St. Michael's CE Primary School

Key Skills Curriculum Map
Year 3: B

	3D Work and Collage	Textiles
Art	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials. Develops awareness of contrasts in texture and colour. Recreates 2D images in a 3D piece. Experiments with creating mood, feeling, movement and areas of interest.	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.

	Information Technology	Computer Science	Digital Literacy
Computing	To make choices on which program is best for a given task. To use a search engine effectively. To use various software to design content and present information. To understand the basic structure of a database and add data to a pre-made database and use this to create graphs and charts	To use a range of input and output devices efficiently. Inputs – camera, microphone, keyboard, mouse. Outputs – monitor, printer, speakers, lights To create a simple program that completes a given task. Use a computer to create basic applications,	Follow a simple search to find specific information from a website. Begin to understand how websites work. Understand a website has a unique address. Identify how different web pages are organised, e.g. graphics, hyperlinks, text. To recognise acceptable and unacceptable behaviour online.

		investigating how different variables can be changed and the effect this has. To create a simple program that completes a given task – including controlling or simulating a physical system (robotics/motors/sensors).	

	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	How to generate ideas, considering the purposes for which they are designing. To make labelled drawings from different views showing specific features. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails. To evaluate products and identify criteria that can be used for their own designs.	To select appropriate tools and techniques for making their product. To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. To join and combine materials and components accurately in temporary and permanent ways To sew using a range of different stitches, to weave and knit. To measure, tape or pin, cut and join fabric with some accuracy.	To evaluate their work both during and at the end of the assignment. To evaluate their products carrying out appropriate tests. To know when and where bridges were designed and made. Begin to look at inventors and their work.	To understand that to be active and healthy, food and drink are needed to provide energy for the body. To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens. To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	Know about the local area and begin to appreciate the importance of wider geographical location in understanding places. Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.	Be aware that different places may have both similar and different characteristics.	Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. Recognise how people try to improve and preserve environments in the U.K.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, four-figure grid reference. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
History	Place the time studied on a timeline. Sequence events or artefacts. Use dates to relate to the passing of time.	Identify some of the differences and similarities between the periods. Give a few reasons for and results of the main events and changes. Understand some of the main events, people and changes from	Are aware that there are different types of sources and are beginning to make deductions from them. Ask relevant questions about sources. Identify some of the different	Begin to use simple historical language to communicate ideas.

		the past. Describe and explain simple concepts such as cause and effect.	ways in which the past is represented.	
History Topics				
	• Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Changes in Britain from the Stone Age to the Iron Age			

	Listening	**Performing**	**Composing**
Music	Identify the tempo and Dynamics using musical vocabulary. (forte, piano, fortissimo, etc). Identify instruments by sound to the nearest family. Describe mental images produced by music.	Perform repeating patterns on tuned & untuned percussion. Generally play correct notes to use on tuned instruments.	Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.

PE	Games	Dance	Gymnastics	Athletics	Swimming
	Travel whilst bouncing a ball showing control. Use a range of skills to help them keep possession and control of the ball. Perform the basic skills needed for the games with control and consistency. In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice. Choose and use batting or throwing skills to make the game hard for their opponents.	Improvise freely, on their own or with a partner. Translate ideas into a dance. Create and link phrases using a simple dance structure. Perform dances with an awareness of rhythm on their own or in a group.	Improve the quality of their actions, body shapes and balance. Select appropriate actions and consolidate simple ideas. Know the importance of strength. Evaluate their work and quality of their performance. Recognise how their work can be improved.	Develop skills from the 3 main aspects of athletics – running, jumping and throwing. Link running and jumping movements. Can move safely and appropriately around, between and over apparatus. Have worked with a variety of equipment including: balls, hoops, beanbags, quoits.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

	Working Scientifically
Science	Can ask relevant questions.
	Can conduct a scientific enquiry to answer my own questions.
	Can set up simple practical enquiries, comparative and fair tests.
	Can make systematic and careful observations.
	Can take accurate measurements using standard units.
	Can use a range of equipment, including thermometers and data loggers.
	Can gather and record data.
	Can classify and present data in different ways.
	Can record my findings using drawings, diagrams, keys, bar charts and tables.
	Can use my results to draw simple conclusions.
	Can make predictions.
	Can suggest improvements to be made in an investigation.
	Can identify difference, similarities and changes related to simple scientific data.
	Can use evidence to answer questions or support my findings.

	Science Topics	
	Rocks & Fossils	**Light**
	This Planet Rocks! Rocks and Fossils i) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ii) describe in simple terms how fossils are formed when things that have lived are trapped within rock iii) recognise that soils are made from rocks and organic matter .	**Shining the Light!** Light i) recognise that they need light in order to see things and that dark is the absence of light ii) notice that light is reflected from surfaces iii) recognise that light from the sun can be dangerous and that there are ways to protect their eyes iv) recognise that shadows are formed when the light from a light source is blocked by an opaque object v) find patterns in the way that the size of shadows change
	Living Things and their Habitats	**Plants**
	Habitat Helpers Living things and their habitats i. recognise that environments can change and that this can sometimes pose dangers to living things.	**Greatly Green Growers** Plants (Lifecycles) i) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ii) 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 iii) investigate the way in which water is transported within plants

	Animals including Humans	Electricity
	The Circle of Life Animals Including Humans (4AH) i) describe the simple functions of the basic parts of the digestive system in humans ii) identify the different types of teeth in humans and their simple functions iii) construct and interpret a variety of food chains, identifying producers, predators and prey	**Electric Personalities** Electricity (4E) i) identify common appliances that run on electricity ii) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers iii) identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery iv) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit v) recognise some common conductors and insulators, and associate metals with being good conductors

	Language Skills
Languages	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.