



St. Michael's CE Primary School

Key Skills Curriculum Map Year 3: A



	Drawing and Painting	Printing
Art	<p>Draws familiar things from different viewpoints.</p> <p>Use line, tone and shade to represent things seen, remembered or imagined.</p> <p>Represent things observed, remembered or imagined using colour/tools.</p> <p>Introduces different types of brushes for specific purposes.</p>	<p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays.</p>

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



		To create a simple program that completes a given task – including controlling or simulating a physical system (robotics/motors/sensors).	
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	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To generate ideas for an item, considering its purpose and the user/s.</p> <p>To identify a purpose and establish criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p>	<p>To select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as they make progress and be willing to change if this helps them to improve their work.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose.</p> <p>To disassemble and evaluate familiar products.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate.</p> <p>How to prepare simple dishes safely and hygienically with a heat source.</p>



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Know about the local area.</p> <p>Describe simply where places are in the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area.</p> <p>Begin to compare these features to another place beyond the local area.</p> <p>Begin to understand how people affect the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods.</p>



History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	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 the past. Describe and explain simple concepts such as cause and effect.	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 ways in which the past is represented.	Begin to use simple historical language to communicate ideas.
History Topics				
	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • a local history study 			

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



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



Science Topics	
Forces and Magnets	Animals, including Humans
<p>Magnetic fun and games</p> <p>Forces and Magnets</p> <ol style="list-style-type: none"> i. compare how things move on different surfaces ii. notice that some forces need contact between two objects, but magnetic forces can act at a distance iii. observe how magnets attract or repel each other and attract some materials and not others iv. 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 v. describe magnets as having two poles vi. predict whether two magnets will attract or repel each other, depending on which poles are facing 	<p>Fit for Success</p> <p>Animals Including Humans</p> <ol style="list-style-type: none"> 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
Living Things and their Habitats	Plants: Lifecycles
<p>A World of Living Things</p> <p>Living things and their habitats</p> <ol style="list-style-type: none"> i. recognise that living things can be grouped in a variety of ways ii. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p>A Feast of Flowers, Fruits and Seeds</p> <p>Plants (Lifecycles)</p> <ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants



	States of Matter	Sound
	<p>What's the Matter?</p> <p>States of Matter (4SM)</p> <ul style="list-style-type: none"> i) compare and group materials together, according to whether they are solids, liquids or gases ii) observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Sounds Spectacular!</p> <p>Sound</p> <ul style="list-style-type: none"> i. identify how sounds are made, associating some of them with something vibrating ii. recognise that vibrations from sounds travel through a medium to the ear iii. find patterns between the pitch of a sound and features of the object that produced it iv. find patterns between the volume of a sound and the strength of the vibrations that produced it v. recognise that sounds get fainter as the distance from the sound source increases



	Language Skills
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>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.</p>