

Y3 Endpoints

Pupils can:

Science

- name and describe the functions of the main parts of the musculoskeletal systems
- name, locate and describe the functions of the main parts of plants involved in transporting water and nutrients
- describe the requirements of plants for life and growth
- describe the characteristics of different states of matter and group materials on this basis
- describe how materials change state at different temperatures, using this to explain everyday phenomena
- use the idea that light from light sources, or reflected light, travels in straight lines to explain the formation of shadows
- describe the effects of magnetic forces, including those between like and unlike magnetic poles

Geography

- name and locate countries in Western Europe
- identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere
- name and locate some counties, cities and geographical regions of the United Kingdom
- describe the similarities and differences between two regions of the UK (Thanet and Newcastle/Northumberland), referring to the human and physical geography of the regions
- understand and describe the processes involved in the water cycle
- describe some features of settlement and land use in the UK
- use the eight points of the compass
- use maps, atlases, globes and digital/computer mapping to locate countries in Europe and identify features
- devise a map of the classroom with symbols
- use fieldwork to observe, measure, record and present some of the human and physical features in the local area (central Margate)

History

- sequence significant events from a time period on a timeline using some dates and terms
- understand and use historical vocabulary: prehistoric, Neolithic, Palaeolithic, Mesolithic, AD, BC, archaeology, Celts, tribes, empire
- identify similarities and differences between Britain before and after Roman rule
- describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans
- construct responses to questions, selecting relevant evidence
- begin to develop a critical eye when using sources, recognising that they can present different views of the same event/person

Art

- identify that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times
- talk about the materials, techniques and processes they have used, using an appropriate vocabulary: names of tools, materials and colours used
- begin to use some of the key concepts terminology
- use drawing to record ideas and develop designs
- test ideas using other materials
- choose particular techniques for a given purpose
- develop care and control over the materials and tools used
- express, and give some reasons for, preferences when looking at creative work

DT

- generate ideas for an item, considering its purpose and the user
- use their research to develop their own design criteria
- use annotated sketches to develop their ideas, indicating the features that will appeal to intended users
- develop a clear idea of what has to be done, and in what order
- select tools and techniques for making their product
- measure, mark out, cut, score and assemble components with more accuracy
- demonstrate hygienic food preparation and storage
- identify whether ingredients used have been grown or reared
- identify structural features of bridges
- use Lego WeDo (computer-controlled products) to achieve different outputs
- think about their ideas as they make progress and be willing change things to improve their work
- evaluate their product against the original design criteria, identifying how well it meets its intended purpose

ICT

- create an outline plan for an online survey-based project
- design and write a program with a sequence of commands in an appropriate order using a block language, without user interaction
- explain a simple, sequence-based algorithm in their own words
- identify errors in programs by reasoning logically about the program code
- know that computer networks transmit information, including emails and video-conferencing, in a digital (binary) format
- use Google Slides and Google sheets on chromebooks with a degree of independence
- plan and write survey questions, collect results and create a presentation based on the results
- know how to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult
- know how to post comments in an appropriate way (Google classroom)

PSHE

- recognise different types of relationship, including those between acquaintances, friends, relatives and families
- give some examples of strategies to resolve disputes and conflict through negotiation and compromise
- identify differences and similarities between people based on a range of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability
- identify 'dares' and suggest ways to manage them
- recognise, predict and assess risks in different situations and suggest ways how to manage them responsibly
- make informed choices about food, understanding what might influence their choices and the benefits of eating a balanced diet
- know that some commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
- identify the different kinds of responsibilities, rights and duties they have at home, at school, in the community and towards the environment

RE

- describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings
- recall some Bible stories that inspire Christians
- retell some stories behind festivals
- identify similarities and differences in the way festivals are celebrated within and between religions

- suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
- identify some similarities and differences between ideas about what God is like in different religions
- describe their own and others' ideas about why humans do bad things and how people try to put things right

Music

- sing in two-part harmony
- sing in two parts (two different melodies) with movement and percussion
- read graphic notation to play a melody on tuned instruments
- perform a pentatonic song with tuned and untuned accompaniment
- arrange an accompaniment with attention to balance and musical effect
- use a score and combine sounds to create different musical textures
- describe how sounds are produced and how instruments are classified
- recognise rhythm patterns, pitch shapes and metre in a piece of music

PE

- describe how the body reacts to different types of activity
- consolidate and improve the quality, range and consistency of the techniques they use for particular actions in athletics
- use a range of skills to keep possession and make progress towards a goal, on their own and with others
- adapt a gymnastic sequence to include different levels, speeds or directions
- perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, showing an awareness of others when moving
- develop the range and consistency of their skills and work with others to solve challenges in OAA
- describe and evaluate the effectiveness and quality of performance

French

- count to 20
- say the days of the week
- recall some colour names
- say and respond to common greetings
- respond to classroom commands
- identify France and some French cities on a map
- say and write the names of some animals
- name some instruments, using the correct gender
- listen to and understand a story (Little Red Riding Hood)
- recognise and use some common verbs/activities.