

# Key Skills Assessment Criteria

Year 3



	Drawing and Painting	3D Work and Collage	Printing	Textiles
<b>Art</b>	<p>Draws familiar things from different viewpoints</p> <p>Uses line, tone and shade to represent things seen, remembered or imagined</p> <p>Represents things observed, remembered or imagined using colour/tools</p> <p>Introduces different types of brushes for specific purposes</p>	<p>Uses stimuli to create simple 2D and 3D images using a variety of tools and materials</p> <p>Develops awareness of contrasts in texture and colour</p> <p>Recreates 2D images in a 3D piece</p> <p>Experiments with creating mood, feeling, movement and areas of interest</p>	<p>Create printing blocks using a relief or impressed method</p> <p>Creates repeating patterns</p> <p>Create repeating patterns Print with two colour overlays</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p>

	Information Technology	Computer Science	Digital Literacy
<b>Computing</b>	<p>I can make choices on which program is best for a given task.</p> <p>I can use a search engine effectively.</p> <p>I can use various software to design content and present information.</p> <p>Understand the basic structure of a database and add data to a pre-made database and use this to create graphs and charts</p>	<p>To use a range of input and output devices efficiently.</p> <p>Inputs – camera, microphone, keyboard, mouse.</p> <p>Outputs – monitor, printer, speakers, lights</p> <p>To create a simple program that completes a given task.</p> <p>Use a computer to create basic applications, investigating how different variables can be changed and the effect this has</p> <p>To create a simple program that completes a given task – including controlling or simulating a physical system (robotics/motors/sensors)</p>	<p>Follow a simple search to find specific information from a website</p> <p>Begin to understand how websites work;</p> <p>Understand a website has a unique address</p> <p>Identify how different web pages are organised, e.g. graphics, hyperlinks, text</p> <p>To recognise acceptable and unacceptable behaviour online</p>

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
<b>Design Technology</b>	<p>To generate ideas for an item, considering its purpose and the user/s</p> <p>To identify a purpose and establish criteria for a successful product</p> <p>To plan the order of their work before starting</p> <p>To explore, develop and communicate design proposals by modelling ideas</p> <p>To make drawings with labels when designing</p>	<p>To select tools and techniques for making their product</p> <p>Measure, mark out, cut, score and assemble components with more accuracy</p> <p>To work safely and accurately with a range of simple tools</p> <p>To think about their ideas as the make progress and be willing to change if this helps them to improve their work</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose</p> <p>To disassemble and evaluate familiar products</p>	<p>Demonstrate hygienic food preparation and storage</p> <p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate</p> <p>How to prepare simple dishes safely and hygienically with a heat source</p>

	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Geography</b>	Know about the local area. Describe simply where places are in the local area.	Describe what gives the local area character and simply describe what other places are like beyond this area	Observe and describe physical and human features of the local area. Begin to compare these features to another place beyond the local area Begin to understand how people affect the environment	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods

	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
<b>History</b>	Place the time studied on a timeline. Sequence events or artefacts. Use dates to relate to the passing of time.	Identify some of the differences and similarities between the periods; Give a few reasons for and results of the main events and changes; Understand some of the main events, people and changes from the past; Describe and explain simple concepts such as cause and effect.	Are aware that there are different types of sources and are beginning to make deductions from them; Ask relevant questions about sources; Identify some of the different ways in which the past is represented.	Begin to use simple historical language to communicate ideas.

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	Identify the tempo and Dynamics using musical vocabulary. (forte, piano, fortissimo, etc) Identify instruments by sound to the nearest family. Describe mental images produced by music	Perform repeating patterns on tuned & untuned percussion. Generally play correct notes to use on tuned instruments.	Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Swimming</b>
<b>PE</b>	Travel whilst bouncing a ball showing control Use a range of skills to help them keep possession and control of the ball Perform the basic skills needed for the games with control and consistency In pairs, make up a game and play a simple rallying game Use a range of skills to keep possession and make progress towards a goal, on their own and with others Choose good places to stand when receiving, and give reasons for their choice Choose and use batting or throwing skills to make the game hard for their opponents	Improvise freely, on their own or with a partner Translate ideas into a dance Create and link phrases using a simple dance structure Perform dances with an awareness of rhythm on their own or in a group	Improve the quality of their actions, body shapes and balance Select appropriate actions and consolidate simple ideas Know the importance of strength Evaluate their work and quality of their performance Recognise how their work can be improved	Develop skills from the 3 main aspects of athletics – running, jumping and throwing Link running and jumping movements Can move safely and appropriately around, between and over apparatus Have worked with a variety of equipment including: balls, hoops, beanbags, quoits	Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills Swim competently, confidently and proficiently over a distance of at least 25 metres Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges Perform self-rescue in different water-based situations Describe and evaluate the quality of swimming and recognise what needs improving

<b>Language Skills</b>	
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>

		<b>Working Scientifically</b>	<b>Geology, Mixtures &amp; Separation</b>
<b>Science</b>		<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>	<p>Can compare different rocks based on their appearance and their physical properties.</p> <p>Can group different rocks based on their appearance and their physical properties.</p> <p>Can use a microscope to identify and classify rocks according to whether they are made of grains or crystals.</p> <p>Can describe how fossils are formed.</p> <p>Can recognise that soils are made from rocks and organic matter.</p> <p>Can explore different soils and identify similarities and differences between them.</p> <p>Can use my knowledge of solids, liquids and gases to decide how to separate a mixture (including filtering, sieving and evaporating).</p> <p>Can demonstrate that dissolving is reversible.</p> <p>Can demonstrate that mixing is reversible.</p> <p>Can demonstrate that changes of state are reversible.</p> <p>Can explain that some changes result in the formation of a new material and that this kind of change is usually irreversible.</p>
		<b>Working Scientifically</b>	<b>Electricity</b>
<b>Science</b>		<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p>	<p>Can identify common appliances that run on electricity.</p> <p>Can name basic electrical components – cells, wires, bulbs, switches and buzzers.</p> <p>Recognises that a switch can be open or closed.</p> <p>Can identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a cell.</p> <p>Knows that a switch can control whether a lamp will light in a simple series circuit.</p> <p>Recognises some common conductors.</p> <p>Recognises some common insulators.</p> <p>Knows that metals are good conductors.</p> <p>Can draw a circuit using conventional circuit symbols.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the voltage of cell used.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the number of cells used.</p> <p>Can compare variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can give reasons for variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can use recognised symbols when representing a simple circuit on a diagram.</p> <p>Knows what precautions to take to work safely with electricity.</p>

	<b>Working Scientifically</b>	<b>Environment, Ecology and Evolution</b>
<b>Science</b>	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can identify a degree of trust within an enquiry.</p> <p>Can suggest improvements to be made to an investigation.</p>	<p>Knows that animals need the right types and amounts of nutrition.</p> <p>Knows that animals cannot make their own food.</p> <p>Can explore and use classification keys to group living things in the wider environment.</p> <p>Can explore and use classification keys to identify and name living things in their local environment.</p> <p>Knows that environments can change and that this can pose dangers to living things.</p> <p>Knows that living things have changed over time.</p> <p>Knows that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Knows that living things produce offspring, but normally offspring are not identical to their parents.</p> <p>Knows that animals are adapted to suit their environment in different ways.</p> <p>Knows that adaptation can lead to evolution.</p> <p>Can describe the difference in the life cycles of mammals, amphibians, insects and birds.</p> <p>Can describe the life process of reproduction in some animals.</p>