

End of Year Framework

Year 3



The Humanities

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
History Stone Age (3000 BC) and Iron Age (750 BC) Ancient Egypt (3100 BC) Ancient Greece (700 BC)	Chronology	<ul style="list-style-type: none"> I can recognise changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> I can describe events and periods using BC and AD, century, ancient and prehistoric. 	letters newspapers websites detective anachronism chronological order era/period	Stone Age - Iron Age Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun Ancient Greece Sparta Athens culture achievements legacy democracy impact effects consequences gods/goddesses
	Interpretation and Reasoning	(Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture).	<ul style="list-style-type: none"> I can use a timeline to order specific dates in history. 	B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini)	
	Continuity and Change	<ul style="list-style-type: none"> I can begin to picture what life would have been like in Ancient Egypt. 	<ul style="list-style-type: none"> I can use two sources to piece together information about periods in history. 	millennium thousands of years archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests...	
	Significant Figures, Monarchy and Rulers	(the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China).	<ul style="list-style-type: none"> I can research similarities and differences between given periods. 	may be perhaps could be Evidence	
	Enquiry	<ul style="list-style-type: none"> I can begin to picture what life would have been like in Ancient Greece – a study of Greek life and achievements and their influence on the western world. 			
	Local History	<ul style="list-style-type: none"> I can suggest why certain events happened as they did in history. 			
	Invasion, Conflict, Trade and settlement	<ul style="list-style-type: none"> I recognise that our knowledge of the past is constructed from different sources of evidence. 			
	Significant Individuals, Monarchy and Rulers	<ul style="list-style-type: none"> I can choose parts of stories to gather an idea of significant people/rulers and events. 			
		<ul style="list-style-type: none"> I recognise the impact history from these periods has had on our local area. 			

Humanities	Key Subject Concepts	Enquiry Questions	Knowledge	Skills	Key Vocabulary
RE Discovery RE Christianity Hinduism	Community	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	I can discuss my understanding of my group's symbol.	I can tell you three important actions I could take to support a group I belong to.	Diwali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir
	Traditions and Symbols		I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.	I can start to say why Diwali might bring a sense of belonging to Hindus.	
	Faith and Worship	Has Christmas lost its true meaning?	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.	Advent Incarnation
	Values, Morals and Ethics			I can start to tell you what Christmas means to Christians and what it means to me.	
	Spirituality	Could Jesus heal people?	I can explain one Christian viewpoint about one of Jesus' healing miracles.	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can start to say whether I believe Jesus actually healed people or not.	Miracle
		What is 'good' about Good Friday?	I can start to tell you why Christians believe Jesus' death is important.	I can suggest how a person may rescue/help others who are in difficult situations. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas
		How can Brahman be everywhere and in everything?	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	I can explain some of the different roles I play whilst still being me. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent
		Would visiting the River Ganges feel special to a non-Hindu?	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	Ganga Varanasi Brahman Pilgrimage

Humanities	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Geog Poles Europe Greece Climate Zones Rivers	Location knowledge	<ul style="list-style-type: none"> I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> I can use maps, atlases and globes to locate countries and describe features studied. 	equator position northern hemisphere southern hemisphere arctic circle
	Place knowledge			antarctic circle
	Human and physical processes	<ul style="list-style-type: none"> I can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 	<ul style="list-style-type: none"> I can use fieldwork to observe the human and physical features in the local area. 	European (and Russian) countries and major cities
	Communities, Movement and Settlements	<ul style="list-style-type: none"> I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). 	<ul style="list-style-type: none"> I can use sketch maps to demonstrate my observations of the human and physical features in the local area. 	Greece European Union
	Environment	<ul style="list-style-type: none"> I know the countries that make up the European Union. I can describe and understand key aspects of physical geography, including: climate zones and rivers. I can describe different climate zones and the impact on life / adaptation in those environments. I can name and locate many of the world's major rivers on maps. I can describe some of the features of rivers. I can describe and understand key aspects of human geography, including: types of land use. 		Climate zones Rivers (major) adaption mouth erosion current source stream basin

The Sciences

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
Science Kent Science Scheme – Drive	<div>Creativity</div> <div>Questioning</div> <div>Hypothesis</div> <div>Predicting</div> <div>Exploring Variables</div> <div>Developing Experiments</div> <div>Analysing and Presenting Data</div> <div>Drawing Conclusions</div> <div>Adaptations and Forward Thinking</div>	<p>Animals, including Humans:</p> <ul style="list-style-type: none"> I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Forces and Magnets:</p> <ul style="list-style-type: none"> I can compare how things move on different surfaces. I notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Light:</p> <ul style="list-style-type: none"> I recognise that I need light in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I recognise that light from the sun can be dangerous and that there are ways to protect my eyes. I recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change. <p>Plants:</p> <ul style="list-style-type: none"> I can identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. I can 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. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Rocks:</p> <ul style="list-style-type: none"> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I describe in simple terms how fossils are formed when things that have lived are trapped within rock. I recognise that soils are made from rocks and organic matter. 	<p>Hypothesis:</p> <ul style="list-style-type: none"> I ask relevant questions and use different types of scientific enquiries to answer them. I can make predictions based on evidence already gathered. <p>Experiments:</p> <ul style="list-style-type: none"> I can set up simple practical enquiries, comparative and fair tests. <p>Recording Data:</p> <ul style="list-style-type: none"> I can gather, record, classify and present data in a variety of ways to help in answering questions. <p>Conclusions:</p> <ul style="list-style-type: none"> I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support my findings. 	roots, stem, trunk, leaves, flowers, air, water, nutrients, room, water transportation, pollination, seed formation, seed dispersal, nutrition, skeleton, muscle, support, protection, movement. rock, property, fossils, fossilised, soils, organic, igneous, metamorphic, sedimentary. light, dark, reflection, sun, protection, shadow, opaque. forces, magnets, attract, repel, pole, north, south,

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary			
				CNS	Programming	Multimedia	Handling Data
Computing Teach Computing www.teachcomputing.org Drive	<div>Computer Systems and Networks</div> <div>Programming</div> <div>Multimedia</div> <div>Handling Data</div> <div> <p>The following concepts are taught throughout the computing curriculum: Word processing, computational thinking, debugging, communication* and e-safety. (* Communication is taught across the KS2 Curriculum)</p> </div>	<div>Computer Systems & Networks</div> <ul style="list-style-type: none"> I know the functions of digital devices and networks. I recognise how digital devices can change the way we work. I can explore how digital devices can be connected and can explain the role of a switch, server, and wireless access point in a network. I can recognise the physical components of a network. <div>Programming</div> <ul style="list-style-type: none"> I know how to break open-ended problems into smaller parts. I know a wider range of commands that can be used to write more complex algorithms. <div>Multimedia</div> <ul style="list-style-type: none"> I can recognise how text and images convey information. I know the benefits of desktop publishing. I know that animation is a sequence of drawings or photographs. <div>Handling Data</div> <ul style="list-style-type: none"> I know how to use a range of strategies to collect, sort and review data. I know what a branching database is. 	<div>Computer Systems & Networks</div> <ul style="list-style-type: none"> I can identify input and output devices. I can explain how a computer network can be used to share information. <div>Programming</div> <ul style="list-style-type: none"> I can use repeat commands when programming. I can use more complex algorithms when programming. <div>Multimedia</div> <ul style="list-style-type: none"> I can combine text, graphics and sound in desktop publishing to suit different purposes. I can plan, create and review a stop-frame animation. <div>Handling Data</div> <ul style="list-style-type: none"> I can collect and present information in a branching database. 	Password Input Process Output Network Switch Server WAP	Sequence Repetition Instructions If Debugging Test and improve Event output Programming Audio Media Background	Align Bold Italic Underline highlight Landscape Portrait Images Animation Frame Play stop-motion	Branching database Find Record Group arrange Statistic

Sciences	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
DT	Design	Design: I can modify existing designs to change my purpose.	I can begin to use more complicated joins safely using equipment such as glue guns, junior hacksaws, hand drills and sanding equipment. Focus skills: 1. Structures - reinforcing. 2. Joining - pulleys. 3. Cooking - balanced diet. Cooking with few ingredients.	<ul style="list-style-type: none"> Assemble Construction Diet Design Designer Evaluate Fresh Foods Healthy Hygiene Iconic Innovation Ingredients Maker Measure / Measurement Materials Models Nutrition 	<ul style="list-style-type: none"> Preparation Purposeful/ Purpose Product Prototypes Recipe Structure Safety Seasonality Sketch Structures Shaping Tools Templates Unhealthy Varied Weighing
	Make	Make: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.			
	Innovate	Evaluate: I can begin to modify my original designs based on suitability for purpose.			
	Adapt	Technical Knowledge: I can explain why structures have been used for specific designs.			
	Evaluate	Cooking and Nutrition: I can explain a healthy and balanced diet.			
	Functionality				
	Nutrition				
	Problem Finding				

The Arts

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary	
Art	Line	<ul style="list-style-type: none"> They begin to understand that different colours and media can be used to make you feel a range of different feelings. They can name some famous artists. They are able to recognise and name 1 or 2 significant art movements that they have been exposed to and created pieces in the style of. They can notice differences between different art movements. They can say what art techniques they are good at and which they find more difficult. 	<ul style="list-style-type: none"> They begin to have an awareness of objects having a third dimension and perspective. They develop accuracy when completing observational drawings. They begin to be aware of how to use light and dark within painting and begin to explore complimentary colours. They can join two parts successfully and secure work to continue at a later date. They produce more intricate surface patterns/ textures on a sculpture and explore different printing techniques. They can independently choose appropriate materials and begin to develop more intricate patterns/ marks with a variety of media. They can choose and use equipment for different techniques and media. They begin to record media explorations and experimentations as well as try out ideas, plan colours and collect ideas for future works. 	Line mark people objects Artist Primary colour Secondary colour create design construct represent cut stick join wrap weave print	media medium material tool brush Shape negative positive Form Value Space Colour Texture Pattern Explore
	Shape				
	Form				
	Value				
	Space				
	Colour				
	Texture				
	Pattern				
	Exploration and expression				
	Critical thinking and language				

Arts	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
<p>Music</p> <p>Charanga: https://charanga.com/site/log-in/</p> <p>Glockenspiel Stage 1</p> <p>Three Little Birds</p> <p>Bringing us Together</p>	<p>Appraising</p> <p>Singing and Playing</p> <p>Composition and improvisation</p> <p>Performing</p> <p>Notation</p>	<ul style="list-style-type: none"> To listen to a piece of music and talk about the emotions it makes them feel. To name some of the instruments they can hear in a song. To know how to find and demonstrate the pulse. To know how pulse, rhythm and pitch work together to create a song. To know that rhythm is the long and short patterns over the pulse. To know a singing group can be called a choir. To know why we need to warm up our voices before singing. To be able to play a simple rhythmic pattern in time to the music. To know how to play long and short notes on the instruments. To know that music can be played or listened to for a variety of purposes. To be able to use a range of instruments to improvise. To know a composition is music that is created by you and kept in some way. To know there are different ways of recording compositions (Letter names, symbols, audio, etc). To compose using a range of note lengths. To know their importance of practising before performing. To know how to sing and play clearly. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse and identify the beat in music. To think about what the words may mean in a song. To discuss how a song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To sing with awareness of being 'in tune.' To have an awareness of the pulse when singing. To play a part on a tuned instrument from memory or using notation. To rehearse and perform a part. To listen and follow musical instructions from a leader. To listen and sing back confidently. To create short rhythmic phases. To use my voice and instruments to make loud and quiet sounds (dynamics). To plan and create a section of music that can be performed. To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial/graphic notation). To show control when playing musical instruments so that they sound as they should. To choose what to perform. To communicate the meaning of the words. To talk about the best place to be when performing and how to stand or sit. To say how they felt when performing, what went well and what they would change and why. To comment on the effectiveness of their own work, identifying and making improvements. 	<p>Glockenspiel Stage 1: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody</p> <p>Three Little Birds: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p>Bringing Us Together: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>

Communication and Language

Communication and Language	Key Subject Concepts	Knowledge	Skills	Key Vocabulary (Mechanics)
MFL HJ Scheme - Drive Family Colours and numbers Body parts Animals Food School	Speaking and listening Reading Writing and Grammar Intercultural understanding	<ul style="list-style-type: none"> Memorise core vocabulary and phrases in French, particularly transferable vocabulary such as sentence starters and question openers. Know that French letters have different phonetic pronunciations when compared with English letters, notice the differences in pronunciation and practice these regularly. Recognise a map of France and some of its key tourist destinations. Identify some francophone countries, comparing and contrasting similarities and differences between those countries. 	<ul style="list-style-type: none"> Say simple words and phrases from memory, pronouncing articles correctly, to speak about themselves with increasing confidence, mimicking intonation and accent from listening tasks. Recognise simple intonation, adjectives and negatives in spoken French. Identify key phonemes in French that are new to them and incorporate this into their knowledge of spelling and reading French. 	<ul style="list-style-type: none"> c = c k q qu ch = sh e o ô au eau ay = e è ê ei ai a âî s = s ss c ç g = j g = gu r = r rr a = a â à oi = wah ien = njah z = s (between vowels) s x (before a word starting with a vowel) an am en em u û - Learn adjective and noun placement - Notice some plural nouns Learn 'ne and pas' verb placement

Mental Wealth and Physical Health

Mental Wealth & Physical Health	Knowledge				Skills			
	Emotional and Social	Personal Care	Understanding the World	Personal Safety	Emotional and Social	Personal Care	Understanding the World	Personal Safety
Lifeskills	<p>I can recognise and value the feelings of others, especially when working as part of a team.</p> <p>I know what to do to calm down and can do this independently.</p> <p>I know that feelings change over time and can identify things that make me feel good e.g. eating healthily and exercising.</p> <p>I know how sleep can affect my emotions.</p> <p>I can name a wider range of feelings (eg. nervous, uncertain).</p> <p>I know that too much time on a device is not good for me.</p> <p>I can understand the impact of bullying on someone's emotions, how to recognise it and address it.</p>	<p>I know to wash my hands after coughing/sneezing into them.</p> <p>I know what to do if I get lost.</p>	<p>I understand the value of money.</p> <p>I have an understanding of the annual calendar and can identify a few key dates.</p> <p>I know who the Prime Minister is.</p> <p>I understand that death is permanent and non reversible.</p>	<p>I can explain what is meant by the term 'identity.'</p> <p>I can explain what bullying is, can describe how people may bully others and explain how this can impact someone's emotions.</p> <p>I can give reasons why I should only share information with people I choose to and can trust. If I am not sure or I feel pressured, I know that I should ask a trusted adult.</p> <p>I am aware of my personal road safety.</p> <p>I know why it is important to practice fire drills.</p> <p>I know why it is important to leave personal things behind in a fire.</p> <p>I know where to meet my family outside of the school gates (if I am allowed).</p>	<p>I can empathise with other people's emotions and begin to resolve conflicts independently.</p> <p>I recognise that children's actions can affect my feelings and that my feelings can affect theirs.</p> <p>I can explain how my body is feeling when I experience different emotions (without naming the emotions) eg. "I have a sick feeling in my tummy" or "My skin feels hot."</p>	<p>I can choose a meal I know I will eat.</p> <p>I can tie my own shoelaces.</p> <p>I can get changed for PE or other activities quickly and can look after my belongings.</p> <p>I am able to come to school prepared for the day and pack my own bag. (knowing if I need my PE kit or reading book).</p>	<p>I can explain what a child should do if they get lost.</p>	<p>I can use sharp objects safely and in an appropriate way.</p> <p>I can quickly and quietly follow my adults to line up on the playground during a fire drill and line up quietly with little instruction.</p> <p>I am confident to cross a road independently and safely, using pedestrian crossings.</p>

Mental Wealth & Physical Health	Knowledge	Skills
Online Safety	<p>Self - image and Identity:</p> <ul style="list-style-type: none"> • I can explain what is meant by the term ‘identity’. • I can explain how I can represent myself in different ways online. • I can explain ways in which, and why, I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). <p>Online Relationships:</p> <ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can give examples of technology- specific forms of communication (e.g. emojis, acronyms, text speak). • I can explain some risks of communicating online with others I don’t know well. • I can explain why I should be careful who I trust online and what information I can trust them with. • I can explain how my and other people’s feelings can be hurt by what is said or written online. • I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. • I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life. <p>Online Reputation:</p> <ul style="list-style-type: none"> • I can recognise that I need to be careful before I share anything about myself or others online. • I know who I should ask if I am not sure if I should put something online. <p>Online Bullying:</p> <ul style="list-style-type: none"> • I can explain what bullying is and can describe how people may bully others. • I can describe rules about how to behave online and how I follow them. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can explain how the internet can be used to sell and buy things. • I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. <p>Health, Wellbeing and lifestyle:</p> <ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me. • I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). <p>Privacy and security:</p> <ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust. • I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. • I understand and can give reasons why passwords are important. • I can describe simple strategies for creating and keeping passwords private. • I can describe how connected devices can collect and share my information with others. <p>Copyright and ownership:</p> <ul style="list-style-type: none"> • I can explain why copying someone else’s work from the internet without permission can cause problems. 	<p>Online Reputation:</p> <ul style="list-style-type: none"> • I can search for information about myself online. <p>Managing Online Information:</p> <ul style="list-style-type: none"> • I can use key phrases in search engines. • I can explain what autocomplete is and how to choose the best suggestion.

Mental Wealth & Physical Health	Key Subject Concepts	Knowledge	Skills	Key Vocabulary
PE TLG PE tlg-pe.co.uk Athletics Rounders Hockey Dance Netball Swimming Tennis OAA Cricket Handball Tag Rugby Gymnastics	<div>Fitness</div> <div>Dance</div> <div>Gymnastics</div> <div>Games</div> <div>Athletics</div> <div>Swimming</div> <div>OAA</div> <div>Fundamental Movement Skills</div>	<ul style="list-style-type: none"> I recognise how specific activities affect my body. I can describe what happens to my heart, breathing and temperature during different types of athletic activity. I understand the rules about the games I have been taught. I know what to consider when my team is attacking and defending in ball games. 	<ul style="list-style-type: none"> I can consolidate and develop my range and consistency of skills in striking and fielding games. I can select the most appropriate ways of travelling for an activity and execute it appropriately, (e.g. running, walking, hopping and skipping). I can remain in control of a ball while travelling. I can choose the appropriate skills and equipment to meet the challenges that are set. 	<u>Games</u> Throw, Catch, Control, Awareness of Space, Support <u>Gymnastics</u> apparatus, strength, criteria, improve, compare and contrast, repeat, sequences <u>Dance</u> Changing speed and direction, share and create phrases <u>Athletics</u> Underarm and overarm throwing, technique, distance <u>OAA</u> Follow, route, safely, manage risks/problems <u>Swimming</u> Swim, unaided, movements