

Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> • build an understanding that sketchbooks are places for personal experimentation • make marks using charcoal, exploring qualities of mark available • continue to develop colour mixing skill and apply to different mediums to create a landscape. • consider background, foreground and subject when using imaginative and observational drawing skills • understand that some drawings can be animated and combined with digital media • reflect upon own, classmates and the artists' work, and share their response verbally, talking about intention and listening and responding to feedback on own work
Computing	<ul style="list-style-type: none"> • develop their understanding of inputs, processes, and outputs • use a range of techniques, such as music and text, to create a stop-frame animation • in Scratch, create a program using a selection of motion, sound, and event blocks • understand what a branching database is and how to create one using yes/no questions • use desktop publishing software to make choices of font size, colour and type to edit and improve documents • in Scratch, explore movement within the context of a maze using a sprite. • (nb Online safety is taught throughout the year but does not form part of this assessment judgement)
Design and Technology	<ul style="list-style-type: none"> • generate ideas for their own design criteria through discussion and consider the views of others to improve their work. • select from and use appropriate tools with some accuracy. • explore simple mechanisms, such as sliders and levers, and simple structures. • construct a simple electrical circuit using Crumble software. • know and use relevant technical vocabulary. • evaluate their own products and ideas against criteria.
Modern Foreign Language (French)	<ul style="list-style-type: none"> • understand and respond to simple instructions and questions in French . • read and pronounce familiar words with some accuracy. • ask and answer simple questions using accurate pronunciation, so that others can understand. • write some familiar words in French.
Geography	<ul style="list-style-type: none"> • begin to use online resources (including maps) to find out about North and South America. • explore the key features of South America and explore its countries. • compare the similarities and differences between Brazil and the United Kingdom. • identify the location of climate zones and compare climates and the weather patterns in a climate zone. • understand that climate zones are large regions of the Earth with similar weather patterns. • explore the Rocky Mountains range and look at the effects of the Mount St Helen's eruption.
History	<ul style="list-style-type: none"> • use dates to order timelines of historical periods e.g. Stone Age to Iron Age, Romans

Year 3 End of Year Expectations – Foundation Subjects

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| | <ul style="list-style-type: none">• understand that different sources of evidence give a variety of information about the past.• describe some features of the past and how they have changed over time• suggest plausible causes and consequences for events in the past• use some historical vocabulary correctly |
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Year 3 End of Year Expectations – Foundation Subjects



<p>Music</p>	<ul style="list-style-type: none"> • sing songs as a group keeping time • follow musical notation for simple rhythms e.g. crotchets and quavers • use pulse, rhythm and selected notes to create patterns • listen to and describe recorded music • describe simple structure e.g. different sections of music and repetition • follow hand movements to indicate pitch changes.
<p>Physical Education</p>	<ul style="list-style-type: none"> • know the importance of strength and flexibility for physical activity. • link combinations of actions with increasing confidence, including changes of direction, speed or level. • develop the quality of their actions, shapes and balances • move with coordination, control and care • begin to use equipment to vault • begin to improvise with a partner to create a simple dance and perform with some awareness of rhythm and expression • watch, describe and evaluate the effectiveness of a performance • demonstrate successful hitting and striking skills • practise the correct technique for catching a ball and use it in a game • move with the ball in a variety of ways with some control • use simple attacking and defending skills in a game • apply and follow rules fairly • become more confident in water
<p>Personal, Health and Social Education including Relationships and Sex Education</p>	<ul style="list-style-type: none"> • explain why it is important to have rules and how that helps the class learn • explain how behaviour can affect how others feel and behave • describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen • explain different ways that help learning and what to do to improve • identify things, people and places that aren't safe, and some strategies for keeping safe and healthy including who to go to for help • explain how their life is influenced positively by people they know and also by people from other countries • explain how babies grow and understand a baby's needs
<p>Religious Education</p>	<ul style="list-style-type: none"> • have simple knowledge of some Sikh beliefs about God • understand some of the teachings of the Sikh Gurus and the importance of the Guru Granth Sahib • describe some of the objects/actions found in churches and understand how they are used in worship • describe the Gurdwara and the ways Sikhs worship there • describe Baisakhi, the amrit ceremony and the five Ks and make connections between these concepts and the beliefs they express • raise questions, give their views and plausible reasons to back up their views