

## Year 3 Long Term Overview

<b>HISTORY</b>	
<b>Chronological understanding</b>	<p>Can they describe events and periods using the words: BC, AD and decade?</p> <ul style="list-style-type: none"> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>
<b>Historical enquiry</b>	<p>Do they realise the part archaeologists have had in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>
<b>Knowledge and Interpretation</b>	<p>Do they realise that the early Brits would not have communicated as we do or have eaten as we do?</p> <ul style="list-style-type: none"> <li>• Can they begin to picture what life would have been like for the early settlers?</li> <li>• Can they recognise that Britain has been invaded by several different groups over time?</li> <li>• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul>

<b>GEOGRAPHY</b>	
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km?</li> </ul>
<b>Physical Geography</b>	<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>
<b>Human Geography</b>	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>
<b>Geographical Knowledge</b>	<ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>

<b>SCIENCE</b>	
<b>Planning</b>	<p>Can they use different ideas and suggest how to find something out?</p> <ul style="list-style-type: none"> <li>• Can they make and record a prediction before testing?</li> <li>• Can they plan a fair test and explain why it was fair?</li> <li>• Can they set up a simple fair test to make comparisons?</li> <li>• Can they explain why they need to collect information to answer a question?</li> </ul>
<b>Obtaining and presenting evidence</b>	<ul style="list-style-type: none"> <li>• Can they measure using different equipment and units of measure?</li> <li>• Can they record their observations in different ways? &lt;labelled diagrams, charts etc&gt;</li> <li>• Can they describe what they have found using scientific language?</li> <li>• Can they make accurate measurements using standard units?</li> </ul>
<b>Considering evidence and evaluating</b>	<ul style="list-style-type: none"> <li>• Can they explain what they have found out and use their measurements to say whether it helps to answer their question?</li> <li>• Can they use a range of equipment (including a datalogger) in a simple test?</li> </ul>
<b>Light and shadow</b>	<p>Can they recognise they need light in order to see things?</p> <ul style="list-style-type: none"> <li>• Can they recognise that dark is the absence of light?</li> <li>• Can they notice that light is reflected from surfaces?</li> <li>• Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?</li> <li>• Can they find patterns in the way that the size of shadows change?</li> </ul>
<b>Rocks</b>	<ul style="list-style-type: none"> <li>• Can they compare and group together different rocks on the basis of their appearance and simple physical properties?</li> <li>• Can they describe and explain how different rocks can be useful to us?</li> <li>• Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?</li> <li>• Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?</li> <li>• Can they recognise that soils are made from rocks and organic matter?</li> </ul>
<b>Animals including humans</b>	<ul style="list-style-type: none"> <li>• Can they explain the importance of a nutritionally balanced diet?</li> <li>• Can they describe how nutrients, water and oxygen are transported within animals and humans?</li> <li>• Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?</li> <li>• Can they describe and explain the skeletal system of a human?</li> <li>• Can they describe and explain the muscular system of a human?</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>• Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?</li> <li>• Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?</li> <li>• Can they explain how they vary from plant to plant?</li> <li>• Can they investigate the way in which water is transported within plants?</li> <li>• Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>
<b>Forces and magnets</b>	<ul style="list-style-type: none"> <li>• Can they compare how things move on different surfaces?</li> <li>• Can they observe that magnetic forces can be transmitted without direct contact?</li> <li>• Can they observe how some magnets attract or repel each other?</li> <li>• Can they classify which materials are attracted to magnets and which are not?</li> <li>• Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?</li> <li>• Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?</li> <li>• Can they identify some magnetic materials?</li> <li>• Can they describe magnets have having two poles (N &amp; S)?</li> <li>• Can they predict whether two magnets will attract or repel each other depending on which poles are facing?</li> </ul>

## COMPUTING

<b>Algorithms and Programs</b>	<ul style="list-style-type: none"> <li>• Can they experiment with variables to control models?</li> <li>• Can they use 90 degree and 45 degree turns?</li> <li>• Can they give an on-screen robot directional instructions?</li> <li>• Can they draw a square, rectangle and other regular shapes on screen, using commands?</li> <li>• Can they write more complex programs?</li> </ul>
<b>Data retrieving and Organisation</b>	<ul style="list-style-type: none"> <li>• Can they review images on a camera and delete unwanted images?</li> <li>• Have they experienced downloading images from a camera into files on the computer?</li> <li>• Can they use photo editing software to crop photos and add effects?</li> <li>• Can they manipulate sound when using simple recording story boarding</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Can they open and send an attachment?</li> <li>• Can they use the address book?</li> </ul>
<b>Using the Internet</b>	<ul style="list-style-type: none"> <li>• Can they find relevant information by browsing a menu.</li> <li>• Can they search for an image, then copy and paste it into a document?</li> <li>• Can they use 'Save picture as' to save an image to the computer?</li> <li>• Can they copy and paste text into a document?</li> <li>• Do they begin to use note making skills to decide what text to copy?</li> </ul>
<b>Databases</b>	<ul style="list-style-type: none"> <li>• Can they input data into a prepared database?</li> <li>• Can they sort and search a database to answer simple questions?</li> <li>• Can they use a branching database</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Can they create a presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>• Can they combine text, images and sounds and show awareness of audience?</li> <li>• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> </ul>

## E-Safety

	<ul style="list-style-type: none"> <li>• Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</li> <li>• Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>• Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>• Can they use strategies to verify information, e.g. crosschecking?</li> <li>• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>• Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>• Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>• Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>• Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>• Do they know how to report an incident of cyber bullying?</li> <li>• Do they know the difference between online communication tools used in school and those used at home?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Do they understand the need to develop an alias for some public online use?</li> <li>• Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul>
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<b>DT</b>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Can they show that their design meets a range of requirements?</li> <li>• Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</li> <li>• Can they describe their design using an accurately labelled sketch and words?</li> <li>• How realistic is their plan?</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>• Can they use equipment and tools accurately?</li> </ul>
<b>Evaluating</b>	Can they explain what they changed which made their design even better
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Can they choose the right ingredients for a product?</li> <li>• Can they use equipment safely?</li> <li>• Can they make sure that their product looks attractive?</li> <li>• Can they describe how their combined ingredients come together?</li> <li>• Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?</li> </ul>
<b>Textiles</b>	<ul style="list-style-type: none"> <li>• Can they join textiles of different types in different ways?</li> <li>• Can they choose textiles both for their appearance and also qualities?</li> </ul>
<b>Electrical Components</b>	<ul style="list-style-type: none"> <li>• Do they select the most appropriate tools and techniques to use for a given task?</li> <li>• Can they make a product which uses both electrical and mechanical components?</li> <li>• Can they use a simple circuit?</li> <li>• Can they use a number of components?</li> </ul>
<b>Stiff and flexible sheet material</b>	<ul style="list-style-type: none"> <li>• Do they use the most appropriate materials?</li> <li>• Can they work accurately to make cuts and holes?</li> <li>• Can they join materials?</li> </ul>
<b>Mouldable material</b>	<ul style="list-style-type: none"> <li>• Do they select the most appropriate materials?</li> <li>• Can they use a range of techniques to shape and mould?</li> <li>• Do they use finishing techniques?</li> </ul>

<b>ART</b>	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Can they show facial expressions in their drawings?</li> <li>• Can they use their sketches to produce a final piece of work?</li> <li>• Can they write an explanation of their sketch in notes?</li> <li>• Can they use different grades of pencil shade, to show different tones and texture?</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Can they predict with accuracy the colours that they mix?</li> <li>• Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>• Can they create a background using a wash?</li> <li>• Can they use a range of brushes to create different effects?</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Can they make a printing block?</li> <li>• Can they make a 2 colour print?</li> </ul>
<b>Sketch books</b>	<ul style="list-style-type: none"> <li>• Can they use their books to express feelings about a subject and to describe likes and dislikes?</li> <li>• Can they make notes in their sketch books about techniques used by artists?</li> <li>• Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul>
<b>3D Textiles</b>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they work with life size materials?</li> <li>• Can they create pop-ups?</li> <li>• Can they use more than one type of stitch?</li> <li>• Can they join fabric together to form a quilt using padding?</li> <li>• Can they use sewing to add detail to a piece of work?</li> <li>• Can they add texture to a piece of work?</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>• Can they cut very accurately?</li> <li>• Can they overlap materials?</li> <li>• Can they experiment using different colours?</li> <li>• Can they use mosaic?</li> <li>• Can they use montage?</li> </ul>
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>• Can they use the printed images they take with a digital camera and combine them with other media to produce art work?</li> <li>• Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?</li> <li>• Can they use the web to research an artist or style of art?</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Can they compare the work of different artists?</li> <li>• Can they explore work from other cultures?</li> <li>• Can they explore work from other periods of time?</li> <li>• Are they 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?</li> </ul>

<b>MUSIC</b>	
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Do they sing in tune with expression?</li> <li>• Do they control their voice when singing?</li> <li>• Can they play clear notes on instruments?</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Can they use different elements in their composition?</li> <li>• Can they create repeated patterns with different instruments?</li> <li>• Can they compose melodies and songs?</li> <li>• Can they create accompaniments for tunes?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> </ul>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>Can they improve their work explaining how it has improved?</li> <li>• Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>• Can they use musical words to describe what they like and dislike?</li> <li>• Can they recognise the work of at least one famous composer?</li> </ul>

<b>PE</b>	
<b>Dance</b>	<ul style="list-style-type: none"> <li>• Do they improvise freely, translating ideas from a stimulus into movement?</li> <li>• Can they create dance phrases that communicate ideas?</li> <li>• Do they share and create phrases with a partner and in small groups?</li> <li>• Can they repeat, remember and perform these phrases in a dance?</li> <li>• Do they use dynamic, rhythmic and expressive qualities clearly and with control?</li> <li>• Do they understand the importance of warming-up and cooling-down?</li> <li>• Do they recognise and talk about the movements used and the expressive qualities of dance?</li> <li>• Can they suggest improvements to their own and other people's dances?</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>• Can they throw and catch with control when under limited pressure?</li> <li>• Are they aware of space and use it to support team-mates and cause problems for the opposition?</li> <li>• Do they know and use rules fairly to keep games going?</li> <li>• Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>• Can they use a greater number of their own ideas for movement in response to a task?</li> <li>• Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>• Can they explain how strength and suppleness affect performances?</li> <li>• Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul>
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• Can they run at fast, medium and slow speeds, changing speed and direction?</li> <li>• Can they link running and jumping activities with some fluency, control and consistency?</li> <li>• Can they make up and repeat a short sequence of linked jumps?</li> <li>• Can they take part in a relay activity, remembering when to run and what to do?</li> <li>• Do they throw a variety of objects, changing their action for accuracy and distance?</li> </ul>
<b>Outdoors</b>	<ul style="list-style-type: none"> <li>• Can they follow a map in a familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route safely?</li> </ul>