



Year Three

Programmes of Study

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective (*Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

Year Three

Subject	Skills and Objectives	
<p>Art & Design</p> <p><i>*Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.</i></p>		
<p>Drawing</p> <p>Working above:</p>	<p>Create & Communicate</p>	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	<p>Using techniques to create effect</p>	<ul style="list-style-type: none"> To draw lines of different shapes and thicknesses. To draw with a wider range of materials, eg. Pastels, coloured and sketching, pencils, charcoals. To show patterns and textures in drawings by adding dots and lines. To show different tones using coloured pencils.
	<p>Working below:</p>	<ul style="list-style-type: none"> To use a number of sketches to base my work on. To use a viewfinder to help me in my sketching. To annotate my sketches in my art sketchbook to explain my ideas. To sketch lightly (so you do not need to use a rubber)
	<p>Appreciate artists who inspire and influence us</p>	<ul style="list-style-type: none"> About great artists, architects and designers.
<p>Painting</p> <p>Working above:</p>	<p>Create & Communicate</p>	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	<p>Using techniques to create effect</p>	<ul style="list-style-type: none"> To mix primary colours to make secondary colours. To add white to colours make tints. To add black to colours to make tones. To link colours to natural and man-made objects. To mix colours using tints and tones. To use watercolour paint to produce washes for backgrounds and then add detail. To experiment in creating mood and feelings with colour.
	<p>Working below:</p>	<ul style="list-style-type: none"> About great artists, architects and designers.
	<p>Appreciate artists who inspire and influence us</p>	<ul style="list-style-type: none"> About great artists, architects and designers.

Collage	Working above:	<p>Create & Communicate</p> <ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Working below:	<p>Using techniques to create effect</p> <ul style="list-style-type: none"> To create collages sometimes in a group and sometimes on my own. To mix paper and other materials with different textures and appearances. To use shapes, textures, colours and patterns in my collages. To can say how other artists have used texture, colour, pattern and shape in their work. To cut skilfully and precise. To include skills, such as: <ul style="list-style-type: none"> Coiling, Overlapping To know the striking effect work in a limited colour palette can have, through experimentation. To can make paper coils and lay them out to create patterns or shapes. To use mosaic. To use montage. To use tessellation and other patterns in my collage.
		<p>Appreciate artists who inspire and influence us</p> <ul style="list-style-type: none"> About great artists, architects and designers.
3D	Working above:	<p>Create & Communicate</p> <ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Working below:	<p>Using techniques to create effect</p> <ul style="list-style-type: none"> To have made an object such as a clay pot. To have made a carving using dry clay. To have added lines and shapes to my clay work. To have added texture to my clay work by adding clay and with tools. <ul style="list-style-type: none"> To can make nets of shapes to create recognisable forms. To can join these together to create abstract forms. To experiment with making life size models. To use my clay techniques to apply to pottery
		<p>Appreciate artists who inspire and influence us</p> <ul style="list-style-type: none"> About great artists, architects and designers.
Printing		<p>Create & Communicate</p> <ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.

Working above:		
	Using techniques to create effect	<ul style="list-style-type: none"> To have printed by pressing, rolling, rubbing and stamping. To have looked at print making in the environment. (e.g. wallpapers, fabrics etc) To have created a print in response to the work of an artist or designer. To have looked at how artists and designers have used colour, shapes and lines to create patterns. To make my own printing blocks and experiment with different materials. To can make a one coloured print. To can build up layers of colours to make prints of 2 or more colours.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
Textiles Working above:	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	<ul style="list-style-type: none"> To use glue to join fabrics. To use running stitch to join fabrics. To have explored plaiting and understand the basic method. To know how to dip dye to produce fabric of contrasting colours. To have looked at examples of patchwork and then design and make my own, using glue or stitching.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
Working below:		

Year 3	<i>*Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.</i>	
Working above:	Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> Sing songs from memory, with accurate pitch. Use voice to good effect, singing in tune. Maintain a simple part within a group. Play untuned instruments musically. Perform with others, taking instructions from the leader. Have the opportunity to learn a musical instrument. Make and control long and short sounds using voices and instruments. Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
Working below:		

Working above:	Create and develop musical ideas (Composing)	<ul style="list-style-type: none"> Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to help create an effect. Create short musical patterns. Create a sequence of long and short sounds Create short rhythmic phrases. Show control when playing a musical instrument so that they sound as they should. Use changes in pitch to communicate an idea
Working below:		
Working above:	Respond and reviewing (Appraising)	<ul style="list-style-type: none"> Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) Show that they can hear different moods in music. Identify a beat in music Begin to recognise changes in timbre, dynamics and pitch.
Working below:		
Working above:	Listen, understand and appreciate a range of music. Apply knowledge and understanding.	<ul style="list-style-type: none"> Listen carefully and recall short rhythmic and melodic patterns. Use knowledge of dynamics, timbre and pitch to organise music. Know how sounds can be made and changed to suit a situation. Make signs and symbols to record music. Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)
Working below:		
D&T	<p><i>D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)</i></p>	

Assessment / Evaluation	(ARE: Level 2 - Autumn)	(ARE: Level 3 - Spring)	(ARE: Level 3 - Summer)
	Unit 1:.....	Unit 1:.....	Unit 1:.....
	Working above:	Working above:	Working above:
	Working below:	Working below:	Working below:
To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home, school, industry and local environment.			
	<u>Design:</u> <ul style="list-style-type: none"> • Design purposeful, functional appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and, where appropriate ICT. 		
	<u>Make:</u> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics. 		
	<u>Evaluate:</u> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas against design criteria. 		
	<u>Technical knowledge:</u> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products. 		
To know, understand and use the skills needed to design and make in a range of relevant contexts including; leisure, culture, enterprise, industry and the wider environment.			
	<u>Design:</u> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. 		

	<ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.
	<p><u>Make:</u></p> <ul style="list-style-type: none"> • Use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients.
	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	<p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

Geography	*Geography must be taught in order, i.e. a first, then b...
Year 3, a	To extend knowledge and understanding in the local area.
Working above:	<ul style="list-style-type: none"> • To investigate places • To identify Human and Physical characteristics. • To know about land use in settlements.

Science	*Science topics can be taught in any order.
<p>Year 3</p> <p>Working above:</p> <p>Working below:</p>	<p style="text-align: center;">Working scientifically</p> <p style="text-align: center;"><u>Year 3 and 4</u></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to</p>

draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.

Year 3	Plants
Working above:	<ul style="list-style-type: none"> • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • To investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that</p>

