

Class 3 - Art and Design Year A

Year 3

Key Objective/Topic	Conflict	Extreme Earth	Time travellers	Home or away?	Unearthing the Past
Topic focus	WW1	Earthquakes and volcanoes	The Mayans	The Mediter-ranean	Anglo-Saxon Influence

**Year 3**

Can they show facial expressions in their drawings?					
Can they use their sketches to produce a final piece of work?					
Can they use different grades of pencil shade, to show different tones and textures ?					
Can they create a background using a wash?					
Can they use a range of brushes to create different effects?					
Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?					
Can their make notes on their sketch books about techniques used by artists?					
Can they suggest improvements to their work by keeping notes in their sketch books?					
Can they use the printed images they take with a digital camera and combine them with other media to produce art work?					
Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?					
Can they compare the work of different artists?					
Can they explore work from other cultures?					
Can they explore work from other periods of time?					

**Year 4**

Can they begin to show facial expressions and body language in their sketches and paintings?					
Can they identify and draw simple objects and use marks and lines to produce texture?					
Can they organise line, tone, shape and colour to represent figures and forms in movement?					
Can they show reflections in their paintings and drawings?					

Can they print onto different materials using at least four colours?					
Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?					
Do they use their sketch books to adapt and improve their original ideas?					
Do they keep notes about the purpose of their work in their sketch books?					
Can they begin to sculpt clay and other mouldable materials?					
Can they create a piece of art work which includes the integration of digital images they have taken?					
Can they experiment with different styles which artists have used?					
Can they explain art from other periods of history?					

Class 3-D&T Year A

Year 3

Key Objective/Topic	Conflict	Extreme Earth	Time travellers	Home or away?	Unearthing the Past
Topic focus	WW1	Volcanoes and earthquakes	The Mayans	The Mediter-ranean	Anglo-Saxon influence

**Year 3**

Can they show that their design meets a range of requirements?					
Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?					
Can they use equipment safely?					
Can they make sure that their product looks attractive?					
Can they describe how their combined ingredients come together?					
Can they choose a textile both for its appearance and qualities?					
Do they select the most appropriate tools and techniques to use for a given task?					
Can they make a product which uses both electrical and mechanical components? <b>In Science</b>					
Can they work accurately to make cuts and holes?					

**Year 4**

Do they take account of the ideas of others when designing?					
Can they produce a plan and explain it to others?					
Can they suggest some improvements and say what was good and not so good about their original design?					
Can they begin to explain how they can improve their original designs?					
Can they evaluate their product, thinking of both appearance and the way it works?					
Do they know what to do to be hygienic and safe?					
Have they thought what they can do to present their product in an interesting way?					
Can they measure carefully so as to make sure they have not made mistakes?					

Do they continue to work at their product even though their original idea might not have worked?

Class 3-Geography Year A

Key Objective/Topic	Conflict	Extreme Earth	Time travellers	Home or away?	Unearthing the Past
Topic focus	WW1	Volcanoes and Earthquakes	The Mayans	The Mediterranean	Anglo-Saxon influence
<b>Year 3</b>					
Do they use correct geographical words to describe a place and the things that happen there?					
Can they use some basic OS map symbols?					
Can they use maps and atlases appropriately by using contents and indexes?					
Can they describe how volcanoes are created?					
Can they describe how earthquakes are created?					
Can they locate the Mediterranean and explain why it is a popular holiday destination?					
Can they name a number of countries in the Northern Hemisphere?					
Can they locate and name some of the world's most famous volcanoes?					
Can they name and locate the capital cities of neighbouring European countries					
<b>Year 4</b>					
Can they carry out research to discover features of cities and villages? Can they plan a journey to a place in England?					
Can they accurately measure and collect					

information (e.g. rainfall, temperature, wind speed, noise levels etc.) ?					
Can they explain why people are attracted to living in cities?					
Can they explain why people may choose to live in a village rather than a city?					
Can they locate the Tropic of Cancer and the Tropic of Capricorn?					
Do they know the difference between the British Isles, Great Britain and UK?					
Do they know the countries that make up the European Union?					
Can they name up to six cities in the UK and locate them on a map?					
Can they locate and name some of the main islands that surround the UK					
Can they name the areas of origin of the main ethnic groups in the UK and in their school?					

## Class 3-History Year A

### Year 3

Key Objective/Topic	Conflict	Extreme Earth	Time travellers	Home or away?	Unearthing the Past
<b>Year 3</b>					
Topic focus	WW1	Volcanoes and earthquakes	Mayans	The Mediterranean	Anglo Saxon Influence
Can they describe events from the past using dates when things happened?					
Can they use a timeline within a specific time in history to set out the order things may have happened?					
Can they use their mathematical knowledge to work out how long ago events would have happened?					
Do they know that Britain has been invaded by several different groups over time?					
Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?					
Can they use their 'information finding' skills in writing to help them write about historical information?					
Can they through research identify similarities and differences between given periods in history?					
<b>Year 4</b>					
Can they plot recent history on a timeline using centuries?					
Can they use their mathematical skills to round up time differences into centuries and decades?					
Do they recognise that the lives of wealthy people were very different from those of poor people?					
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?					

Can they explain how events from the past have helped shape our lives?					
Can they research two versions of an event and say how they differ?					
Can they research what it was like for children in a given period from the past and use photographs and illustrations to present their findings?					



Class 3-Languages Year A

Key Objective/Topic	Conflict WW1	Extreme Earth Earthquakes and volcanoes	Time travellers The Mayans	Home or away? The Mediterranean	Unearthing the Past Anglo-Saxons Influence
<b>Year 3 and 4</b>					
Do they understand short passages from a familiar language?					
Do they understand instructions, messages and dialogues within short passages?					
Can they identify and note the main points and give a personal response on a passage?					
Can they have a short conversation where they are saying 2-3 things?					
Can they use short phrases to give a personal response?					
Can they read and understand short texts using familiar language?					
Can they identify and note the main points and give a personal response?					
Can they read independently?					
Can they use a bilingual dictionary or glossary to look up new words?					
Can they write 2-3 short sentences about a familiar topic?					
Can they say what they like and dislike about a familiar topic?					

Class 3-Music Year A

Key Objective/Topic	Conflict		Time travellers	Food Glorious Food!	Unearthing the Past
<b>Year 3</b>					
Do they sing a tune with expression?					
Can they play clear notes on instruments?					
Can they use different elements in their composition?					
Can they create repeated patterns with different instruments?					
Can they compose melodies and songs?					
Can they create accompaniments for tunes?					
Can they combine different sounds to create a specific mood or feeling?					
Can they improve their work; explaining how it has improved?					
Can they use musical words (the elements of music) to describe a piece of music and compositions?					
Can they use musical words to describe what they like and dislike?					
Can they recognise the work of at least one famous composer?					
<b>Year 4</b>					
Can they perform a simple part rhythmically?					
Can they sing songs from memory with accurate pitch?					
Can they improvise using repeated patterns?					
Can they use notations to record and interpret sequences of pitches?					
Can they use notations to record compositions in a small group or on their own?					
Can they explain the place of silence and say what effect it has?					
Can they start to identify the character of a piece of music?					
Can they describe and identify the different purposes of music?					
Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?					

Class 3-RE

Key Objective/Topic	What faiths make up our community and how can we ensure that everyone belongs?	Christmas	Who can inspire us?	Easter unit Year 4 Plus part of Year 3/4 Why do some people think Jesus is inspirational?	How are important events remembered in ceremonies?	What words of wisdom can guide us?
<b>Year 3</b>						
A1. Describe...						
Discover more about...						
Reflect on the importance of.....						
A2. Describe and understand links between						
Respond thoughtfully...						
A3. Explore and describe....						
Understand different ...						
B1. Observe and understand varied examples of...						
Explain the importance of...						
B2. Discuss different views....						
Apply ideas of their own .....						
B3. Observe and consider....						
Explore and show understanding of....						
C1. Understand.....						
Suggest reasons for.....						
C2. Consider and discuss ideas about						
Respond thoughtfully to ...						
C3. Discuss their own and others' ideas....						
Respond with ideas about....						
<b>Year 4</b>						

A1. Describe...						
Discover more about....						
Reflect on the importance of.....						
A2. Describe and understand links between						
A3. Explore and describe....						
Understand different ...						
B1. Observe and understand varied examples of...						
Explain the importance of...						
B2. Discuss different views....						
Apply ideas of their own .....						
B3. Observe and consider....						
Explore and show understanding of....						
C1. Understand.....						
Suggest reasons for.....						
C2. Consider and discuss ideas about						
Respond thoughtfully to ...						
C3. Discuss their own and others' ideas....						
Respond with ideas about....						