



Old Dalby C of E Primary School

End of year expectations

Year 3

<p>History</p> <ul style="list-style-type: none"> - Use evidence to ask questions and find answers to questions about changes, trends over time and their causes - Suggest suitable sources of historical evidence - Describe changes that have happened in the locality of the school throughout history - Recognise events, artefacts, historical events and figures on a time line using dates - Use dates and terms to describe events - Continue to develop use of historical vocabulary 	<p>Key Vocabulary</p> <p>Research Represent Trend Pattern Era King Queen Landmark Local National Justify Impact BCE CE</p>
<p>Geography</p> <ul style="list-style-type: none"> - Ask questions about the human and physical characteristics of their locality - Use maps, atlases, globes and digital representations of the world to identify significant human and physical features - Describe, using the vocabulary of physical and human geography, the similarities and differences between their locality and areas in other countries - Carry out fieldwork, making observational drawings with increasing accuracy and taking note of the physical and human features - Begin to describe changes in the local area over time - Begin to describe the key aspects of some human and physical features - Name and locate the some counties and all capital cities of the UK on a map - Using maps, atlases and digital sources, identify major human and physical features in the UK - Begin to use correct vocabulary to explain the water cycle 	<p>Key Vocabulary</p> <p>Location Local National International Trend Pattern Key Map Observation Features Climate Farming Region</p>
<p>Science</p> <ul style="list-style-type: none"> - Ask relevant questions - Set up simple practical enquiries - Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units on given equipment - Gathering, recording, classifying and presenting data in a given format to help answer questions 	<p>Key Vocabulary</p> <p>Justify Observation Classification Pattern Trend Reflect Conclusion Systematic</p>



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<ul style="list-style-type: none"> - With support, record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Follow a template to report on findings - With support, use results to draw simple conclusions, make predictions and begin to evaluate methods - Begin to identify differences, similarities, differences or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions 	<p>Question Thermometer Equipment Process Accurate Measurement</p>
<p>Art and design</p> <ul style="list-style-type: none"> - Begin to record and gather observations to start a reserve of ideas and techniques for referring to at a later date - Begin to evaluate their own artwork - Begin to make choices about media for a project, based on prior knowledge - Begin to develop their physical manipulation of media for effect - Choose tools and equipment based on task - Look at work by famous artists and create a personal response 	<p>Key Vocabulary Shadow Architect Pattern Trend Observation Justify Sculpture Sculptor Response</p>
<p>Computing</p> <ul style="list-style-type: none"> - Begin to use logical reasoning to explain how some simple algorithms work and to detect simple errors - Begin to use search technologies effectively - Begin to understand that the internet can provide multiple services, including communication and collaboration - Begin to understand how to write simple programs to accomplish specific goals - Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact - Select software on a range of devices for presenting information 	<p>Key Vocabulary Internet Logic Detect Communication Collaboration Aim Appropriate Private Responsibility Positive Negative Safe Respect Technology</p>
<p>Design and technology</p> <ul style="list-style-type: none"> - Begin to use research to inform designs of functional and appealing products that meet a set of criteria - Communicate their design ideas through discussion, models and sketches with increasing accuracy - Continue to select from an increasing range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing 	<p>Key Vocabulary Research Function Brief Model Component Material Equipment Evaluate</p>



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<ul style="list-style-type: none"> - Continue to select materials and components based on their functional characteristics and aesthetic qualities - Investigate and analyse a range of existing products - Evaluate their own products against the design criteria and suggest improvements, beginning to listen to the opinions of others - Begin to identify key events in and individuals in design and technology who have shaped the world - Understand and use electrical systems in their products - Understand and apply the principle of a healthy varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p>Cut Shape Join Finish Appearance Advantage Disadvantage Influence Healthy Technique Claw Bridge Cook Savoury</p>
<p>Music</p> <ul style="list-style-type: none"> - Sing in solo and ensemble context with increasing control and expression - Improvise and begin to compose music for a range of purposes - Listen to and form personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers - Listen to and recall sounds with increasing accuracy - Begin to understand the history of music 	<p>Key Vocabulary</p> <p>Solo Ensemble Improvise Expression Genre Control Influential Pattern 8 count Trend Era Reflect Musician</p>
<p>Religious Education</p> <ul style="list-style-type: none"> - Continue to recognise the symbols, places of worship and practices of an increasing number of religions - Begin to find similarities between religions they have studied - Continue to develop their knowledge of religious artefacts, practices and places of worship - Begin to talk about how faith can influence a person's decisions and actions - Discuss stories involving moral dilemmas - Continue to ask increasingly thoughtful questions about the world around them and the different religions studied - Begin to recognise some religious figures in history - Recognise the school Christian values in themselves and others 	<p>Key Vocabulary</p> <p>Worship Morals Beliefs Dilemma Support Sacrifice Community</p>



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<p>SRE and Values</p> <p>Kind Hearts</p> <ul style="list-style-type: none"> - Healthy friendships, family relationships and other relationships - Form and recognise strong and positive relationships - Recognise positive emotional and mental wellbeing - Understand the benefits of hobbies, interests and participation in their own communities - Positive, two-way relationship between physical health and mental wellbeing - Help others in need (L) <p>Open Minds</p> <ul style="list-style-type: none"> - Understand how to identify and regulate their own emotions (S) - Can recognise why they might become anxious in unpredictable situations and understand how to deal with this (C) - Accept that they are not perfect and be honest and accepting of their own flaws (H) - Can understand and respect the rule of law (D) <p>Courageous Spirits</p> <ul style="list-style-type: none"> - Establishing personal space and boundaries - Be able to find the positives in a negative situation (S) - Have the strength to stand alone and not follow the crowd (S) - Have the strength to say no when it is necessary (S) - Accept and love your own imperfections (L) 	<p>Key Vocabulary</p> <p>Positive Negative Emotions Anxious Worried Excited Acceptance Strength Individual Relaxation Respect Consent</p> <p>EYFS, Key Stage 1 vocab and:</p> <p>Optimism Inclusiveness Initiative Integrity Good humour Empathy Courageous advocates</p>
<p>PE</p> <p>Dance</p> <ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance. - Beginning to improvise with a partner to create a simple dance. - Translates ideas from stimuli into movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work. <p>Gymnastics</p> <ul style="list-style-type: none"> - Applies compositional ideas independently and with others to create a sequence. - Copies, explores and remembers a variety of movements and uses these to create their own sequence. - Describes their own work using simple gym vocabulary. - Beginning to notice similarities and differences between sequences. 	<p>Key Vocabulary</p> <p>Evaluate Linking Mirroring Synchronising Technique Communicate Compete Degrees Backwards roll Shoulder roll Under pressure Overlap Dummy pass Judging (bounce of ball) Striking</p>



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<ul style="list-style-type: none"> - Uses turns whilst travelling in a variety of ways. - Beginning to show flexibility in movements - Beginning to develop good technique when travelling, balancing, using equipment etc - To follow keysteps 2 floor, body and vault <p>Games</p> <ul style="list-style-type: none"> - Understands tactics and composition by starting to vary how they respond. - Vary skills, actions and ideas and link these in ways that suit the games activity. - Beginning to communicate with others during game situations. - Uses skills with co-ordination and control. - Develops own rules for new games. - Makes imaginative pathways using equipment. - Works well in a group to develop various games. - Beginning to understand how to compete with each other in a controlled manner. - Beginning to select resources independently to carry out different skills. <p>Athletics</p> <ul style="list-style-type: none"> - Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> - Can perform a running jump with some accuracy - Performs a variety of throws using a selection of equipment. - Can use equipment safely and with good control. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> - Develops listening skills. - Creates simple body shapes. - Listens to instructions from a partner/ adult. - Beginning to think activities through and problem solve. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. <p>Evaluation</p> <ul style="list-style-type: none"> - Watches and describes performances accurately. - Beginning to think about how they can improve their own work. - Work with a partner or small group to improve their skills. - Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body 	<p>Tactics Hurdles</p>
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<ul style="list-style-type: none">- Can explain the importance of exercise and a healthy lifestyle.- Understands the need to warm up and cool down.	
<p>Languages</p> <ul style="list-style-type: none">- Listen attentively to simple spoken language, begin to join in and repeat- Use songs and rhymes to explore the sound and meaning of words- Begin to learn simple vocabulary with developing pronunciation- Engage in simple conversations, ask and answer questions and respond to those of others	<p>Key Vocabulary</p> <p>Noun Verb Pronunciation Question Rhythm pattern</p>