

## Year 3 Summer 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 summer term:

### **Science - Magnets**

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

- To compare how things move on different surfaces
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance
- To observe how magnets attract or repel each other and attract some materials and not others
- I can 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
- To describe magnets as having two poles
- To predict whether two magnets will attract or repel each other, depending on which poles are facing

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

- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- To use straight forward scientific evidence to answer questions or to support findings

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

- To direct the work of others during an investigation
- To persuade others to have a go at my ideas, even though they may not readily agree with the ideas in the first place

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

- To set up simple practical enquiries, comparative and fair tests
- To have own ideas about how to find the answer to a question
- To carry out a fair test with some help
- To think of the equipment needed to carry out an investigation
- To set up an investigation to test the strength of different types of magnets

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

- To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers
- To make careful observations and measures of length, mass, capacity using standard measures
- To read the intervals on different types of newton meters when investigating forces

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

- To use a spreadsheet to collect data and use this to draw charts or graphs
- To use digital media to record changes
- To read and interpret data presented electronically
- To use a data logger to collect data

### **Computing – Programming, network and internet**

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

- To use a range of resources to present work effectively
- To use different tools to present data
- To record using video and sound and amend what has been recorded
- To use a spell checker
- To create and position text, alter font and align text
- To change page layout
- To find and use stored information

#### ***Network and internet***

- To select, use and combine a variety of software, including internet services, on a range of digital devices to accomplish given goals
- To understand computer networks including the internet
- To use search technologies effectively
- To use a range of sources with adult supervision

- To navigate a website by clicking on links
- To use the back button to return to the previous website page

## **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

### ***Athletics***

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

- To run consistently and smoothly at different speeds
- To throw a range of implements into a target area with consistency and accuracy

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

- To recognise that there are different styles of running, jumping and throwing
- To pace their effort well

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

- To identify and record when my body is cool, warm and hot
- To recognise and record that my body works differently in different types of challenge and event
- To carry out stretching and warm-up activities safely

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

- To watch and describe specific aspects of running, jumping and throwing styles
- To suggest, with guidance, a target for improving distance or height

### ***Outdoor/Adventure - Core task: Search and Rescue***

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

- To recognise where I am on a plan or a diagram
- To travel successfully to and from objects and locations on the grounds
- To recognise symbols and pictures and relate them to a diagram

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

- To understand the purpose of an activity and plan actions so they are successful
- To choose simple approaches to solve problems I am set
- To work cooperatively with others on tasks

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

- To recognise the physical demands of the tasks and challenges
- To discuss how best to manage these demands
- To share strategies developed for managing demands

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

- To describe my own and others' roles in activities
- To identify what was completed well and what different approaches could have been used

## **History – Ancient Egyptians**

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

- To sequence a few events or related objects
- To use a number of time terms, such as now, then, yesterday, days, week, month, year, nowadays, past, old and new
- To use a timeline with dates including both BC and AD
- To use some historical period terms as well as century, decade, BC/BCE, AD/CE
- To talk or write about features, events, people and themes from the past, including some details
- To place events, objects, themes and people from the history topic on a timeline
- To construct informed responses that involve thoughtful selection and organization of relevant historical information
- To describe events and periods using the words: ancient and century

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

- To suggest why certain people acted as they did in history
- To make some comments about why people did things, why events happened and what happened as a result
- To pick some reasons for and results of people's actions and events

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



- To use a simple database to organise information
- To say which sources, from a selection, are likely to be the most useful for a task
- To talk about some of the different ways that the past is recorded and represented
- To present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills

## **Geography – Europe**

### **Geographical knowledge (location)**

- To locate and name the countries making up the United Kingdom with their capital cities
- To name and locate some well-known European countries including Russia
- To name and locate the capital cities of neighbouring European countries
- To be aware of the different weather in the different parts of the world, especially Europe
- To name a number of countries in the Northern Hemisphere
- To name and locate the continents on a world map
- To locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, countries and major cities
- To identify the position and significance of longitude, latitude, Equator, Northern Hemisphere and Southern Hemisphere
- To identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- To identify the position and significance of the Prime and Greenwich Meridian and time zones, including day and night

### **Physical and human geography**

- To locate the Mediterranean and explain why it is a popular holiday destination
- To explain how the lives of people living in the Mediterranean would be different from life here

### **Geographical skills and fieldwork**

- To use maps with simple grid references
- To work out routes on maps and plans
- To find longest and shortest routes using maps
- To plan routes using four points of the compass
- To compare information from atlases with that from a globe
- To use contents and index pages of an atlas
- To use the correct geographical words to describe a place and the events that happen there
- To use maps and atlases appropriately by using contents and indexes
- To use maps, atlases and globes to locate countries and describe features studied
- To use four figure grid references
- To use the eight points of the compass
- To use four figure grid references
- To begin to use six figure grid references
- To accurately plot NSEW on a map

## **Art and design – LS Lowry (artist)**

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

- To develop a background wash
- To begin to work more abstractly
- To create artwork following an idea or towards a specific purpose
- To use art to illustrate in different subjects
- To create texture by adding dots and lines

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

- To mix and use tertiary colours

### **Evaluating processes and products**

- To describe how something works with increasing detail
- To talk about work produced and things that other people have done
- To give ideas on how to improve work produced
- To work collaboratively
- To give more detailed reasons for materials selected
- To apply previous knowledge to improve work
- To adapt and refine work to reflect purpose

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

- To show some facial expressions in drawings
- To use different grades of pencil shade, to show different tones/texture
- To know where each primary and secondary colours sits on the colour wheel
- To make a background using a wash
- To experiment with mood using colour
- To indicate movement using lines

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

- To use a sketch book to express feelings
- To keep notes in a sketch book
- To use a sketch book to record observations

### ***3D/collage and textiles***

- To experiment with different colours and mosaics

### ***Knowledge***

- To explore famous art galleries in the United Kingdom

### ***Design and Technology – Mechanical – including hydraulics***

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

- To ensure that plans are realistic and appropriate for the aim
- To show the order of working in plans
- To use models, pictures and words in designs
- To apply what I know about mechanisms to create movement when planning and designing
- To investigate a range of products to see how they work

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

- To be clear about designs when asked
- To suggest which elements would be done better in the future
- To identify where evaluation as led to improvements

#### ***Mechanisms and structures***

- To select the most appropriate tools and techniques to use for a given task
- To make a produce which uses mechanical components
- To work accurately to make cuts and holes
- To select the most appropriate materials
- To use a range of techniques to shape and mould
- To use finishing techniques
- To choose tools and equipment which are appropriate for the job
- To prepare for work by assembling components together before joining
- To use scoring and folding for precision
- To make holes using a punch and drill
- To work out how to make models stronger
- To alter and adapt materials to make them stronger
- To combine a number of components together in different ways
- To make the finished product neat and tidy

### ***Music – Notation and vocabulary***

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

- Tempo: to understand and identify getting faster and slower (tempo)
- Texture: to identify a range of non-percussion instruments by name; distinguish between different ways of playing percussion instruments
- Structure: to develop understanding of a range of repetition and contrast structures, including use of ostinato
- To distinguish between different ways of playing percussion instruments
- To develop an understanding of a range of repetition and contrast structures, including use of ostinato

#### ***Controlling***

- To continue to develop effect and quality of sound when singing through increased control of diction, dynamics and tempi
- To sing rounds and partner songs, maintaining accuracy of pitch
- To demonstrate accuracy and control of techniques on full range of unturned percussion



- To improve work produced and discuss improvements

***Responding and reviewing***

- To improve work produced and others' work with an awareness of the music's context and purpose

**RE**

**Summer 1: Religions in our local community**

**Summer 2: Hinduism in the home**

**Modern Foreign Languages – French**

***Oracy***

- To ask and answer questions on a topic related study

***Literacy***

- To write simple words using a model and some words from memory
- To write simple phrases using a model and some words from memory

***Intercultural Understanding***

- To compare traditional stories from France

**PSHE – Living in the wider world**

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer recommendations to appropriate people
- To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- To know what being part of a community means, and about the varied institutions that support communities locally and nationally
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- To consider the lives of people living in other places, and people with different values and customs