over a longer distance conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, using a run up where appropriate.</p> <p>Compete with others and aim to improve personal best performances.</p> <p>Arrive properly equipped for outdoor/adventurous activity.</p> <p>Understand the need to show accomplishments in managing risks.</p> <p>Show an ability to both lead and form part of a team.</p> <p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of the changing conditions and change plans if necessary.</p>
<p><b>PSHE Education</b></p> <p><b>Me and my feelings</b></p> <p>a vocabulary for feeling happy.</p> <p>to identify what makes them feel happy.</p> <p>about how it feels to be sad.</p> <p>about how people might behave when they are feeling sad.</p> <p>ways that they can help when others are feeling sad.</p> <p>managing feelings of not being as good as others.</p> <p>that being able to manage negative emotions positively can help you to achieve what you want.</p> <p>that feelings (for example, jealousy) can be hidden and why people might hide their feelings.</p> <p>that hidden feelings can build up and what the effects of these feelings might be.</p> <p>ways of recognising angry feelings.</p> <p>some positive strategies for managing angry feelings.</p> <p>about what 'confident' looks and feels like.</p> <p><b>Me and Making a Positive Contribution</b></p> <p>about some of the ways in which human development affects the environment.</p> <p>about how their local environment is changing.</p> <p>about different influences that can affect environmental choices.</p> <p>about the ways in which damage to the environment can be repaired.</p> <p>about some ways that they can help to improve their local environment.</p> <p>about the ecology of their school environment.</p> <p>how we all have a role to play in caring for the plants and animals in our school grounds.</p> <p>to develop their role as members of the school community.</p> <p>about the importance of consultation and listening to other people's views.</p> <p>to recognise that there might be conflicting views and a need to compromise when making decisions.</p> <p>that global and local environmental issues are often connected (About the importance of Antarctica to world climate).</p> <p>that there are laws and treaties to protect/preserve the environment.</p> <p>about how people can work together to solve environmental issues.</p> <p>about current environmental issues in the media involving animals.</p> <p><b>Me and Medicines and Drugs</b></p> <p>about how our bodies tell us that they are ill.</p> <p>about who can help to make them better.</p> <p>about what causes illnesses- bacteria and viruses- and how they are spread.</p> <p>about prescription medicines and where they come from.</p> <p>about some pharmacy medicines and what they are used for.</p> <p>about the role of a doctor in diagnosing ailments and prescribing medicines.</p> <p>about their responsibilities, including helping a doctor to accurately diagnose an illness and in taking medicine safely.</p> <p>about where drugs are stored and used in school.</p> <p>about school rules relating to medicines and drugs.</p> <p>about the immune system as the body's way of fighting back.</p> <p>about the part that they can play in making themselves better.</p> <p>to categorise what helps them to feel better into: things I can do, things that other people can do, things my body can do.</p> <p><b>Me and Keeping Safe</b></p> <p>to recognise the difference between feeling 'safe' and 'unsafe'.</p> <p>about the importance of recognising feelings of uncertainty and fear and finding a trusted person to help.</p> <p>know about the potential dangers of fire.</p> <p>know the 'keeping safe with fire' rules.</p>	<p>to distinguish between accepting responsibility for others and keeping themselves safe.</p> <p>to identify risks in the school day.</p> <p>the skills to keep safe in school.</p> <p>the skills to keep themselves safe when they are out and about, alone and with friends.</p> <p>to look ahead and identify situations which might arise when they are out and about.</p> <p>skills for dealing with these situations.</p> <p>about how they behave when they are feeling bored, excited, frightened, upset and angry and ways in which this might affect their ability to keep themselves safe.</p> <p>about some of the statistics for accidents involving children in the home.</p> <p>what kinds of activity/behaviour is likely to cause accidents.</p> <p>positive ways of minimising risks.</p> <p><b>Me and My Relationships</b></p> <p>about extended relationship networks beyond the immediate family.</p> <p>about how networks grow and change with time.</p> <p>to manage feelings surrounding new people joining their networks.</p> <p>about what it means to 'care for' people/pets in our networks.</p> <p>that some people have disabilities and may need special care.</p> <p>about how they might help.</p> <p>to empathise with others.</p> <p>that we are meeting new people all the time.</p> <p>how to make friends and make people feel welcome in their networks.</p> <p>that an important skill in resolving relationship disputes is being able to see things from someone else's point of view.</p> <p>about the behaviour and attitudes that contribute to maintaining friendships and relationships.</p> <p>about how each of us has a positive contribution to make to our networks.</p> <p>about how it feels to belong to a group and the importance of this.</p> <p><b>Me and Growing and Changing</b></p> <p>to recognise ways in which they have changed over the past year.</p> <p>to reflect positively on their own growth and change.</p> <p>that there are two kinds of changes – physical and emotional- and that learning to manage these is an important skill in growing up healthily and happily.</p> <p>about how we grow year by year.</p> <p>that with this physical growth comes development in our capabilities.</p> <p>about how new responsibilities come as you grow and grow up.</p> <p>how their responsibilities have changed as they have grown.</p> <p>what responsibilities they now have.</p> <p><b>Me and My Healthy Lifestyle</b></p> <p>about daily routines which keep their bodies healthy.</p> <p>about why people need to eat.</p> <p>to judge combinations of foods which contribute to a balanced diet; including the frequency with which they are eaten.</p> <p>about different 'food groups'.</p> <p>why fruit is important for a healthy diet.</p> <p>that there are a range of fruits to choose from.</p> <p>about where the foods that they eat come from and how they grow.</p> <p>that they have connections with other places in the world.</p> <p>about what healthy teeth are like.</p> <p>About how advertising companies try to persuade us to buy their products (toothpaste).</p> <p>about what keeps their teeth strong and healthy.</p> <p>about how they can take responsibility for caring for their teeth.</p>