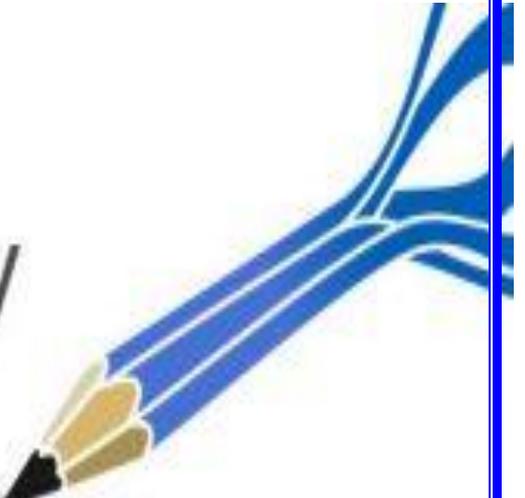


Link
Academy
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Key Skills
2019-2020
YEAR 3



Drawing Skills

Much of this work is done in sketch books to record observations and use them to review and revisit ideas.

*Continue to develop vocabulary to describe qualities of texture, tone, line, shape and movement created in mark-making experiments.

*Further explore the use of shading to create shadows and form.
Build up textures and patterns with layers of marks.

*Explore a range of media for their contrasting expressive effects eg heavy, dense marks – delicate light marks.

*Make mixed media drawings using effects appropriately.

*Develop descriptive language.

*Develop skills for showing space – eg 'view from a window'.

*Explore colour mixing with layers of coloured pencil shading.

*Use black and white pastels or charcoal and white pastel to explore tone making a sequence of greys, dark to light.

*Develop control with dry and oil pastels making clear and smudged marks appropriately

blending colours.

*Explore and practise the use of water colours and pointed brushes to colour detailed drawing.

Control the amount of water used for blending colours or making clear edged areas.

*As above for water colour pencils.

Painting and printing Skills

Choosing, mixing and using colour

*Mixing tones of one colour (lightness – darkness) Use black and white for grey tones and black, white and another colour. Sort into graded sequences.

*Explore varieties of browns and greys.

*Experiment with tone to show light and shade.

*Develop vocabulary to name colours using primary and secondary colour names together with other words. eg. 'dark reddish purple.'

*Overlaying translucent colour to make new ones with water colours or inks.

*Explore, use and observe cold/warm contrasts.

Mark Making

*Using tools to drag or scrape one colour over another, creating textures.

*Make as many marks as possible with one brush.

*Experiment with paints and marks on a variety of papers. Describe effects.

*Practice fine control with small pointed brushes and water colour or inks & fine brushes.

*Build up layers of marks, colours and textures working on a painting on several occasions.

Mixing Paint

*For small details mix paint with bristle brushes, apply to painting with soft /fine haired pointed brush.

Control consistency of mix to avoid thin runny paint for detail work. Look after brushes – lay them down to preserve point.

*Use thick or thin paint appropriate to intentions

Sculpture Skills

Drawing before making prepares children in order to plan their 3D outcome.

Modelling Clay

*Roll out clay to make slabs/tiles and decorate with **pattern** & **texture** by pressing objects in or adding raised up (relief) using slip to stick to roughed-up surface.

*Learn how to make a thumb or pinch pot.

*Join two thumb pots together to make larger hollow forms.

*Use modelling tools to help shape, fix, texture pots.

*Use bits and pieces of clay to add on surface detail and pattern.

Collage

*collect and select from a wide variety of **colours** from magazines; sort by colour and tone..



**E-safety &
E-sense**

Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact? Be discerning in evaluating digital content.

Can I choose a secure password when I am using a website?

Can I talk about the way I protect myself and my friends from harm online?

Can I use the safety features of websites as well as reporting concerns to an adult?

Can I understand that anything I post online can be seen by others?

Can I choose websites and games that are appropriate for my age?

Can I help my friends make good choices about the time they spend online?

Can I talk about why I need to ask a trusted adult before downloading files and games from the internet?

Can I comment positively and respectfully online?

Programming

Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts? Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs? 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.

Can I use logical thinking to solve an open-ended problem by breaking it up into smaller parts?

Can I use an efficient procedure to simplify a program?

Can I use a sensor to detect a change which can select an action within my program?

Can I know that I need to keep testing my program while I am putting it together?

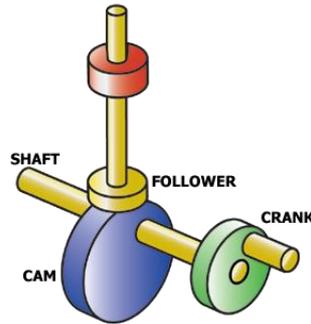
Can I use a variety of tools to create a program?

Can I recognise an error in a program and debug it?

Can I recognise that an algorithm will help me sequence more complex programs?

	Can I recognise that using algorithms will also help solve problems in other learning such as maths, science and design technology?
Handling Data	Pupils should be taught to 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.
	Can I organise data in different ways?
	Can I collect data and identify where it could be inaccurate?
	Can I plan, create and search a database to answer questions?
	Can I choose the best way to present data to my friends?
	Can I use a data logger to record and share my readings with my friends?
Multimedia	Pupils should be taught to 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.
	Can I use photos, video and sound to create an atmosphere when presenting to different audiences?
	Can I explore new media to extend what I achieve?

	Can I change the appearance of text to increase its effectiveness?
	Can I create, modify and present documents for a particular purpose?
	Can I use a keyboard confidently and make use of a spellchecker to write and review my work?
	Can I use an appropriate tool to share my work and collaborate online?
	Can I give constructive feedback to my friends to help them improve their work and refine my own work?
Technology in our lives	<p>Pupils should be taught to 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? Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Can I tell you whether a resource I am using is on the internet, the school network or my own device?</p> <p>Can I identify key words to use when searching safely on the World Wide Web?</p> <p>Can I think about the reliability of information I read on the World Wide Web?</p> <p>Can I tell you how to check who owns photos, text and clipart?</p> <p>Can I create a hyperlink to a resource on the World Wide Web?</p>



Design

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.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Can I use my knowledge of a range of products to inform my plans and designs?

Can I include a range of suitable materials and options in my plans and designs and suggest alternative ways to make their product?

Can I talk about and disassemble products and describe their function?

Can I use prototypes, labelled sketches and instructions in my plans and designs?

Can I talk in depth about my ideas, plans and reasons for choices?

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Can I select a range of appropriate tools to cut or join materials?

Can I use tools and equipment to measure, mark out and shape materials and components with greater accuracy and control?

Can I produce a well-finished product that fulfils the function it is designed for?

Can I join and combine materials in permanent and temporary ways?

Can I use a G clamp?

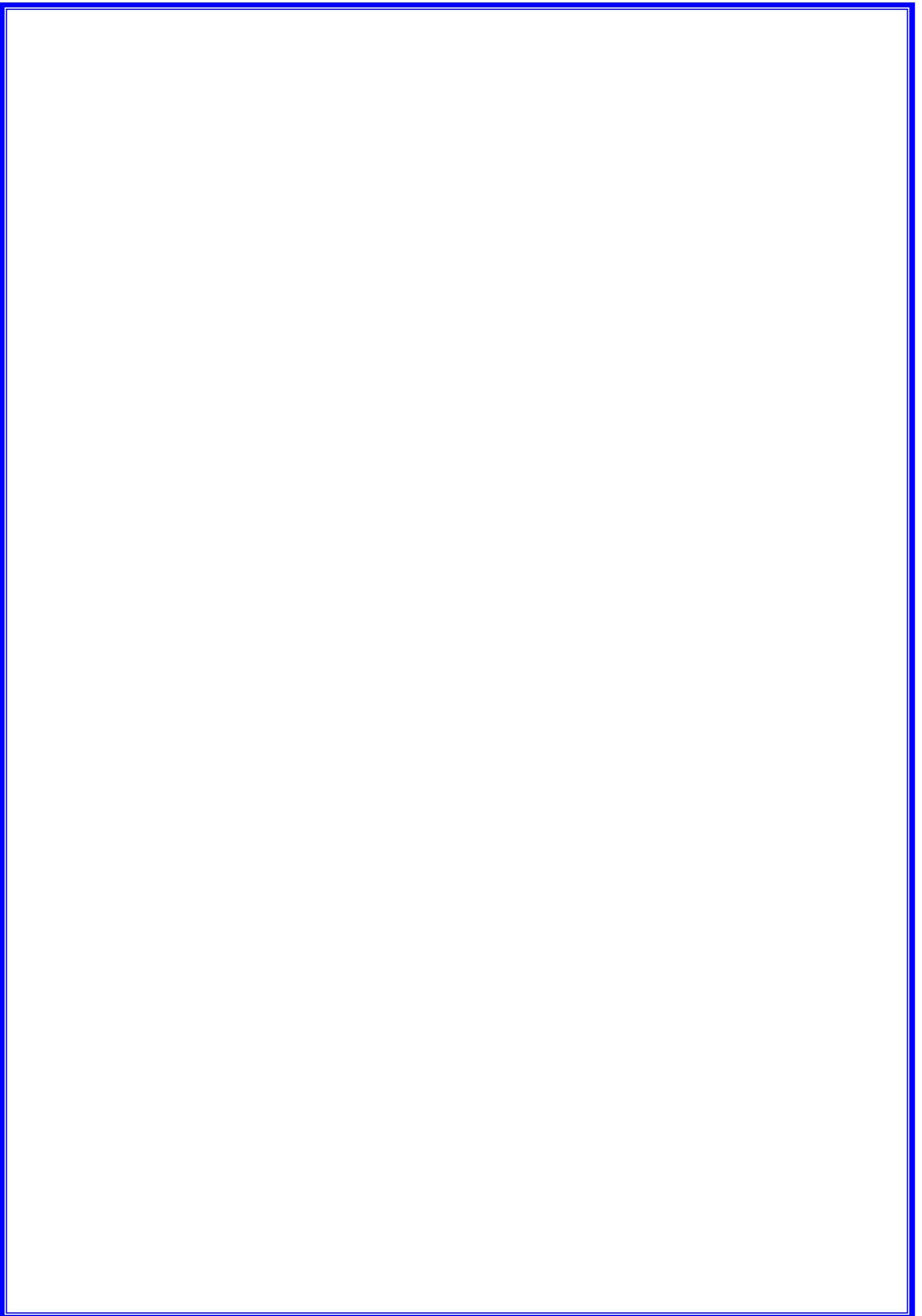
Can I make increasingly complex mock-ups and templates?

<p>Evaluate</p>	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Can I identify the ways in which I have used my knowledge of products and materials to inform my work?</p> <p>Can I take the function of the product into account when planning?</p> <p>Can I identify the parts of my project that are progressing well and parts that could be improved?</p> <p>Can I identify where evaluation has led to improvements?</p>
<p>Electrical and Mechanical Components</p>	<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Can I describe how a simple battery powered circuit can be controlled by different kinds of switches?</p> <p>Can I create simple circuits incorporating a battery, bulb, switch and wires?</p>

	Can I talk about simple electrical safety?
	Can I explore and describe how an electric motor can be used in a circuit?
	Can I use a remote-controlled device to switch lights on and off?
	Can I explore and describe materials that can be used to conduct electricity?
	Can I explore and explain how the direction and speed of an electrical motor can be controlled?
	Can I explore and program a simple control device?
Food Technology	<p>Understand and apply the principles of a healthy and varied diet? Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques? Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed?</p> <p>Can I talk about why we need to work safely and hygienically?</p> <p>Can I talk about the characteristics of a range of food and ingredients and where the foods come from?</p> <p>Can I use my knowledge of food and</p>

	<p>cooking to start generate my own recipes?</p>
	<p>Can I talk in simple terms about the physical and chemical (observational skills)?</p>
	<p>Can I understand how some of the ingredients are grown, reared, caught and processed?</p>
<p>Mechanisms. Axles, Pulleys and Gears</p>	<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Can I create a range of sliders and levers to produce horizontal and vertical movement?</p> <p>Can I combine sliders and levers to produce a range of movements?</p> <p>Can I construct a pneumatic with two moving parts?</p> <p>Can I describe the way in which a cam changes rotary motion into linear motion?</p> <p>Can I use a range of different ways to attach an axle to a chassis, eg, card triangles, drilled holes, cable clips and clothes pegs?</p> <p>Can I identify and describe products that contain pulleys and drive belts?</p>

<p>Structures</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Can I create nets of increasingly complex 3D shapes which include the addition of gluing tabs?</p>
	<p>Can I use a range of materials to make joints including, card strips, elastic bands, thread and ties, and plastic tubing?</p>
	<p>Can I reinforce and strengthen 3D framework using the concept of 'triangulation'?</p>
	<p>Can I explain in detail why some structures fail?</p>
<p>Textiles</p>	<p>Can I make and use a paper pattern that includes a seam allowance?</p>
	<p>Can I use a wide range of finishing techniques?</p>
	<p>Can I use more than one type of stitch to join materials together?</p>
	<p>Can I select the most appropriate joining technique?</p>





Locational Knowledge

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

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Can I locate the main countries of Europe, including the location of Russia, and identify the capital cities?

	<p>Can I name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers and understand how these features have changed over time?</p>
	<p>Can I identify the position and significance of latitude, longitude and the Greenwich Meridian and time zones?</p>
	<p>Can I locate the main countries in Europe, North and South America and name principle cities?</p>
<p>Place Knowledge</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom?</p> <p>Can I compare a region in the United Kingdom with a region in North America with significant differences and similarities and understand some of the reasons for the similarities and differences?</p>

	<p>Can I compare a region in the United Kingdom with a region in North or South America with significant differences and similarities?</p>
<p>Human and Physical Geography</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Can I describe and understand key aspects of physical geography, including: rivers and the water cycle?</p>
	<p>Can I describe and understand key aspects of human geography, including: trade between the United Kingdom and Europe and the rest of the world?</p>

Geographical Skills and Field Work

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

Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

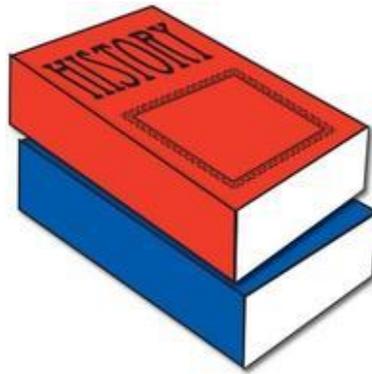
Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?

Can I give direction instructions up to eight cardinal points?

Can I follow a route using two-figure grid references but know that four-figure grid references can help you find a place more accurately than two?

Can I 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?
	Can I make a simple scale plan of an area with whole numbers?



Finding Out About the Past (Enquiry)

Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life?

By the end of year 4...

Can I use a range of information to ask and answer questions about the past?

Can I use interpretations, pictures and written sources to build a picture about the past?

Can I give reasons why peoples account of the same event may be different?

Can I talk about sources of information that contain negative views and accounts?

Can I ask and answer questions about an archaeological site?

**Finding Out About the Past
(Chronology)**

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?

Can I describe how the past has been divided into different periods of time?

Can I explain my reasons for placing objects, people and events in a particular order?

Can I use dates and historical terms to describe historical periods?

Can I use the terms BC and AD to locate dates of invasion and occupation?

Historical Events

Can I describe features of past events and make links between them?

Can I describe features of historical events beyond living memory?

Can I identify common themes and features?

Can I compare similar events from the present and past?

Can I talk about the impact of events on the lives of the people of the time?

Lifestyles of People in the Past

Significant historical events, people and places in their own locality.

Can I compare and contrast the ways of life of people from different historical periods?

Can I compare and describe features of life now and in the past beyond living memory?

Can I describe and give reasons for the changes and differences in lifestyle in the past and present?

Can I compare and describe the characteristics of a range of significant groups from the past?

Significant Historical People

The lives of significant individuals in the past who have contributed to national and international achievements? Some should be used to compare aspects of life in different periods, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.

Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with?

Can I identify and describe key events in their life from a range of sources of information?



Speaking/ Oral

Engage in conversations; 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.

Develop accurate 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Describe people, places, things and actions orally and in writing.

Can I engage in conversation in order to answer questions?

Can I recall and repeat phrases?

Can I use familiar vocabulary to build basic sentences?

	Can I develop accurate pronunciation of words for familiar words or phrases?
	Can I present ideas and information orally?
	Can I use a dictionary to understand new words?
	Can I orally describe people and things?
Writing	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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.</p> <p>Can I explore patterns and sounds of language through song/rhyme?</p> <p>Can I link patterns and sounds of language to spellings?</p> <p>Can I write describes about people and things?</p>

Listening/ Aural

Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Can I listen and respond to spoken language?

Can I explore patterns and sound through songs and rhymes?

Reading

Read carefully and show an understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.

Can I discuss my understanding of texts that I have read?

Can I appreciate stories/ songs/ poems/rhymes in languages?



Singing	<p>Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)?</p> <p>Can I develop and perform class arrangements of songs?</p>
Playing	<p>Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)?</p> <p>Can I develop and perform class arrangements of pieces?</p>

<p>Improvising and Composing</p>	<p>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Can I work out simple melodic phrases by ear?</p> <p>Can I compose music with a partner or in a small group with a focus on a musical dimension?</p> <p>Can I make improvements to my compositions?</p>
<p>Notation</p>	<p>Pupils should be taught to use and understand staff and other notations.</p> <p>Can I read staff notation for crotchet, minim, semibreve, quavers and for pitched notes appropriate to first access experience?</p>
<p>Listening</p>	<p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Can I recall longer rhythms or melodies in call and response type activities?</p> <p>Pupils should be taught to appreciate and understand the wide range of high quality live and recorded music drawn from different traditions and from</p>

	great composers and musicians. Can I value all styles of music from all cultures, comparing and contrasting?
History	Can I understand the role of music through history and how it has changed over time?



Gymnastics

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

By the end of Year 4???

Can I copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination?

Can I apply compositional ideas to sequences alone & with others?

Can I describe my own & others work noting similarities & differences? Can I make suggestions for improvements?

I understand working safely, I recognise changes in my body and can give reasons why PE is good for health.

Dance

Pupils should be taught to perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best?

By the end of Year 4???

Can I improvise freely on my own & with a partner

Can I translate ideas from a variety of stimuli into movement?

Can I compare, develop & adapt movement & motifs to create longer dances? Can I use dance vocabulary to compare & improve my work?

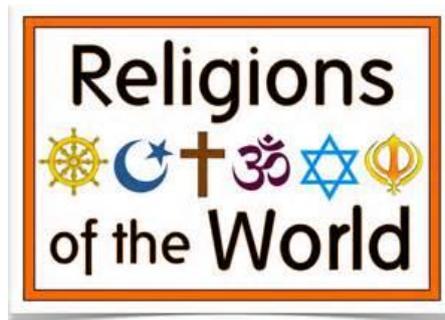
I understand working safely, I recognise changes in my body and Can I give reasons why PE is good for my health.

Games

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination?

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending?

	<p>By the end of Year 4???</p> <p>Can I begin to influence opposed conditioned game Can I control and catch a ball with movement?</p> <p>Can I accurately pass to someone else?</p> <p>Can I move with a ball (unihoc / football)?</p> <p>Can I talk about reasons for warming up / why exercise is good for health?</p>
<p>Athletics</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best?</p> <p>By the end of Year 4???</p> <p>Can I run at a speed appropriate to the distance I am running?</p> <p>Can I take a running jump?</p> <p>Can I demonstrate a range of throwing actions using a variety of objects?</p> <p>Can I recognise a change in heart rate, temperature and breathing rate?</p>



<p>Knowing about and understanding religions and world views</p>	<p>Can I outline religious ideas linking different practices?</p> <p>Can I outline religious ideas linking different viewpoints</p>
<p>Expressing and communicating ideas related to religions and worldviews</p>	<p>Can I express ideas thoughtfully in RE?</p>
<p>Gaining and deploying the skills needed for studying religions and world views</p>	<p>Can I apply ideas about religion thoughtfully?</p> <p>Can I apply ideas about world views thoughtfully?</p>



Planning	Can I ask relevant questions and use different types of scientific enquires to answer them?
	Can I raise and answer questions based on observation of animals?
	Can I research the temperature the temperature at which materials change state?
Obtaining evidence Observation	Can I set up simple practical enquires, comparative and fair tests?
	Can I use the local environment throughout the year to study plants and animals in their habitats?
	Can I identify how habitats change throughout the year?
	Can I observe water as a solid, liquid and gas?
	Can I observe changes to water when it is heated or cooled?

	Can I observe evaporation over a period of time?
	Can I explore and observe the way sounds is made through vibration?
	Can I find out how pitch and volume can be changed in a variety of ways?
	Can I observe patterns related to electricity?
Obtaining evidence Practical	Can I find out what damages teeth?
	Can I discuss ideas about the digestive system by comparing them with models and images?
	Can I explore a variety of everyday materials?
	Can I explore the effect of temperature on different materials?
	Can I find patterns in the sounds that are made by different objects?

	<p>Can I investigate which materials make the best insulation against sound?</p>
	<p>Can I construct simple series circuits?</p>
	<p>Can I understand precautions for working safely with electricity?</p>
<p>Obtaining evidence Measurement</p>	<p>Can I make systematic and careful observations and take accurate measurements?</p>
	<p>Can I record evaporation over a period of time?</p>
	<p>Can I gather, record, classify and present data in a variety of ways to help in answering questions?</p>
	<p>Can I group and classify different materials?</p>
<p>Presenting evidence</p>	<p>Can I record findings from enquires, including oral and written explanations, displays or presentations or results and conclusions?</p>
	<p>Can I make simple guide or keys to explore and identify local plants and animals?</p>

	Can I draw circuits as pictorial representations?
Considering and evaluating evidence	Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
	Can I group animals in to vertebrates and invertebrates?
	Can I group plants into flowering and non-flowering?
	Can I explore examples of human impact on environments (both positive and negative)?
	Can I compare the teeth of herbivores and carnivores?
	Can I use straightforward scientific evidence to answer questions to support their findings?