

Year 3 - Being an Artist

I can show facial expressions in my art

I can use sketches to produce a final piece of art

I can use different grades of pencil to shade and to show different tones and textures

I can create a background using a wash

I can use a range of brushes to create different effects in painting

I can identify the techniques used by different artists

I can use digital images and combine with other media in my art

I can use IT to create art which includes my own work and that of others

I can compare the work of different artists

I recognise when art is from different cultures

I recognise when art is from different historical periods

Year 3 - Computing - Algorithms and Programming

I can design a sequence of instructions, including directional instructions

I can write programs that accomplish specific goals

I can work with various forms of input

I can work with various forms of output

Year 3 - Computing - Digital Literacy

I use technology respectfully and responsibly

I know different ways I can get help if I am concerned

I understand what computer networks do and how they provide multiple services

I can discern where it is best to use technology and where it adds little or no value

Year 3 Computing - Information Technology

I can use a range of software for similar purposes

I can collect information

I can design and create content

I can present information

I can search for information on the web in different ways

I can manipulate and improve digital images

Year 3 - Design Technology - Being a Designer

I can prove that my design meets some set criteria

I can follow a step-by-step plan, choosing the right equipment and materials
I can design a product and make sure that it looks attractive
I can choose a textile for both its suitability and its appearance
I can select the most appropriate tools and techniques for a given task
I can make a product which uses both electrical and mechanical components
I can work accurately to measure, make cuts and make holes
I can describe how food ingredients come together

Year 3 Geography - Being a geographer

I can use the correct geographical words to describe a place
I can use some basic Ordnance Survey map symbols
I can use grid references on a map
I can use an atlas by using the index to find places
I can describe how volcanoes are created
I can locate and name some of the world's most famous volcanoes
I can describe how earthquakes are created
I can name a number of countries in the northern hemisphere
I can name and locate the capital cities of neighbouring European countries

Year 3 History - Being an Historian

I can describe events from the past using dates when things happened
I can use a timeline within a specific period of history to set out the order that things may have happened
I can use my mathematical knowledge to work out how long ago events happened
I can explain some of the times when Britain has been invaded
I can use research skills to find answers to specific historical questions
I can research in order to find similarities and differences between two or more periods of history

Year 3 - Music - Being a Musician

I can sing a tune with expression
I can play clear notes on instruments
I can use different elements in my composition
I can create repeated patterns with different instruments
I can compose melodies and songs
I can create accompaniments for tunes
I can combine different sounds to create a specific mood or feeling

I can use musical words to describe a piece of music and compositions

I can use musical words to describe what I like and do not like about a piece of music

I can recognise the work of at least one famous composer

I can improve my work; explaining how it has been improved

Year 3 - Science - Life and Living Processes, Biology

I can identify and describe the functions of different parts of flowering plants, for example, roots, stem/trunk, leaves and flowers

I can 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

I can investigate the way in which water is transported within plants

I can explore the part that flowers play in the life cycle of flowering Plants, including pollination, seed formation and seed dispersal.

I can identify that animals, including humans, need the right types and amount of nutrition,

I can understand that that they cannot make their own food; they get nutrition from what they eat

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement

Year 3 Science - Physical Processes - Physics

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find patterns in the way that the size of shadows change.

Compare how things move on different surfaces

Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

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

Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 3 Science - Rocks - Chemistry

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter.

Year 3 Science - Working Scientifically

Use different ideas and suggest how to find something out

Plan a fair test and explain why it was fair

Set up simple practical enquiries, comparative and fair tests

Explain why they need to collect information to answer a question

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units

Record their observations in different ways, for example, labelled diagrams, charts etc.

Explain what they have found out and use their measurements to say whether it helps to answer their question

Use a range of equipment, (including a thermometer and data logger

Year 3 Science - Exceeding statements

Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables

Use their findings to draw a simple conclusion

Explain how the muscular and skeletal systems work together to create movement

Classify living things and non-living things by a number of characteristics that they have thought of

Explain how certain living things depend on one another to survive

Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Begin to relate the properties of rocks with their uses

Investigate the strengths of different magnets and find fair ways to compare them

Explain why lights need to be brighter or dimmer according to need

Explain why their shadow changes when the light source is moved closer or further from the object