Computing		
Algorithms and Programs	**Data Retrieving and Organising**	**Communicating**
• Experiment with variables to control models • Use 90 degree and 45 degree turns • Give and on-screen robot directional instructions • Draw a square, rectangle and other regular shapes on screen, using commands • Write more complex programs	• Review images on a camera and delete unwanted images • Experienced downloading images from a camera into files on the computer • Use photo editing software to crop photos and add effects • Manipulate sound when using simple recording story boarding	• Use the email address book • Open and send an attachment
Algorithms and Programs	**Data Retrieving and Organising**	**Communicating**
• Find relevant information by browsing a menu • Search for an image, copy and paste it into a document • Use 'Save picture as' to save an image to the computer • Copy and paste text into a document • Begin to use note making skills to decide what text to copy	• Input data into a prepared database • Sort and search a database to answer simple questions • Use a branching database	• Create a presentation that moves from slide to slide and is aimed at a specific audience • Combine text, images and sounds and show awareness of audience • Know how to manipulate text, underline text, centre text, change font and size and save text to a folder
Exceeding expectations		
• Search by keyword using a child friendly search engine • Bookmark a page into favourites • Contribute to a class blog • Use repeat command in logo to create a pattern		

Art			
Drawing	**Painting**	**3D**	**Sketch books**
• Show facial expressions in their drawings • Use their sketches to produce a final piece of work • Write an explanation of their sketch in notes • Use different grades of pencil shade, to show different tones and texture	• Predict with accuracy the colours that they mix • Know where each of the primary and secondary colours sits on the colour wheel • Create a background using a wash • Use a range of brushes to create different effects	• Add onto their work to create texture and shape • Work with life size materials • Create pop-ups • Use more than one type of stitch • Join fabric together to form a quilt using padding • Use sewing to add detail to a piece of work • Add texture to a piece of work	• Use their sketch books to express feeling about a subject and to describe likes and dislikes • Make notes in their sketch books about techniques used by artists • Suggest improvements to their work by keeping notes in their sketch books
Collage	**Printing**	**Use of IT**	**Knowledge**
• Cut very accurately • Overlap materials • Experiment using different colours • Use mosaic • Use montage •	• Make a printing block • Make a 2 colour print	• Use the printed images taken with a digital camera and combine them with other media to produce artwork • Use IT programs to create a piece of work that includes their own work and that of others • Use the web to research an artist or style of art	• Compare the work of different artists • Explore work from other cultures • Explore work from other periods of time • Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
- Use correct geographical words to describe a place and the things that happen there - Identify key features of a locality by using a map - Begin to use a 4 figure grid references - Accurately plot NSEW on a map - Use some basic OS map symbols - Make accurate measurement of distances within 100km	- Describe some physical features of own locality - Explain what makes a locality special - Describe some places which are not near the school - Describe a place outside Europe using geographical words - Describe some of the features associated with an island - Describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley	- Describe how volcanoes have an impact on people's life - Confidently describe human features in a locality - Explain why a locality has certain human features - Explain why a place is like it is - Explain how the lives of people living in the Mediterranean would be different from their own	- Name a number of countries in the Northern Hemisphere - Locate and name some of the world's most famous volcanoes - Name and locate some well-known European countries - Name the capital cities of neighbouring European countries - Are they aware of different weather in different parts of the world, especially Europe
Exceeding expectations			
Work out how long it would take to get to a given destination taking account of the mode of transport	Explain why a locality has certain physical features	Explain how people's lives vary due to weather	Name the two largest seas around Europe

History

Chronological understanding	Knowledge and interpretation	Historical enquiry
• Describe events and periods using the words: BC, AD and decade • Describe events from the past using dates when things happened • Describe events and periods using the words: ancient and century • Use a timeline within a specific time in history to set out the order things may have happened • Use their mathematical knowledge to work out how long ago events would have happened	• Appreciate that the early Brits would not have communicated as we do or have eaten as we do • Begin to picture what life would have been like for the early settlers • Recognise that Britain has been invaded by several different groups over time • Realise that invaders in the past would have fought fiercely, using hand to hand combat • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history	• Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Use various sources to piece together information about a period in history • Research a specific event from the past • Use their 'information finding' skills in writing to help them write about historical information • Through research identify similarities and differences between given periods in history
Year 3 (More Challenging)		
• Set out on a timeline, within a given period, what special events took place • Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain	• Begin to appreciate why Britain would have been an important country to have invaded and conquered • Appreciate that war/s would have brought much distress & bloodshed • Have an appreciation that wars start for specific reasons & can last for a very long time • Appreciate that invaders were often away from their homes for long periods and would have been 'homesick'	• Begin to use more than one source of information to bring together a conclusion about an historical event • Use specific search engines on the Internet to help them find information more rapidly

Music		
Performing	**Composing**	**Appraising**
• Sing in tune with expression • Control their voice when singing • Play clear notes on instruments	• Use different elements in their composition • Create repeated patterns with different instruments • Compose melodies and songs • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling	• Can they improve their work; explaining how it has improved • Use musical words (the elements of music) to describe a piece of music and compositions • Use musical words to describe what they like and dislike • Recognise the work of at least one famous composer
Exceeding expectations		
• Work with a partner to create a piece of music using more than one instrument	• Understand metre in 2 and 3 beats; then 4 and 5 beats • Understand how the use of tempo can provide contrast within a piece of music	• Tell whether a change is gradual or sudden • Identify repetition, contrasts and variations

Dance
• Improvise freely, translating ideas from a stimulus into movement • Create dance phrases that communicate ideas • Share and create phrases with a partner and in small groups • Repeat, remember and perform these phrases in a dance • Use dynamic, rhythmic and expressive qualities clearly and with control • Understand the importance of warming-up and cooling-down • Recognise and talk about the movements used and the expressive qualities of dance • Suggest improvements to their own and other people's dances
Exceeding expectations
• Use a wide range of movements when improvising • Choose appropriate movements to express the idea, mood and feeling of a dance • Take the lead when creating dances with a partner or in a group • Show a greater understanding of how to compose dance phrases • Show greater fluency and control in their movements • Interpret rhythm well, using a range of musical accompaniments • Interpret and express their thoughts clearly when talking about dance • Make appropriate suggestions about how work could be improved

Physical Education			
Acquiring and developing skills	**Evaluating and improving**	**Health and fitness**	**Dance (also covered in Dance section)**
• Select and use the most appropriate skills, actions or ideas • Move and use actions with co-ordination and control	• Explain how their work is similar and different from that of others • With help, recognise how performances could be improved	• Explain why it is important to warm-up and cool-down • Identify some muscle groups used in gymnastic activities	• Improvise freely, translating ideas from a stimulus into movement • Share and create phrases with a partner and in small groups • Repeat, remember and perform these phrases in a dance
Games	**Gymnastics**	**Athletics**	**Outdoors/adventurous**
• Throw and catch with control when under limited pressure • Aware of space and use it to support teammates and cause problems for the opposition • Know and use rules fairly to keep games going • Keep possession with some success when using equipment that is not use for throwing and catching skills	• Can they use a greater number of their ideas for movement in response to a task • Adapt sequences to suit different types of apparatus and their partner's ability • Explain how strength and suppleness affect performances • Compare and contrast gymnastic sequences, commenting on similarities and differences	• Run at fast, medium and slow speed and direction • Link running and jumping activities with some fluency, control and consistency • Make up and repeat a short sequence of lined jumps • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing their action for accuracy and distance	• Follow a map in a familiar context • Move from one location to another following a map • Use clues to follow a route • Follow a route safely

Working Scientifically		
Planning	**Obtaining and presenting evidence**	**Considering evidence and evaluating**
• Use different ideas and suggest how to find something out • Make and record a prediction before testing • Plan a fair test and explain why it was fair • Set up a simple fair test to make comparisons • Explain ;why they need to collect information to answer a question	• Measure using different equipment and units of measure • Record their observations in different ways (labelled diagrams, charts etc) • Describe what they have found using scientific words • Make accurate measurements using standard units	• 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 data-logger) in a simple test
Exceeding expectations		
• Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables	• Explain their findings in different ways (display, presentation, writing) • Use their findings to draw a simple conclusion • Suggest improvements and predictions for further tests	• Suggest how to improve their work if they did it again

Life Processes and living Things

Animals, including humans	Plants
- Explain the importance of a nutritious balanced diet - Describe how nutrients, water and oxygen are transported within animals and humans - Describe and explain the skeletal system of a human - Describe and explain the muscular system of a human	- Identify and describe the functions of different parts of plants (roots, stem, leaves and flowers) - Identify what a plants needs for life and growth - Describe the ways in which nutrients, water and oxygen are transported within plants - Explain how the needs and functions of plant parts vary from plant to plant e.g. insect and wind pollinated plants - Investigate the way in which water is transported within plants
Exceeding expectations	
- 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 people, weather and the environment can affect living things - Explain how certain living things depend on one another to survive	- Classify a range of common according to many criteria (environment found, size, climate required, etc.) - Explore the role of flowers in the life cycle of flowering plants. Including pollination, seed formation and speed dispersal

Material and their Properties

Classifying and grouping materials	Rocks
• Sort the same group of materials in different ways • Sort materials by a number of different criteria • Suggest materials which could be use specific jobs • Set up a simple test to explore the differences between materials • Set up a test to explore whether or not materials are attracted to magnets • Set up a test to explore whether or not a material will float or sink • Compare the properties of materials in different situations e.g. floating in salty water, magnetism in water • Describe what it means to reverse a change • Describe which changes can be reversed • Describe which changes cannot be reversed	• Compare and group together different rocks based on their simple physical properties • Describe and explain how different rocks can be useful to us • Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed • Describe how fossils are formed within sedimentary rock
Exceeding expectations	
• Explain different ways that they can sort the same group of materials • Sort materials by a number of different criteria and explain their reasons • Explain why certain materials are used for specific jobs	• Classify igneous and sedimentary rocks • Begin to relate the properties of rocks with their uses

Physical Processes	
Forces and magnets	**Light**
• Observe that magnetic forces can be transmitted without direct contact • Talk about how some magnets attract or repel each other • Classify which materials are attracted to magnets • Describe the speed and direction of moving objects	• Explain why the difference between transparent, translucent and opaque • Compare the brightness and colour of lights • Explain how bulbs work in an electrical circuit • Explain what dark is using words like shadow
Exceeding expectations	
• Investigate the strengths of different magnets and find fair ways to compare them • Explain why an object will move faster if it is rolling down a hill or a slope	• Explain why lights need to be bright or dimmer according to need • Make a bulb go on and off • Say what happens to the electricity when more batteries are added • Explain why their shadow changes when the light source is moved closer or further from the object

Foreign languages			
Listening and responding	**Speaking**	**Reading and responding**	**Writing**
• Understand short passages made up of familiar language • Understand instructions, messages and dialogues within short passages • Identify and note the main points and give a personal response on a passage	• Have a short conversation where they are saying 2-3 things • Use short phrases to give a personal response	• Read and understand short texts using familiar language • Identify and note the main points and give a personal response • Read independently • Use a bilingual dictionary or glossary to look up new words	• Write 2-3 short sentences on <a familiar topic> • Say what they like and dislike about <a familiar topic>

Design and Technology

Design	Create	Evaluate
• Show design meets a range of requirements • Put together a step-by-step plan to show order and equipment and tools needed • Describe their design using an accurately sketch and words • Evaluate realism of plan	• Use equipment and tools accurately	• Improve their design

Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
• Choose the right ingredients for a product • Use equipment safely • Make sure product looks attractive • Describe how combined ingredients come together • Grow plants to use in food products	• Join textiles of different types in different ways • Choose textiles both for their appearance and qualities	• Select the most appropriate tools and techniques to use for a given task • Make a product which uses both electrical and mechanical components • Use a simple circuits • Use a number of components	• Use the most appropriate material • Work accurately to make cuts and holes • Join materials	• Select the most appropriate materials • Use a range of techniques to shape or mould • Use finishing techniques

Religious Education			
Beliefs, teachings and Sources	**Practices and ways of life**	**Identity, Diversity and Belonging**	**Meaning, Purpose and Truth**
• Tell a Christian story and say some things that people believe • Describe what a believe might learn from a religious story	• Talk about some of the things that are the same and different for religious people	• Ask about peoples lives and beliefs with respect for their feelings • Compare some of the things that influence them with things that influence others	• Compare some of the things that influence them with things that influence others • Ask important questions about life and compare their ideas with those of other people
Exceeding expectations			
• Make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers' lives	• Use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups	• Ask questions about who we are and where we belong and suggest answers which refer to people who are inspired and influenced them and others	• Ask questions about who we are and where we belong and suggest answers which refer to people who may have inspired and influenced them • Ask questions about the meaning and purpose of life, suggest a range of answers (own ideas as well as those of members of different religious groups)

Rhodes Avenue Curriculum Objectives – Year 3