

**Year 3**  
**Age Related Expectations: Science and Foundation Subjects**



This document details the end of Year Expectations for Science and Foundation Subjects.

**Termly topic planning is developed as follows**

<b>Reading &amp; Writing</b>	<b>Core skills</b>
<b>Maths</b>	
<b>Science</b>	

**Skills for life and learning, these subjects are taught as discrete subjects, but linked where appropriately as part of a broader theme**

<b>Science</b>	<b>Topic Drivers</b>
<b>History</b>	
<b>Geography</b>	

**A topic will usually be ‘driven’ by a depth study focusing on one subject. However, other links between skills will be made where appropriate.**

<b>Computing</b>	<b>Enrichment Subjects</b>
<b>Art</b>	

**Subjects complement topics where appropriate and provide wider opportunities for children**

<table border="1"> <tr><td><b>Design Technology</b></td></tr> <tr><td><b>Music</b></td></tr> <tr><td><b>French</b></td></tr> <tr><td><b>RE</b></td></tr> </table>	<b>Design Technology</b>	<b>Music</b>	<b>French</b>	<b>RE</b>				
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<b>Provide opportunities for personal and collective wellbeing and development</b>								
<b>Science</b>	<p>Asks relevant questions.</p> <ul style="list-style-type: none"> <li>• Uses different scientific enquiries to answer questions, makes some planning decisions.</li> <li>• Makes simple predictions based on everyday experience.</li> </ul> <p>Do and record</p> <ul style="list-style-type: none"> <li>• Sets up simple: practical enquiries, comparisons, fair tests or pattern seeking enquiries to try and answer a question.</li> <li>• Makes systematic and careful observations.</li> <li>• Takes accurate measurements using standard units to the nearest whole or half unit. Reads scales to nearest division labelled and unlabelled.</li> <li>• Uses a range of measuring equipment including thermometers and data loggers.</li> <li>• Gathers data in a variety of ways to help answer the question.</li> </ul>							

	<ul style="list-style-type: none"> <li>• Records data in a variety of ways to help answer the question, e.g. 2 column tables.</li> <li>• Classifies data in a variety of ways to help answer the question.</li> <li>• Presents data in a variety of ways to help answer the question.</li> <li>• Records findings using simple scientific language, drawings, labelled diagrams, keys, bar graphs and tables. Bar graphs with 1:1, 1:2, 1:5, 1:10 scale. Begins to plot line graphs.</li> <li>• Uses secondary sources to add to data (books, photographs, video).</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>• Reports findings from enquiries, including: oral and written explanations; displays or presentations of results and conclusions.</li> <li>• Draws simple conclusions.</li> <li>• Makes predictions for new values.</li> <li>• Suggests improvements to test.</li> <li>• Raises further questions to explore.</li> <li>• Identifies differences, similarities or changes related to science ideas or processes.</li> <li>• Uses scientific evidence to answer questions or support their findings.</li> <li>• • Reads and spells scientific vocabulary correctly with confidence</li> </ul>
History	<ul style="list-style-type: none"> <li>• describe events from the past using dates when things happened</li> <li>• use a timeline within a specific time in history to set out the order things may have happened</li> <li>• know that Britain has been invaded by several different groups over time</li> <li>• appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li> <li>• identify similarities and differences between given periods in history</li> <li>• appreciate how items found belonging to the past can help us to build a picture of how people lived</li> <li>• describe how their local area was different in the past and begin to offer explanations for these changes</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• name and locate countries and major cities using an atlas, map or globe</li> <li>• name and locate major UK cities using an atlas, map or globe</li> <li>• identify human and physical characteristics from a map or aerial photograph</li> <li>• know some global regions / features e.g. where the Equator, the Northern and Southern Hemispheres, and the Arctic and Antarctic are</li> </ul>

	<ul style="list-style-type: none"> <li>• compare a region in the UK with a region in Europe</li> <li>• describe and understand basic aspects of human geography (e.g. land use) and physical geography (e.g. rivers and mountains)</li> <li>• use some basic OS map symbols and use the eight points of a compass</li> <li>• use fieldwork to answer questions about the local area (e.g. observe, measure, record)</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• design a sequence of instructions, including directions</li> <li>• write programs that accomplishes a goal</li> <li>• de-bug an algorithm</li> <li>• look at an algorithm and make a prediction, explaining why he/she believes something will happen</li> <li>• collect information</li> <li>• use a range of software</li>   <li>• use the internet and other technology safely and critically</li> <li>• recognise what is personal information and keep it private</li> <li>• know what to do if they are concerned when they use the internet and other technology</li> <li>• recognise acceptable and unacceptable behaviour when using the internet and other technology</li> </ul>
Art	<ul style="list-style-type: none"> <li>• explore ideas and collect visual and other information for their work (e.g. by sketching)</li> <li>• investigate and use a variety of materials and processes (e.g. drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts</li> <li>• investigate visual and tactile elements (e.g. when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and design</li> <li>• record their ideas, marks, experiments and examples in a sketch book</li> <li>• design and make images / artefacts for different purposes</li> <li>• describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own</li> <li>• comment on similarities and differences between pieces of art, including art from different periods and cultures</li> </ul>
Design	<ul style="list-style-type: none"> <li>• use existing products and design criteria to help them design a purposeful, functional, appealing product for</li> </ul>

Technology	<p>a specific user</p> <ul style="list-style-type: none"> <li>• generate, develop and communicate their ideas using sketches</li> <li>• use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining, finishing)</li> <li>• choose and use a range of materials and components (including construction materials, textiles and ingredients) according to their properties</li> <li>• investigate and evaluate the existing products of other people</li> <li>• evaluate their ideas and products against design criteria and consider how they can improve their work</li> <li>• begin to understand and use electrical systems in their products (e.g. circuits incorporating bulbs, buzzers and motors)</li> <li>• show they have knowledge, skills and understanding at an age appropriate level: diet; food origins; food choice; food labelling; food safety</li> <li>• When handling food, be able to cut, weigh, measure, bake and use of skills at an age-appropriate level</li> </ul>
Music	<ul style="list-style-type: none"> <li>• recognise and explore the ways sounds can be used expressively</li> <li>• sing in tune with expression</li> <li>• perform rhythmically simple parts</li> <li>• improvise repeated patterns</li> <li>• express an opinion about a piece of music, and give reasons for their opinion</li> <li>• sing / clap a pulse that is increasing or decreasing in tempo</li> <li>• combine different sounds to create a specific mood or feeling</li> </ul>
Modern Foreign Languages	<ul style="list-style-type: none"> <li>• speak and listen in a foreign language (i.e. listen with some understanding; engage in a simple interaction; follow instructions; use recognisable pronunciation)</li> <li>• read some words, phrases and simple writing</li> <li>• begin to write with accuracy some phrases from memory</li> <li>• appreciate and make links with patterns and sounds in songs and rhymes</li> <li>• develop their vocabulary and show some skills in understanding new words</li> </ul>
PE	<ul style="list-style-type: none"> <li>• repeat, remember and perform sequences</li> <li>• improvise freely and translate ideas from a stimulus into movement</li> <li>• perform most basic actions and movement with coordination, control and variety</li> <li>• adapt sequences to suit different types of apparatus and criteria</li> </ul>

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|  | <ul style="list-style-type: none"><li>• use hitting, kicking, throwing and catching in a game, with control, whilst moving</li><li>• play an active part in conditioned games understanding and using simple tactics</li><li>• Begin to understand why they are performing well</li><li>• know rules and can your child apply them fairly</li><li>• understand why warming up and cooling down is important</li></ul> |
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