

Year 3 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
History	<u>Don't Tell Titus (Victorians)</u> <ul style="list-style-type: none">• Give three examples of how life in Victorian times is different to life in the present day.• Explain what life was like for people in Saltaire during the Victorian era.• Explain how and why Saltaire was built.• Give an example of two different accounts of the same event using sources.•
	<u>Stone Age</u> <ul style="list-style-type: none">• Know that timelines are divided into BCE and CE.• Name the three distinct time periods of the Stone Age• Give three examples of how life was different for people in the Stone Age compared to in the present day (homes, lifestyle, diet).• Give three examples of Stone Age beliefs based on evidence (cave art, Stone Henge, artefacts, etc)• Use specific examples of sources: cave art, Cheddar Man, Skara Brae to make inferences about life in the Stone Age.
	<u>Ancient Egyptians</u> <ul style="list-style-type: none">• Place events on a timeline in chronological order.• Use a timeline to make comparisons between the Egyptians and the Stone Age and Victorians.• Explain the role of the Nile in the lives of Ancient Egyptians.• Give three examples of how life was different for people in Ancient Egypt compared to in the present day• Give three examples of Ancient Egyptian beliefs based on evidence (e.g. mummification, building tombs, curses, belief systems)

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Tenzing Norgay (Majestic Mountains)

- Explain who Tenzing Norgay was.
- Describe the differences between Norgay's life when he was young, and his later life.
- Describe the legacy of Tenzing Norgay within the mountaineering community.

Stone Age

- Understand that timelines are divided into BCE and CE
- Understand that the Stone Age is separated into three distinct time periods
- Compare and contrast the lives of people in the Stone Age to the present day (homes, lifestyle, diet)
- Draw conclusions about Stone Age beliefs based on evidence (cave art, Stone Henge, artefacts, etc)
- Analyse artefacts and evidence to form ideas and views about Stone Age life
- Use specific examples of sources; cave art, Cheddar Man, Skara Brae

Ancient Egyptians

- Place events on a timeline and make comparisons with the Stone Age and Victorians
- Understand the role of the Nile in the lives of Ancient Egyptians
- Use evidence and artefacts to describe life in Ancient Egypt, compared to the present day
- Understand the actions and intent of some people during this time (e.g. mummification, building tombs, curses, belief systems)

Tenzing Norgay (Majestic Mountains)

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- Describe the differences between his life when he was young, and his later life
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Geography

Settlements

- Know what a settlement is
- Explain the differences between villages, towns and cities
- Describe the different types of settlement; linear, dispersed and nucleated
- Know that land can be used for different purposes (Leeds-Liverpool Canal Focus)

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Mountains

- Know that there is more than one accepted definition of a mountain
- Name and locate significant mountains and mountain ranges of the world UK mountains (Ben Nevis, Scafell Pike, Snowdon, Himalayas, Everest, Kilimanjaro, Mount Fuji)
- Describe how different types of mountains are formed (fold mountains and volcanic)
- Describe the human impact on mountains and mountain ranges e.g. Sherpas, Mount Everest

Ancient Egypt

- Complete a country study of Egypt.
- Locate Egypt on a map.
- Know that Egypt is in Africa.
- Identify key features of Egypt - pyramids, Nile, desert
- Compare Egypt to the U.K. - the climate and landscape
- Describe how the Nile was important to Ancient Egyptians.
- Understand human and physical geography in Ancient Egypt - give 3 examples of human features and three examples of physical features

Caves and Chasms

- Name the 8 points of a compass
- Describe how caves, and features of a cave are formed, e.g. stalagmites, stalactites
- Explore the effects of erosion

Stone Age

- Describe the different types of settlement in early Britain.
- Know that the very earliest people did not settle in Britain and why (climate, resources, lifestyle)
- Describe why some places were preferable to early settlers (natural resources, shelter, etc)

Field Work & Skills

- Analyse and use maps of the local area
- Compare and contrast maps for accuracy
- Become familiar with OS maps and symbols
- Be able to use maps
- Use an atlas with increasing proficiency

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Art	<p><u>Sculpture</u> Artists Studied: Barbara Hepworth</p> <ul style="list-style-type: none">• Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture• Describe the methods of twisting, pressing and rolling.• Learn to experiment with a range of textures, using tools and techniques <p><u>Drawing</u></p> <ul style="list-style-type: none">• Differentiate between a range of media, make comparisons between effects• Use pencils, charcoal, pastels and graphite and describe the differences• Plan and begin to further develop own ideas• Investigate tone by drawing light to dark lines• Explain how producing patterns gives textures <p><u>Painting</u></p> <ul style="list-style-type: none">• Name primary colours, create secondary colours and understand tertiary colours• Use different brushes for different purposes.• Explain what happens when secondary colours are mixed (tones and shades)• Names different types of paint and their properties <p><u>Printing</u> Artist Studied: David Hockney</p> <ul style="list-style-type: none">• Print using a variety of materials, objects and techniques including layering.• Talk about the processes used to produce a simple print.• To explore pattern and shape, creating designs for printing• Demonstrate understanding and precision
DT	<p><u>Food Technology</u> Outcome - Healthy Lunch</p> <ul style="list-style-type: none">• Use a range of kitchen tools to prepare a healthy lunch• Understand and apply the principles of a healthy and varied diet.• Research and understand food production, growth and seasonality• Evaluate final product

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	<p><u>Woodwork</u></p> <p>Outcome - Egyptian Shaduf</p> <ul style="list-style-type: none">• Research and plan a design• Understand the purpose of the design and its place in history• Use tools to create their end product• Test and evaluate their final outcome
	<p><u>Textiles</u></p> <p>Outcome - Juggling Balls (Victorian Toys)</p> <ul style="list-style-type: none">• Research and compare products from the past to present day• Select appropriate materials• Create a design• Use sewing skills to produce a final product• Test and evaluate
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none">• Understand that all computers allow data to be input, processed and output.• Understand all computer systems need programs / software to work.• Decompose and sequence a range of algorithms & programs.• Create and refine programs that use simple inputs and output to control events.• Understand and use the concept of repetition to write more efficient code.
	<p><u>Media</u></p> <ul style="list-style-type: none">• Combine and refine text, sound and graphics• Recognise the key features of different types of information/genres and use appropriate layouts• Understand how audio can enhance multimedia projects• Capture, create and enhance new and existing digital images• Plan and create a simple animation• Evaluate and improve media designs
	<p><u>Data Handling</u></p> <ul style="list-style-type: none">• Collect and organise information to find answers to questions.• Create different graphs that show data for different purposes across the curriculum.• Store and access data using a database.

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E-Safety

Self-image and Identity

- Understand what is meant by the term 'identity'.
- Know how people can represent themselves in different ways online
- Understand ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.

Online Relationships

- Know ways people who have similar likes and interests can get together online.
- Understand the differences between knowing someone online and offline.
- Understand what is meant by 'trusting someone online' why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
- Understand why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
- Understand how someone's feelings can be hurt online.
- Know the importance of gaining consent when sharing content online and how this is the same as offline.

Online Reputation

- Know how to search for information about others online.
- Know who to ask for help if unsure about putting something online.
- Give examples of information people may be willing or not willing to share about themselves online.

Online Bullying

- Know appropriate ways to behave towards others online and understand why this is important.

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- Know how bullying behaviour could appear online and how to get support.

Managing Online Information

- Know how to use key phrases in search in search engines to gather accurate information online.
- Understand that the internet can be used to buy and sell things.
- Understand the difference between a belief, opinion and fact and where each may be shared online.
- Understand that not all opinions shared may be accepted as true or fair by others.
- Know how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Health, Well-being and Lifestyle

- Understand why spending too much time using technology can sometimes negatively impact mood.
- Understand why some online activities have age restrictions, why it's important to follow them and know who to talk to if made to feel uncomfortable/unsafe.

Privacy and Security

- Understand the importance of keeping passwords private.
- Understand why you should only share information online with people you trust and to tell a trusted adult if not sure or feeling pressured.

R.E.

How do Jews remember God's Covenant with Abraham and Moses?

- Know and understand some Jewish stories
- Understand Jewish rituals
- Know that these rituals form part of belonging to the Jewish community

How do people express spirituality?

- Respond to spirituality in art
- Create art to demonstrate own beliefs

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	<p><u>What do Christians believe about a good life?</u></p> <ul style="list-style-type: none">• Know and understand some bible stories• Know that the Bible influences Christians and their way of life• Share views on right and wrong
	<p><u>What do creation stories tell us about our world?</u></p> <ul style="list-style-type: none">• Compare and contrast creation stories from different belief systems• Share ideas about caring for the world around them, linking this to creation stories
	<p><u>Who can inspire us?</u></p> <ul style="list-style-type: none">• Compare and contrast different leaders, both religious and non-religious• Understand the attributes of a leader and how they can be role models
PSHCE	<p><u>Families and Relationships</u></p> <ul style="list-style-type: none">• Can understand that families love and support each other but sometimes problems can occur• Know that problems occur in all relationships and there are appropriate ways to resolve issues• Understand what bullying is and what to do if it happens.• Understand how to show that you are listening and describing what a good listener is.• Name who they trust and why.• Respect people's differences• Understand that stereotypes arise from a range of factors, including some of those associated with age.
	<p><u>Safety and the Changing Body</u></p> <ul style="list-style-type: none">• Understands it is most important to ensure the safety of myself and others when faced with an emergency situation.• Know how to deal with online problems and cyberbullying• Understand choices that they can make and those which are made for them.• Understand the influence people might have on us and begin to recognise this influence might not always be positive.• Can explain rules for keeping safe near roads.
	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none">• Know how to look after the body with diet and exercise• Know how relaxation impacts the body• Know their own strengths and how these can help others

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	<ul style="list-style-type: none">• Describe problem resolution ideas• Know how to look after teeth
	<p><u>Citizenship</u></p> <ul style="list-style-type: none">• Understand that children have rights and how these benefit them.• Know that adults have responsibility for supporting children's rights.• Know that there are different groups within the local community and how they use community buildings/places.• Know how charities support the local community and how people can help.• Understand how democracy works locally and how this affects our lives.• Understand the need for rules and the reason for having consequences of breaking rules.
	<p><u>Economic Wellbeing</u></p> <ul style="list-style-type: none">• Know the different ways to pay and that money is needed for all of them.• Understand how to create a simple budget.• Know how situations involving money can affect our feelings.• Know that spending decisions can be influenced by various factors• Understand that a wide range of jobs are available and that skills and interest lead people to certain jobs.• Understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone.
P.E.	<p><u>Gymnastics</u></p> <ul style="list-style-type: none">• Show full extension during a balance• Move in and out of contrasting shapes with fluency• Perform a sequence using different types of rolls• Perform jumps from low apparatus• Perform in unison with a partner• Create a group performance using contrasting actions• Perform a Tavana and transition into other shapes from it• Use bounces and broad jumps in a sequence• Attempt a half-lever• Perform stretches to increase flexibility

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Dance

- Perform a dance with two contrasting characters
- Improvise movements
- Use props
- Use facial expression
- Peer review dances
- Perform a dance as a class
- Develop a dance as part of a group

Athletics

- Jump and hop in a sequence
- Run at different speeds
- Approach and jump hurdles
- Throw a javelin using the pull throw technique
- A variety of skipping techniques
- Keep score accurately over a range of events

Badminton

- Use hard and soft hits
- Different types of hit are needed to reach different areas of the court
- Move to return the shuttle from different areas of the court
- Rally with a partner over a net
- Serve forehand

Netball

- Perform quick, accurate chest passes
- Use dodging to get free from an opponent
- Catch a netball
- Use a bounce pass to feed the goal shooter
- Use a shoulder pass to throw for distance
- To collect a loose ball

Tag Rugby

- Use speed to run past defenders
- Use a short pass in a game

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	<ul style="list-style-type: none"> • Use agility to evade being tagged • Understand and apply rules in a game situation • Close down an attacker's space as a defender • Perform a backwards pass <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Use the ready position to return a ball • Hit the ball to different parts of the court using a forehand hit • Perform an underarm serve to start a rally • Move towards the ball to return it over the net • Play cooperatively with a partner to keep the ball moving over the net
	<p><u>Cricket</u></p> <ul style="list-style-type: none"> • Hit a stationary ball into space using the straight drive • Bowl underarm to batter • Use correct footwork to strike a bowled ball • Stop a moving ball using the long barrier technique • Perform as a wicketkeeper <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Get into the best position to field a ball • Bowl with some consistency • Hit a moving ball with one hand • Stop a moving ball using the long barrier technique • Throw long distance using overarm technique • Apply skills in a competition
<p>Music</p>	<ul style="list-style-type: none"> • Use musical vocabulary to describe a piece of music • Describe the timbre, dynamic, and textural details of a piece of music • Begin to show an awareness of metre. • Compose a piece of music in a given style with voices and instruments. • Sing in a variety of musical styles • Sing and playing in time with peers

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	<ul style="list-style-type: none">• Combine melodies and rhythms to compose a multi-layered composition in a given style.
French	<u>Listening</u> <ul style="list-style-type: none">• Listen to and enjoy short stories, nursery rhymes & songs.• Recognise familiar words and short phrases covered in the units taught.
	<u>Speaking</u> <ul style="list-style-type: none">• Communicate with others using simple words and short phrases covered in the units.
	<u>Reading</u> <ul style="list-style-type: none">• Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.
	<u>Writing</u> <ul style="list-style-type: none">• Write familiar words & short phrases using a model or vocabulary list.
	<u>Grammar</u> <ul style="list-style-type: none">• Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like..' 'I play..' 'I am called..'