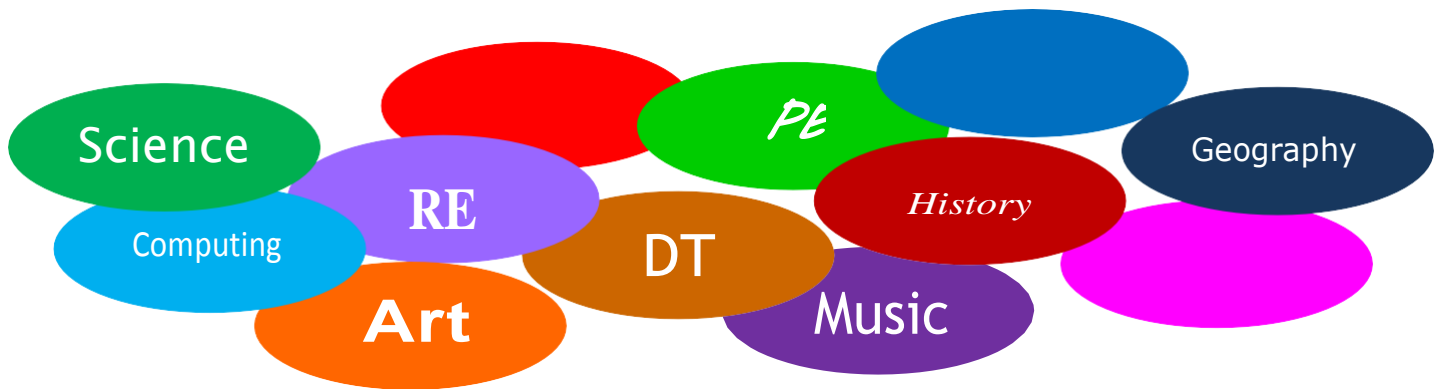


Age-related expectations

Year Three



In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

Core skills

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

Health and SMSC

Holy Trinity CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**.

At Holy Trinity CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Science

Science

Working scientifically

Can your child make and record predictions before testing?

Can your child explain why they need to collect information to answer a scientific question?

Can your child make accurate measurements using standard units?

Can your child explain what they have found out and use their measurements to say whether it helps to answer their questions?

History

History

Can your child describe events from the past using dates when things happened?

Can your child use a timeline within a specific time in history to set out the order things may have happened?

Does your child know that Britain has been invaded by several different groups over time?

Does your child appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

Can your child through research identify similarities and differences between given periods in history?

Can your child begin to appreciate how items found belonging to the past can help us to build a picture of how people lived?

Can your child describe how their local area was different in the past and begin to offer explanations for these changes?



Examples of additional challenge

Can your child begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?

Can your child use their mathematical knowledge to work out how long ago events would have happened?

Can your child use their 'information finding' skills in writing to help them write about historical information?

Geography

Geography

Can your child name and locate countries and major cities using an atlas, map or globe?

Can your child name and locate major UK cities using an atlas, map or globe?

Can your child identify human and physical characteristics from a map or aerial photograph?

Does your child know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, and the Arctic and Antarctic are?

Can your child compare a region in the UK with a region in Europe (eg the Yorkshire coast to a Mediterranean coast such as the Amalfi coast)?

Can your child describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)?

Can your child use some basic OS map symbols and use the eight points of a compass?

Can your child use fieldwork to answer questions about the local area (eg observe, measure, record)?

Examples of additional challenge

Can your child use maps and atlases appropriately by using contents and indexes?

Can your child explain why a locality has certain physical features?

Can your child explain how people's lives vary due to weather?

Art and Design

Art and design

Can your child explore ideas and collect visual and other information for their work (eg by sketching)?
Can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
Can your child investigate visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and design?
Does your child record their ideas, marks, experiments and examples in a sketch book?
Using ideas from the points above, can your child design and make images / artefacts for different purposes?
Can your child describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own?
Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?
Is your child aware of different grades of pencil for drawing and can use them effectively?

Design and Technology (DT)

Design and technology (DT)

Can your child use existing products and design criteria to help them design a purposeful, functional, appealing product for a specific user?
Can your child generate, develop and communicate their ideas using sketches?
When making, can your child use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining, finishing)?
When making, can your child choose and use a range of materials and components (including construction materials, textiles and ingredients) according to their properties?
Can your child investigate and evaluate the existing products of other people?
Can your child evaluate their ideas and products against design criteria and consider how they can improve their work?
Can your child begin to understand and use electrical systems in their products (eg circuits incorporating bulbs, buzzers and motors)?
When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)
When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

Music

Can your child recognise and explore the ways sounds can be used expressively?
Can your child sing with expression?
Can your child perform rhythmically simple parts?
Can your child improvise repeated patterns?
Can your child express an opinion about a piece of music, and give reasons for their opinion?
Can your child sing / clap a pulse that is increasing or decreasing in tempo?
Can your child combine different sounds to create a specific mood or feeling?

Physical Education (PE)

Physical education (PE)

Either alone, with a partner or small group, can your child repeat, remember and perform sequences?
Can your child improvise freely and translate ideas from a stimulus into movement?
Can your child perform most basic actions and movement with coordination, control and variety?
Can your child adapt sequences to suit different types of apparatus and criteria?
Can your child use hitting, kicking, throwing and catching in a game, with control, whilst moving?
Does your child play an active part in conditioned games understanding and using simple tactics?
Is your child beginning to understand why they are performing well?
Does your child know rules and can your child apply them fairly?
Does your child understand why warming up and cooling down is important?

Religious Education (RE)

Religious education (RE)

Use Discover RE/Understanding Christianity

Computing

Use Herts Scheme of Work

