Scholar Green Primary School
Year 3 Progression Model

		Knowledge	Skills	Vocabulary
History		To know the changes in Britain from the Stone Age to the Iron Age. Skara Brae Stonehenge Iron Age Hill forts Tribal kingdoms Bronze Age Early Farmers/Farming **Deforestation** Hunter/gatherers To know the achievements of the earliest civilizations. **Mummification** Pyramids **irrigation** To know where and when the first **civilizations** appeared and an in depth study of: Ancient Egyptians. • To know the difference between primary and secondary sources.	<u>Understand Chronology</u> • To understand the term **chronology** • To place events in **chronological order** • To begin to develop an understanding of **duration** -Century -Decade -Change • To be able to discuss links with other civilisations and time periods. <u>Investigate and interpret the past</u> • To make deductions about the past from a source. • To use more than one source of evidence at once.	<u>Communicate Historically</u> • era • chronology • chronological • primary/secondary (source) • prehistoric **Changes from the Stone Age to Iron Age Britain** temporary/ permanent Palaeolithic Mesolithic Neolithic Deforestation **Achievements of the earliest civilizations** civilizations irrigation Mummification
Geography		**Location Knowledge**	**Geographical skills and fieldwork** • To use maps, atlases or globes: to locate cities within the UK	Equator Hemisphere Settlement

	• To know the name of cities within the UK. Urban/rural • To know the name of counties within the UK • To know the significance of equator, northern and southern hemisphere Countries Regions **Place Knowledge** • To know geographical similarities and differences through the study of human and physical geography of 2 regions of the UK (Scholar Green and London). **Human and physical geography** • To know and understand key aspects of: Types of settlements (counting cars) Volcanoes (**lava/eruption/extinct**) Mountains (**peak/ridge**	locate counties within the UK to identify the position of the **equator**, **northern** and **southern hemisphere** • To begin to match boundaries (e.g. find same boundary of a county on different scale maps). • To use some OS symbols on maps to name geographical regions and understand the importance of a key. (key/symbol) • To use the 8 points of a compass • To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs (pictogram), and digital technologies: (present/measure/observe/record/differences/similarities/compare/contrast) • Follow a route on a map with some accuracy • To try to make a map of a short route experiences, with features in current order (not to scale).	Magma Tectonic Dormant Contour (lines) Peak Ridge

| Music | Listen & Appraise
• To know that music can be expressive.

Tchaikovsky
RnB
Reggae
Bob Marley
Disco

Musical Activities (Including Pulse & Rhythm)
• To know that a rhythm fits over a steady pulse.

Singing & Voice
• To know how to sing songs in unison.

Playing instruments
• To know how to play instruments as an **ensemble** or small group using control.

Orchestra
Woodwind family
Brass family
String family
Saxophone
Cello
Conductor | **Listen & Appraise**
• Explore and comment on the ways sounds can be used expressively.
• Identify the beat in music.
• Recognise changes in **timbre**, **dynamics** and **pitch**.
Musical Activities (Including Pulse & Rhythm)
• Recognise rhythmic patterns.
• Perform a repeated pattern over a steady **pulse**.
Singing & Voice
Begin to sing with confidence using a wider vocal range. (Vocal Range)

• Sing in unison becoming aware of **pitch**
• Sing with awareness of pulse and control of **rhythm**
• Recognise simple structures (**Phrases**).
• Warm up voices.
• Sing songs from memory with accurate **pitch** and in tune.
• Continue to follow a leader/conductor confidently.
Show control in voice and pronounce the words in a song clearly (diction).

Playing instruments
• Play confidently with others taking instructions from the leader.
• Show control when playing music instruments so that they sound as they should.
• Identify melodic phases and play them by ear with support.
Improvisation
• Sing, play and copy back - clapping
• To play and improvise – using instruments.
To listen to each other's musical ideas.

Composition
• Carefully choose sounds and order them to achieve an effect.
• Create short rhythmic patterns and record these using real or invented symbols.
• Compose music in pairs and make improvements to their own work.

(Signs/Symbols/Bar) | Phrases
Timbre
Dynamics
Diction
Pulse |

	Improvisation • To know how to improvise using instruments. **Composition** • To know how to use sounds to create an effect. **Perform & Share** • To know how to perform following a leader/conductor.	**Perform & Share** • Perform with others, taking instructions from the leader. • Perform in different ways, exploring the way the performers are a musical resources. • Improve performance by watching a recording. Record Recording	
PSHE and RSE	**Relationships** **Families & Friendships –** • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving	**Relationships** **Families & Friendships –** • I can tell you about different types of families • I can say what is good about being part of a family • I can tell you about the good things families do together • I can say what people do to support each other • I can say what things I might see or feel if someone in my family was upset/worries/anxious • I understand who I go to if I am worried about things in my family **Safe Relationships –** • I can say some of the positive things I can share with my family and friends including online • I understand what **privacy** means including personal privacy. I can say how to protect my privacy online. • I can tell you the reasons why bullying is not acceptable behaviour including online bullying • I understand how bullying might make someone feel including online bullying	• stereotype • aspiration • unique • resilience/resilient • Privacy

encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe **Safe Relationships –** • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and	• I can tell you who I could speak to if I experienced bullying or saw bullying happen (including online) **Respecting ourselves and others –** • I understand what behaviours are positive and helpful • I understand what **personal responsibility** means • I can explain how to show responsible behaviour at home/school/outside/online • I understand what **self-respect** means • I understand that I have the right to be treated respectfully • I can tell you how people from different cultures show respect <u>**Living in the Wider World**</u> **Belonging to a community** • I understand why we need laws and rules, I can say what some of these are in our society. • I can say what will happen in this country if we break the law or break the rules in different situations e.g. home and school • I can tell you some basic human rights including those of children • I can tell you what rights and responsibilities I have • I understand that having a right also means having a responsibility **Media literacy and digital resilience** • I can tell you how use the internet for pleasure, for school and how others may use it for work • I understand that any image on the internet can be changed, I understand why this might happen • I can tell you what I would do to check if something is true on the internet • I understand that some online games are not suitable for some ages and why • I can tell you have to search safely on the internet • I can tell you what I would do if I saw something that I didn't like or was wrong on the internet	

	differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour **Respecting ourselves and others -** • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society **Living in the Wider World** **Belonging to a community** • the reasons for rules and laws in wider society	**Money and work** • I can tell you about lots of different jobs that adults do • I can explain why people might have more than one job in the working lives • I can explain what stereotype means • I can explain why some jobs/hobbies are stereotyped and why this is not right – football, ballet, jobs in STEM • I can see how hobbies, interests and achievements may lead to jobs in the future • I can set myself an achievable goal to complete over a long period e.g. 12 months **Health & Well-Being** **Physical health and mental well-being** • I can tell you about the daily choices I make that may affect my health including food, sleep, hygiene and exercise • I recognise what helps people to make healthy/unhealthy choices • I can tell you about some bad habits people may have and how to try and stop/change them • I can explain what healthy balanced diet is • I can tell you what foods I should eat regularly and what foods should be eaten occasionally • I can explain what regular exercise is and why it is important • I understand that people have lots of different feelings and emotions and these can be expressed differently • I understand that some feelings will change over time **Growing and changing**	

• the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn **Media literacy and digital resilience** • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a	• I can tell you why I am **unique** and an individual. • I understand why peoples strengths and interests make them different to me • I can explain what 'proud' means and tell you something I am proud of. • I can tell you something I find a challenge and what I can do about this • I can explain what resilience means and how I can become more resilient. **Keeping safe** • I can tell you some of the hazards at school and home • I understand that certain places/situations pose certain dangers. I can explain what I would do to manage these hazards. • I understand what fire safety means both at home and school. I understand why we have fire drills and I understand the purpose of a smoke alarm. • I can tell you rules we have to keep ourselves safe, I understand why these rules are important I can say some of the ways I keep myself safe in our local environment – railway, canals, firework, stranger danger, crossing roads, cycle safety (helmets and lights)	

	website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication **Money and work** • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as		

teamwork and decision-making
- to recognise their interests, skills and achievements and how these might link to future jobs
- how to set goals that they would like to achieve this year e.g. learn a new hobby

Health & Well – Being
Physical health and mental well-being
- about the choices that people make in daily life that could affect their health
- to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- what can help people to make healthy choices and what might negatively influence them
- about habits and that sometimes they can be maintained, changed or stopped
- the positive and negative effects of habits, such as regular exercise or eating

	too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful **Growing and changing** • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school)		

	• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again • **Keeping safe** • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety		

Computing	Computer Science (Programming, Coding, Algorithms)	Computer Science	Computer Science variable
	• To know how to design and write a program that accomplishes a specific goal. • To know how to design and write a program that simulates a physical system. • To know how to use repetition commands. • To begin to understand 'if' statements. • To begin to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code. • To know what steps to follow to debug a program. • To begin to understand variables. • To understand what a variable is in programming.	• Explain what Object, Action, Output, Control and Event are in computer programming. • Explain which commands they included in their program and what they achieve. • Explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles. • Describe what they did to make their vehicle change angle. • Show that their vehicles move at different speeds. • Show how their characters repeat an action and explain how they caused it to do so. • Explain how they make objects repeat actions. • Create an 'if' statement in their program. • Use a timer and 'if' statement to respond to the actions of a character and change their actions • Explain how they debugged a partners program. • Explain why variables need to be named. • Create a variable in a program. Set/change the variable values appropriately to create a timer. **Information Technology** • Create a table of data on a spreadsheet. • Use a spreadsheet program to automatically create charts and graphs from data. • Use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to sums. • Use the 'spin' tool to count through times tables. • Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • Find specified locations in a spreadsheet. • Start to type words. • Use two hands to type letters on the keyboard. • Practise and improve typing skills.	**Information Technology** solutions simulation **Digital Literacy**

	Information Technology (Data representation/handling) • To know how to create pie charts and bar graphs. • To know how to use the 'more than', 'less than' and 'equals' tools. • To know the names of the fingers. • To know what is meant by 'top row', 'home row', 'bottom row' and 'space bar'. • To begin to know typing terminology. • To know how to send an email. • To understand how to complete a branching database. • To know how to use and debug their own branching database. • To know that a computer simulation can represent real and imaginary situations. • To know how to analyse and evaluate a simulation. • To know how to enter data into a graph and answer questions.	• Improve the speed and efficiency of typing skills. • Type full words using the correct fingering. • Type a series of words with speed and accuracy. • Write an email to someone using an address book. • Send emails to other children in the class. • Open an email and respond to it. • Add an attachment to an email. • Use cc in email. • Read and respond to a series of email communications. • Attach files appropriately. • Sort objects using yes/no questions. • Contribute to a class branching database. • Choose a suitable topic for a branching database. • Select and save appropriate images. • Give some examples of simulations used for fun and for work. • Suggest advantages and problems of simulations. • Use a **simulation** to try out different options and to test predictions. • Evaluate simulations by comparing them with real situations and considering their usefulness. • Recognise patterns within simulations and make and test predictions. • Identify the relationships and rules on which the simulations are based and test their predictions. • Evaluate a simulation to determine its usefulness for purpose. • Set up a graph with a given number of fields. • Enter data for a graph. • Produce and share graphs made on the computer. • Solve a maths investigation. Present the results in a range of graphical formats. **Digital Literacy** • Realise the outcomes of not keeping passwords safe. • Contribute to a concept map of all the different ways they know that the Internet can help us to communicate. • Contribute to a class blog.	

	• To know how to present the results in graphic form.	• Access and assess a 'spoof' website. • Create their own 'spoof' webpage mock-up. • Share their 'spoof' web page on a class display board. • Write rules about how to stay safe on email. Discuss scenarios they may come across in the future.	
	Digital Literacy (Online Safety, uses of Technology) • To understand what makes a good password for use on the Internet. • To know that some information held on websites may not be accurate or true. • To know how to send an email safely.		
R.E	**Christianity** • To know that Christians see God as 'three in one', (Father, Son and Holy Spirit known as the **Trinity**). • To know the nativity stories. • To know what Christians learn about Jesus from the nativity stories. • To know what a **saviour** is. • To know what an infant and believers baptism is and why they are	**Christianity** • Explain that Christians see **God** as 'three in one', (Father, Son and Holy Spirit known as the Trinity). • Explain what Christians can learn about **Jesu**s from the nativity stories, i.e. 'God with us '**Emmanuel**'. • Explain what a **saviour** is. • Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus & Easter. • Compare & contrast 'infant' and 'believer's **baptism**. • Suggest why they are important to Christians. • Describe and explain how Christians live their life as disciples. • Make a link between: New Testament Bible stories/examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, 'The Parable of the Good Samaritan', 'The **Parable** of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').	As in previous year and **Christianity** Trinity Saviour **Islam** Prophet **Judaism** **Cross Religious / Non-Religious Viewpoints**

	important to Christians. • To know what a disciple is. • To know how Christians live their life as a **disciple**. • To know what the New Testament is. • To know the parable of the Good Samaritan. • To know the parable of the Prodigal Son. **Islam** • To know how Muslims describe Allah using 99 names. • To know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). **Judaism**	**Islam** • Explain how Muslims describe **Allah**, eg using 99 names. • Explain how Muslims believe **Muhammad** (pbuh) to be a 'messenger of God', (**Prophet** of God). **Judaism** • To explain what the **Torah** is. • Describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses. • Identify ways in which the Jews show respect for the Torah. **Cross Religious / Non-Religious Viewpoints** • Explain how Jews, Muslims & Christians welcome babies. • Suggest differences & similarities between them. • Compare & contrast non-religious ceremonies. • Explain why the **10 commandments** are important to both Jews & Christians. • Link ideas to other sacred texts/non-religious teachings. • Describe what Christians & Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector. • Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. • Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. • Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied.	

	- To know what the **Torah** is. - To know why the Torah is important to Jews. - To know how Jews show respect for the Torah. **Cross Religious / Non-Religious Viewpoint** - To know how Jews, Muslims & Christians welcome babies. - To know differences and similarities between the ways they welcome babies. - To know what the 10 commandments are. - To know why the 10 commandments are important to both Jews & Christians. - To know what Christians & Jews can learn about God from Old Testament stories.		
Art & Design Drawing / Sketching	-To know that there are different grades of pencils. -To know what hatching is.	-To continue to observe and develop the drawing of landscapes and faces, with increasing accuracy. -To begin to understand and use different grades of pencils to show line, tone and texture. -To develop shading to show light and shadow effects. -To use hatching to show tone and texture. -To develop different materials used to draw as in Year 1 and charcoal.	tone texture shadow landscape annotate

		-To begin to show an awareness of objects having a third dimension. -To use different media to achieve variations in line, texture, tone, colour, shape and pattern. -Use a view finder to select an area of a subject for drawing. -To add simple annotations to sketches to explain some ideas. -To begin to make individual choices in terms of their choice of media. -To choose and use three different grades of pencil when drawing.	
Painting	-To know tertiary colours. -To know how different colours affect our mood/ feelings.	-To use varied brush techniques to create shapes, textures, patterns and lines. -To mix colours effectively using the correct language, e.g. tint, shade, tone, primary and secondary. -To mix tertiary colours. -Create a background using a colourwash. -To use a range of brushes to create different effects in painting. -To understand what is meant by a warm or cold colour. - To experience 3 different paint types (poster, acrylic and water colour.)	tertiary texture tint tone effect
Textiles	-To know how to make a running stitch. -To name a range of different fabrics.	-To use a variety of techniques, e.g. dyeing and stitching to create different textural effects. -To show an awareness and name a range of different fabrics. -To develop skills in cutting, stitching and joining. -To begin apply decoration using needle and thread e.g. buttons, sequins. -To use large-eye needles and make a running stitch.	texture
Study great artists, craft makers, architects and designers	-To know about the work of a famous, notable artist or designer Rembrandt – drawing/sketching Yoyoi Kusama – painting Josie Russell – textiles	-To know about the work of a famous, notable artist or designer Rembrandt – drawing/sketching Yoyoi Kusama – painting Josie Russell – textiles -To replicate some of the techniques used by notable artists or designers. -To reflect upon their work inspired by a famous notable artist and the development of their art skills. -To create original pieces that are influenced by studies of others. -To talk about my opinion of the pieces of artwork. -To rank a set of paintings from most favourite to least favourite and explain why.	replicate techniques reflect influence opinion
MFL	To know simple commands	**Speaking**	

	To know simple songs and rhymes To know vocabulary to meet and greet someone To know how meet and greet someone in French To know how to ask questions to someone in French To know vocabulary about the personal body in French To know vocabulary about food in French To know vocabulary about family and friends in French To know vocabulary about our school in French	Joins in with songs and rhymes Responds to a simple command Answers with a single word or a short phrase Name people, objects and places Ask a question Choose the right word to complete a phrase **Reading** Read and understand single words. **Writing** Write single words correctly including use of il/elle, le/la before the word. Label a picture. Copy a simple word or phrase. Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi]. Je m'appelle… [My name is...], t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss]. ça va? [How are you doing?] Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?]. Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: 'to meet again', À bientôt [see you soon], À tout à l'heure [see you later], A demain [see you tomorrow], Bon fin de semaine /	

		Bon week-end [have a good weekend]. Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C'est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals]. Quel âge as-tu? [How old are you?], J'ai___ ans. [I'm ___ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].	
Outdoor Learning	**Shelter and Art** To know how to use sticks as shelter frames. **Fire and Drama/Music** To know how to put fuel on the fire To know how to use a fire striker **Water and Nature** To know how to make a pitfall trap To know how to make a bug hotel	**Shelter and Art** To use sticks as shelter frames To print using leaves To use a **mallet** **Fire and Drama/Music** To cook using a Dutch Oven To use **fire strikers** To create a musical instrument **Water and Nature** To make **pitfall** traps To make bug hotels	Pitfall