

Skills Overview

Year group	Year 3
Staff	GA, LB, EF

Use the skills progression document to populate this overview



Topic	1	2	3	4
Theme	Who am I?	Explore the World	Who Inspires me?	Food?
Value	Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus	History	Geography	Art	DT
Vehicle	The Egyptian Pyramids	Travel and Tourism	Inspired to fly	The Cadbury Family
Trips	Visit from a puppet builder/puppeteer. She will show the ch 'behind the scenes' and each child will be in a workshop where they will make the monster puppet they have designed and used as the focus for their narrative.	Competition with travel agent Visit a tourist attraction—Ash End Farm	Cosford Air Museum	Cadbury World Warburtons visit into school
Assessment				

Skills

		Skills			
Knowledge and understanding with the world	History	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc Use a range of sources to find out about a period Observe small details – artefacts, pictures 	<ul style="list-style-type: none"> Select and record information relevant to the study Begin to use the library and internet for research Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...
	Geography	<ul style="list-style-type: none"> observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and simple data collection tables. use letter/ number co-ordinates to locate features on a map. use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> use the four compass points. I can draw maps/ plans and recognise the need for a key. 	<ul style="list-style-type: none"> communicate using: graphs inc. pictograms and bar charts, suggested appropriate digital technologies, written accounts inc. reports and explanations.
	Science	<ul style="list-style-type: none"> Rocks and Plants—(Focus cc with topic) Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes 	<ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Use straightforward scientific evidence to answer questions or to support his/ her findings
Expressive art and design	Art	<ul style="list-style-type: none"> Describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ul style="list-style-type: none"> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). 	<ul style="list-style-type: none"> Gather and review information, references and resources related to their ideas and intentions.
	Design and Technology	<ul style="list-style-type: none"> Select tools and techniques for making their product 	<ul style="list-style-type: none"> Measure, tape or pin, cut and join fabric with some accuracy 	<ul style="list-style-type: none"> Measure, mark out, cut, score and assemble components with more accuracy Work safely and accurately with a range of simple tools Think about their ideas as they make progress and be willing change things if this helps them improve their work 	<ul style="list-style-type: none"> Generate ideas for an item, considering its purpose and the user/s Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting Explore, develop and communicate design proposals by modelling ideas Make drawings with labels when designing Demonstrate hygienic food preparation and storage Evaluate their product against original design criteria e.g. how well it meets its intended purpose

Communication and language	Computing	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.	Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea. Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. Begin to understand the need to abide by school e-safety rules. Children use a simple database (the structure of which has been set up for them) to	•	Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back.
	PSHE	• JIGSAW Begin to show understanding of values, for example honesty, tolerance, respect and concern for others. Talk about and consider topics and	• JIGSAW Take part in simple discussions and debates on topical issues that affect themselves and others.	• JIGSAW • Understand that people may have different views on issues and use imagination to understand other people's experiences.	• JIGSAW Take part in class and school citizenship activities, demonstrating they can play and work cooperatively and take and share responsibility .—Esafety
Physical development	PE	• Follow medium term plan	• Follow medium term plan	• Follow medium term plan	• Follow medium term plan
English	Texts	• The Usbourne Book of Monster Stories— • Flat Stanley the great Egyptian Grave Robber • Dirty Beasts	•	•	• Charlie and the Chocolate Factory
	Writing	• Narrative, poetry, diary entry, non chronological report	• Narrative, non chronological report and poetry	• Narrative, explanation texts, free verse and performance	• Character driven narrative, persuasive letter, diary and poetry appreciation
Maths	Maths	• Shape,	•	•	•
	RE	Begin to describe what a believer might learn from a religious story. Start to describe some of the things that are the same and different for religious people.	Use religious words related to the topic to describe some of the different ways in which people show their beliefs.	Begin to compare some of the things that influence me with those that influence other people. Start to ask important questions about life and compare my ideas with those	Link things that are important to me and other people with the way I think and behave.