

### Year 3 Autumn Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the autumn term:

#### **Science- Rocks and fossils**

##### ***Essential skills and knowledge***

- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To describe in simple terms how fossils are formed
- To recognise that soils are made from rocks and organic matter

##### ***Communication skills***

- To ask relevant questions and use different types of scientific enquiries to answer them
- To gather, report, classify and present data in a variety of ways when answering questions

##### ***Working together collaborative skills***

- To work with a small group to carry out an experiment and ensure that the principles of fair testing are in place

##### ***Problem solving***

- To carry out tests on rocks in order to identify them
- To use keys to classify rocks and soils
- To identify different types of rocks by doing a variety of tests on them

##### ***Application of number***

- To record findings using simple scientific language, drawings and labeled diagrams

##### ***Information Technology***

- To use various sources to research
- To read and interpret data presented electronically
- To use a branching database from software package
- To know that a database can be searched by field

#### **Science – Light and dark**

##### ***Essential skills and knowledge***

- To recognise that light is needed in order to see things and that dark is the absence of light
- To notice that light is reflected from surfaces
- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To recognise that shadows are formed when light from a light source is blocked by a solid object
- To find patterns in the way that the size of shadows change

##### ***Communication skills***

- To ask relevant questions and use different types of scientific enquiries to answer them
- To gather, report, classify and present data in a variety of ways when answering questions

##### ***Working together collaborative skills***

- To work with a small group to carry out an experiment and ensure that the principles of fair testing are in place

##### ***Problem solving***

- To identify differences, similarities or changes related to simple scientific ideas and processes

##### ***Application of number***

- To record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables
- To look for patterns in recorded measurements and try to explain them
- To measure shadow length and look for patterns to explain what happens to shadows when a light source moves

##### ***Information Technology***

- To use the computer to play science games in which knowledge and understanding is used to find out answers

#### **Computing – Programming (Scratch)**

##### ***Programming and making things work with understanding***

- To understand the importance of clear and precise instructions
- To use algorithms to control movement
- To create and debug simple programs
- To control an avatar in a game

- To make appropriate choices on simulations and models
- To design, write and debug programs that accomplish specific goals
- To carry out the above and include controlling or stimulating physical systems
- To solve problems by decomposing them into smaller parts using sequencing and selection
- To work with variables associated with input and output
- To delete and correct errors
- To design and write programs with specific outcomes
- To predict outcomes and, test and evaluate
- To understand and explain a range of commands
- To understand the importance of clear and precise instructions
- To use algorithms to control movement

## **Physical Education**

### ***Swimming***

- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively
- To perform safe self-rescue in different water based situations

### ***Gymnastics (Core task: Balancing Act)***

#### ***Developing skills***

- To explore use of the floor, mat & apparatus using shape, balance & travel
- To practise an action or short sequence and improve it's quality
- To show control, accuracy and fluency when performing actions

#### ***Making and applying***

- To create and perform a gymnastic sequence
- To adapt a sequence to include different levels, speeds or directions
- To work well on my own and work well with pair sequences

#### ***Physical and mental***

- To understand the importance of warming up
- To identify when my body is prepared for gymnastics
- To understand that strength and suppleness are parts of fitness

#### ***Evaluate and improve***

- To explain the similarities/ differences between two performances
- To understand what is involved in improving the quality of a performance

### ***Invasion Games - Netball***

#### ***Developing skills***

- To use a range of skills to keep possession and control of the ball
- To pass, receive and dribble the ball, keeping control and possession

#### ***Making and applying***

- To keep possession and make progress towards the goal
- To make good decisions on what to do/where to pass
- To know how to use space in games

#### ***Physical and mental***

- To describe what happens to my heart during exercise
- To identify which games have the biggest impact on stamina
- To describe how some games use short bursts of speed

#### ***Evaluate and improve***

- To explain how best to keep possession
- To identify what I do best and what I find difficult
- To identify players who do well in games and explain why

## **History - Stone Age to Bronze Age**

### ***Historical knowledge (constructing the past and sequencing the past)***

- Make comments about features, events, people and themes from the past
- To describe some features, events, people and themes from the past
- To note connections, contrasts and trends over time
- To summarise the main events from a period in history, using the characteristics I am aware of

### ***History concepts (change and development, cause and effect, significance and interpretations)***

- To point out similarities and differences between the ways of life at different people living at different times
- To identify similarities and differences between rich and poor, events and beliefs at different times
- To point out which people were historically important
- To begin to picture what life would have been like for the early settlers
- To recall with confidence events linked to British and local history
- To demonstrate an understanding of British and local history, local and world wide
- To recall with confidence events linked to British and local history, local and world history
- To use evidence to describe changes within a time period
- To address and, with support, devise historically valid questions about change
- To address and devise historically valid questions about change

***Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)***

- To use more complex sources of primary and secondary information
- To use various sources to piece together information from the past
- To research a specific event from the past
- To pick out information about the past from sources like pictures, objects and stories
- To identify different ways in which information about the past can be represented
- To ask and answer questions linked to key events within history
- To name things which tell us about the past
- To talk, write and draw my ideas
- To use information finding skills in writing to help write about historical information

**Geography - Counties and rivers in the United Kingdom**

***Geographical knowledge (location)***

- To work out a location using a range of information
- To understand the different uses of different places
- To use predictions and prior knowledge to find out about unknown places
- To use a range of primary and secondary sources, including the internet
- To make field measurements over time
- To collect statistics and present them appropriately
- To record information on charts, graphs and tables

***Physical and human geography***

- To understand that different places may have similar and different characteristics
- To understand human and physical features
- To describe how volcanoes are created
- To describe how earthquakes are created
- To identify and describe how a place has changed
- To understand how economic development can change a place
- To identify the parts of a river, and land use around how these can change peoples lives
- To describe how volcanoes have an impact on peoples lives
- To describe and understand key aspects of human geography linked to settlement and land use

***Geographical enquiry***

- To draw maps of local places including sketches from field work
- To use and draw maps with a simple key
- To use atlases which show physical and human features
- To use four grid references, symbols and key, including the use of Ordnance Survey maps to build on the knowledge of the UK
- To use four grid references, symbols and key, including the use of Ordnance Survey maps to build on the knowledge of the wider world
- To use basic OS map symbols
- To make accurate measurement of distance within 100km

## **Art and design - William Morris (designer)**

### ***Developing, planning and communicating ideas***

- To communicate feelings and expressions through drawings
- To develop tones and textures
- To practice and improve skills

### ***Working with tools, equipment, materials and components to make quality products***

- To use a range of brushes to create different effects
- To use printing tools to print with more than one colour
- To know block printing techniques
- To know and explain which tools are needed and why
- To add texture and shape using a variety of textiles
- To design, draw, paint or make images for different purposes

### ***Drawing and painting***

- To use sketches to produce a final piece of work

### ***Printing and sketch books***

- To use a printing block and produce a two colour print
- To talk about a subject and describe likes and dislikes
- To make suggestions on how to improve work
- To use my sketch book to make notes about artists, skills and techniques
- To annotate ideas
- To use repeat patterns in design
- To use a sketch book, to record ideas and observations to review them and make changes or add to them

### ***3D/ Textiles and Collage***

- To add to work to create texture and shape
- To use stitching to join fabric together
- To sew to add detail to a piece of work
- To add texture to a piece of work

## **Design and Technology – Sewing (running and back stitch)**

### ***Developing, planning and communicating ideas***

- To use equipment and tools accurately

### ***Evaluating processes and products***

- To explain what I changed which made my design even better
- To recognise what has gone well and suggest further improvements for the finished article

### ***Textiles***

- To think what the user would want when choosing textiles
- To think about how to make my product strong
- To devise a template
- To explain how to join things in different ways

## **Music - Stone Age beats**

### ***Elements of music (listening and understanding)***

- Pitch - To distinguish between steps, leaps and repeats in melodies, major and pentatonic scales
- Duration - To consolidate understanding of how rhythmic patterns fit to a steady beat
- Dynamics - To begin to understand 2, 3 and 4 metre
- Tempo - To understand and identify getting louder and quieter

### ***Applying and understanding***

- To use and explore notations which are linked to understanding of elements to communicate own musical ideas, including relative pitch

### ***Controlling***

- To extend the accuracy of my vocal range
- To begin to use own instruments such as the recorder
- To maintain a steady beat and copy and match rhythm patterns
- To use and follow hand and eye signals to direct and lead
- To rehearse and perform; individually, with a partner, in a group and as a class with increasing awareness of balance

### ***Creating***

- To improvise short, repeated, rhythmic patterns, building a repertoire of patterns and sequences

- To begin to combine layers of sounds with awareness of the combined effect
- To experiment with capturing, repeating and re-ordering sound patterns and sections of music

## **RE**

### **Autumn 1 RE – Expressions of identity**

### **Autumn 2 RE – Religions in our local community**

## **Modern Foreign Languages – French**

### ***Oracy***

- To listen to specific words and phrases
- To listen for sounds, rhyme and rhythm in songs and stories

### ***Literacy***

- To read a range of familiar written phrases
- To read and understand a range of familiar written phrases
- To read some familiar words and phrases aloud
- To read some familiar words and phrases aloud and begin to try to pronounce them accurately

### ***Intercultural Understanding***

- To know about festivals and celebrations in different cultures (France)

## **PSHE – Health and well being**

- To know what positively and negatively affects their physical, mental and emotional health
- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- To know that bacteria and viruses can affect health and that following simple routines can reduce their spread
- To know school rules about health and safety, basic emergency aid procedures, where and how to get help
- To know what is meant by the term 'habit' and why habits can be hard to change
- To know strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)
- To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
- To know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)
- To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request