

Year 3



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 3 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Talk and listen confidently in different situations
- Show they have listened carefully by asking relevant questions
- Develop and explain their ideas giving reasons
- Sequence and communicate ideas in an organised and logical way in complete sentences as required
- Vary the amount of detail—dependent on purpose and audience
- Participate fully in paired and group discussions
- Show understanding of the main points in a discussion
- Vary the use and choice of vocabulary—dependent on the purpose and audience
- Start to show awareness of how and when Standard English is used
- Retell a story using narrative language, adding relevant detail
- Perform poems from memory, adapting expression and tone as appropriate
- Show they have listened carefully through making relevant comments
- Formally present ideas or information to an audience
- Recognise that meaning can be expressed in different ways dependent on the context
- Begin to adapt use of language to meet the needs of the audience / listener

Reading

- Comment on the way characters relate to one another
- Know which words are essential in a sentence to retain meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Recognise how commas are used to give more meaning
- Recognise inverted commas
- Recognise: plurals, pronouns and how they are used, collective nouns, adverbs
- Explain the difference that the precise choice of adjectives and verbs make

Writing

- Use conjunctions (when, so, before, after, while, because)
- Use adverbs (eg then, next, soon, therefore)
- Use prepositions (eg before, after, during, in, because of)
- Experiment with adjectives to create impact
- Correctly use verbs in 1st, 2nd and 3rd person
- Use perfect form of verbs to mark relationships of time and cause
- Use inverted commas to punctuate direct speech
- Group ideas into basic paragraphs
- Write under headings and sub-headings
- Write with increasing legibility, consistency and fluency

Maths

- Compare and order numbers up to 1000
- Read and write all numbers to 1000 in digits and words
- Find 10 or 100 more/less than a given number
- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for 3, 4 and 8 tables
- Recognise place value of any 3 digit number
- Add and subtract: 3 digit numbers and ones, 3 digit numbers and tens, 3 digit numbers and hundreds
- Add and subtract: numbers with up to 3 digits using written columnar method
- Estimate and use inverse to check
- Multiply: 2 digit by 1 digit
- Count up/down in tenths
- Compare and order fractions with same denominator
- +/- fractions with same denominator with whole
- Tell time using 12 and 24 hour clocks; and using Roman numerals
- Tell time to nearest minute
- Known number of days in each month and number of seconds in a minute

Science	Planning	Obtaining and presenting evidence	Considering evidence and evaluating
Working Scientifically	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 language Make accurate measurements using standard units 	<ul style="list-style-type: none"> Explain what they have found out and use their measurements to say whether it helps to answer their questions Use a range of equipment (including a data logger) in a simple test
History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 people acted as they did in history 	<ul style="list-style-type: none"> 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
Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Sing in tune with expression Control their voice when singing Play clear notes on instruments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> Use correct geographical words to describe a place and the events that happen there Identify key features of a locality by using a map Begin to use 4 figure grid references Accurately plot NSEW on a map Use some basic OS map symbols Make accurate measurement of distances within 100km 	<ul style="list-style-type: none"> Use maps and atlases appropriately by using contents and indexes Describe how volcanoes are created Describe how earthquakes are created Confidently describe physical features in a locality Locate the Mediterranean and explain why it is a popular holiday destination Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE) 	<ul style="list-style-type: none"> Describe how volcanoes have an impact on people's lives 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 	<ul style="list-style-type: none"> 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 and locate the capital cities of neighbouring European countries Aware of different weather in different parts of the world, especially Europe

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> Experiment with variables to control models Use 90 degree and 45 degree turns Give an on-screen robot directional instructions Draw a square, rectangle and other regular shapes on screen, using commands Write more complex programs 	<ul style="list-style-type: none"> Review images on a camera and delete unwanted images Experience 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 	<ul style="list-style-type: none"> Use the email address book Open and send an attachment

	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> Find relevant information by browsing a menu Search for an image, then 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 	<ul style="list-style-type: none"> Input data into a prepared database Sort and search a database to answer simple questions Use a branching diagram 	<ul style="list-style-type: none"> 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

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Make a printing block Make a 2 colour print 	<ul style="list-style-type: none"> Use their sketch books to express feelings 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
	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Cut very accurately Overlap materials Experiment using different colours Use mosaic Use montage 	<ul style="list-style-type: none"> Use the printed images they take with a digital camera and combine them with other media to produce art work Use IT programs to create a piece of work that includes their own work and that of others (using web) Use the web to research an artist or style of art 	<ul style="list-style-type: none"> Compare the work of different artists Explore work from other cultures Explore work from other periods of time Beginning 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
Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Have a short conversation where they are saying 2-3 things Use short phrases to give a personal response 	<ul style="list-style-type: none"> 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 words 	<ul style="list-style-type: none"> Write 2-3 short sentences on a familiar topic Say what they like and dislike about a familiar topic
Dance				
	<ul style="list-style-type: none"> 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 			

PE	Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered separately)
	<ul style="list-style-type: none"> Select and use the most appropriate skills, actions or ideas Move and use actions with co-ordination and control 	<ul style="list-style-type: none"> Explain how their work is similar and different from that of others With help, do they recognise how performances could be improved 	<ul style="list-style-type: none"> Explain why it is important to warm up and cool-down Identify some muscle groups used in gymnastic activities 	<ul style="list-style-type: none"> 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	Outdoor/ Adventurous
	<ul style="list-style-type: none"> Throw and catch with control when under limited pressure Aware of space and use it to support team-mates 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 used for throwing and catching skills 	<ul style="list-style-type: none"> Use a greater number of their own 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 	<ul style="list-style-type: none"> Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked 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 	<ul style="list-style-type: none"> 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

DT	Developing, planning and communicating ideas		Working with tools, equipment, materials and components to make quality products	Evaluating processes and product	
	<ul style="list-style-type: none"> Show that their design meets a range of requirements Put together a step by step plan which shows the order and also what equipment and tools they need Describe their design using an accurately labelled sketch and words Consider how realistic their plan is 		<ul style="list-style-type: none"> Use equipment and tools accurately 	<ul style="list-style-type: none"> Explain what they changed which made their design even better 	
	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
	<ul style="list-style-type: none"> Choose the right ingredients for a product Use equipment safely Make sure their product looks attractive Describe how their combined ingredients come together Set out to grow plants such as cress and herbs from seed 	<ul style="list-style-type: none"> Join textiles of different types in different ways Choose textiles both for their appearance and also qualities 	<ul style="list-style-type: none"> 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 circuit Use a number of components 	<ul style="list-style-type: none"> Use the most appropriate materials Work accurately to make cuts and holes Join materials 	<ul style="list-style-type: none"> Select the most appropriate materials Use a range of techniques to shape and mould Use finishing techniques

E-Safety

Knowledge and Understanding

- Understand need for rules to keep safe when exchanging learning and ideas online
- Recognise information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion
- Understand that the internet contains fact, fiction and opinion and begin to distinguish between them
- Use strategies to verify information eg cross-checking
- Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image
- Understand that copyright exists on most digital images, video and recorded music
- Understand the need to keep personal information and passwords private
- Understand that if personal information is made available online it may be seen and used by others
- Know how to respond if asked for personal information or if feel unsafe about the content of a message
- Recognise cyber-bullying is unacceptable and will be sanctioned in line with the school policy
- Know how to report incident of cyber bullying
- Know difference between online communication tools used in school and those used at home
- Understand the need to develop an alias for some public online use
- Understand that the outcomes of internet searches at home may be different to those in school

Skills

- Follow the school's safer internet rules
- Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new
- Begin to identify when emails should not be opened and when an attachment may not be safe
- Explain how to use email safely
- Use different search engines

