


Year 3 Curriculum Progression Statements - All subjects

		Y3 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	What pupils learn about how art is studied, discussed and judged: <i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
		<ul style="list-style-type: none"> Evaluate and interpret artwork, in order to adapt and improve the quality of their own work. Examine the work of a range of artists (e.g., photographers, illustrators, printmakers) from different times, cultures and disciplines. Use art as a means of self-expression. 		<ul style="list-style-type: none"> Evaluate and interpret artwork, in order to adapt and improve the quality of their own work. Examine the work of a range of artists (e.g., photographers, illustrators, printmakers) from different times, cultures and disciplines. Use art as a means of self-expression. 		<ul style="list-style-type: none"> Evaluate and interpret artwork, in order to adapt and improve the quality of their own work. Examine the work of a range of artists (e.g., photographers, illustrators, printmakers) from different times, cultures and disciplines. Use art as a means of self-expression. 	
Substantive Knowledge	Sketchbook	<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations. Use sketchbooks to collect and record visual information. Use sketchbooks for planning and trying out ideas for future works. 		<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations. Use sketchbooks to collect and record visual information. Use sketchbooks for planning and trying out ideas for future works. 		<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations. Use sketchbooks to collect and record visual information. Use sketchbooks for planning and trying out ideas for future works. 	
	Drawing, Painting, Sculpture,	Drawing: <ul style="list-style-type: none"> Draw for an age-appropriate sustained period. 		Painting: <ul style="list-style-type: none"> Experiment in order to increase control in the types of marks 		Sculpture: <ul style="list-style-type: none"> Use equipment and media appropriately. 	

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	<p>Printing, Textiles</p>	<ul style="list-style-type: none"> • Develop techniques to create patterns and marks with a variety of media. • Use different grades of pencil and other implements to draw different forms, shapes, create lines, marks and develop tone. • Begin to show an awareness of objects having a third dimension and perspective. • Use textures and patterns within their drawings. 		<ul style="list-style-type: none"> • made when painting. • Experiment with different effects and textures including blocking in colour and washes. • Develop an understanding of complimentary colours. • Experiment in order to mix colour, shades and tones with increasing confidence. • Experiment with different effects and textures with paint according to what they need for the task. • Start to develop a painting from a drawing. • Produce art working in the style of a selected artist (not copying). 		<ul style="list-style-type: none"> • Work in a safe way, caring for equipment. • Learn ways in which to secure work to continue at a later date. • Make a slip to join to pieces of clay. • Produce more intricate surface patterns/ textures. • Construct a simple base for extending and modelling other shapes. • Coil and decorate confidently. • Use recycled, natural and manmade materials to create sculptures. • Continue to explore carving as a form of 3D art. • Experiment with environmental sculpture and found object art. • Use language appropriate to skill and technique. • Adapt work as and when necessary and explain why they have done so. 	
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Key Vocabulary	In addition to vocabulary from previous year groups: Interpret; adapt; photographer; printmaker; disciplines; self-expression; grades of pencil; third dimension; perspective; blocking in colour and washes; complimentary colours; slip (to join clay); intricate surface patterns/ textures; coil; Modroc; modelling tools; carving.
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Year 3 Curriculum Progression Statements - All subjects

Y3 Progression Statements – Design and Technology

		Y3 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
			<ul style="list-style-type: none"> • Investigate an existing product for understanding of: <ul style="list-style-type: none"> ○ purpose ○ design features ○ realistic ideas ○ needs of intended user ○ inventors/chefs/designers etc. linked to their product. • Develop their own simple design criteria and use for planning ideas on: <ul style="list-style-type: none"> ○ how the parts of their product would work. ○ materials to use based on suitability of their properties. • Use drawings and labels when designing. 				

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			<ul style="list-style-type: none"> • Order the main stages of making. • Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). • Create simple pattern pieces and prototypes. 				<ul style="list-style-type: none"> • Order the main stages of making. • Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). • Create simple pattern pieces and prototypes.
	<p>Make: <i>Tools, safety, measuring, joining, problem solving, finishing.</i></p>		<ul style="list-style-type: none"> • Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components. • Choose suitable tools for making. • Follow outlined safety and hygiene procedures, explaining the reasons why these are in place. • Use design criteria whilst making. • Begin to think about and seek solutions when 				<ul style="list-style-type: none"> • Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components. • Choose suitable tools for making. • Follow outlined safety procedures, explaining the reasons why these are in place. • Use design criteria whilst making. • Measure, mark, cut and shape materials and

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			faced with a problem.				<p>components with some accuracy.</p> <ul style="list-style-type: none"> • Join, assemble and combine materials and components with some accuracy. • Begin to think about and seek solutions when faced with a problem. • Use finishing techniques, including skills learnt in Art, with some accuracy.
	Evaluate		<ul style="list-style-type: none"> • Use design criteria to evaluate their product. • Consider the views of others, including intended user, whilst evaluating their product. 				<ul style="list-style-type: none"> • Use design criteria to evaluate their product. • Consider the views of others, including intended user, whilst evaluating their product.
Substantive Knowledge	Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i>		<p>Food:</p> <ul style="list-style-type: none"> • Identify the 5 food groups using The Eatwell Guide. • Identify that food and drink are needed to provide energy 				<p>Construction – shell structures:</p> <ul style="list-style-type: none"> • Use materials for their functionality and aesthetic appearance to construct a structure.

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			<p>for a healthy and active lifestyle.</p> <ul style="list-style-type: none"> • Identify that people should eat at least 5 portions of fruit and vegetables a day. • Know that food ingredients can be fresh, pre-cooked and processed. • Prepare simple dishes hygienically and safely, including using a heat source. • Weigh and measure appropriate ingredients both dry and wet with some accuracy. • Prepare and cook a savoury dish. • Use cooking techniques including, but not limited to: chopping, peeling, grating, slicing, mixing, spreading, and kneading. 				<ul style="list-style-type: none"> • Use knowledge to make freestanding structures can be made stronger, stiffer and more stable.
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			<ul style="list-style-type: none"> Demonstrate some basic knife skills. 				
Key Vocabulary	<p>In addition to vocabulary from previous year groups: Design brief, innovative, inventor, process, accurate, intention, health and safety, Celsius, hygiene, utensils, texture, appearance, preference, edible, reared, processed, seasonal, varied diet, shell structure, scoring, tabs, adhesive, assemble, graphics, prototype, Computer-Aided Design (CAD), vice, wire strippers, accurate, junior hacksaw, pliers, dowel, file.</p>						

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Y3 Progression Statements – Geography

		Y3 Progression Statements – Geography					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding	<p>Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <p>Develop understanding of:</p> <ul style="list-style-type: none"> the importance of the physical and/or cultural attributes of a place. physical characteristics of weather and temperature, land and soil, and plant and animal life begin to interlink with Cultural attributes, including: how countries have been shaped by their history and their geographies; understanding that there are different geographical similarities and differences; diversity – challenging stereotypes, languages, religions and ethnicities; where and how people settle, transportation, economics, and politics. 					
	Enquiry Skills	<p>Enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <ul style="list-style-type: none"> Create their own basic geographical enquiry questions. Explain why they have chosen certain sources, tools and processes to answer their enquiry question: <ul style="list-style-type: none"> Begin to explore atlases, globes and world maps on more than one scale, including digital mapping. Make plans and maps using simple symbols and keys. Begin to use an 8-point compass. Interpret and use a range of aerial photographs. Use increasingly complex atlases and world maps to identify the seven continents, five oceans, and the four countries of the UK. Select, interpret and combine their sources and findings to draw simple conclusions in relation to the question posed. Be able to compare two or more geographical elements, identify similarities and differences and express an opinion on the different elements. Be able to select an appropriate method of communicating learning, considering audience and purpose, explaining their reasoning and using geographical terms. 					
Substantive Knowledge	Location and Place	<p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Name and locate the Devon’s capital city (Exeter) and its key features. <p>UK - use their conceptual understanding and enquiry skills to:</p>		<p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the 		<p>Similarities and differences between the River Taw and the River Nile - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Understand the similarities and differences (both human and physical) 	

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		<ul style="list-style-type: none"> Name and locate a range of counties and cities in the UK. Understand the scale of a UK map to calculate distances between counties and cities. 		<ul style="list-style-type: none"> Arctic and Antarctic circle. Consider the countries and climates and seasonal differences that surround these lines and discuss the relationships between these and the countries. 		<ul style="list-style-type: none"> between the two rivers. Compare and summarise data from the two regions (i.e. population, temperature, etc.). 	
	Physical and Human Features and Processes	<ul style="list-style-type: none"> Be able to describe and understand key human aspects of a selected locality (types of settlements, land use). To begin to understand how population growth changes over time. 	<ul style="list-style-type: none"> Describe the properties of the earth's layers. (<i>Science link – Rocks</i>) Name different types of weathering and describe how physical, chemical and biological weathering changes rocks. 	<ul style="list-style-type: none"> Begin to understand global and local trade routes including different types of transport and its impact. Give reasons why certain commodities are traded globally and locally. 		<ul style="list-style-type: none"> List the main events in the water cycle. Identify a valley and the summit, foot and the slope of a mountain. List some of the features of a river's course. Identify some advantages and disadvantages for different uses of a river. 	
Key Vocabulary	Urban, rural, Europe, culture, transport, climate, equator, northern hemisphere, southern hemisphere, Tropics of Cancer, Tropic of Capricorn, trade, economy, valley, summit, foot, slope, river source, mouth, population, aerial photograph, key, symbol						

Year 3 Curriculum Progression Statements - All subjects

Year 3 Progression Statements – Global Learning

To be addressed throughout the curriculum.

	Year 3 Progression Statements – Global Learning To be addressed throughout the curriculum.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills and Capabilities: <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i>	With adult guidance: <ul style="list-style-type: none"> • Work co-operatively in pairs or small groups to solve problems or achieve goals. • Use some strategies to manage anger and frustration. • Suggest ideas to solve problems. 	With adult guidance: <ul style="list-style-type: none"> • Use knowledge of others' viewpoints to resolve problems and compromise in pairs or small groups • Use strategies suggested by an adult to cope with challenging times. 	With adult guidance: <ul style="list-style-type: none"> • Understand the concepts of bias and opinion. • Understand that different people have different points of view and may not agree with each other. • With adult prompting, adapt their behaviour to take into account the feelings of others. • Identify some matters that are important to others. 	With adult guidance: <ul style="list-style-type: none"> • Identify some connections between personal decisions and issues affecting others. • Listen and respond to others. 	With adult guidance: <ul style="list-style-type: none"> • Express their own views and ideas on issues clearly to a range of different people, giving reasons for these. • Express feelings about changes and events in their own setting and the wider world. 	With adult guidance: <ul style="list-style-type: none"> • Participate in decision making in their class. • Use suggested ways to contribute to the well-being of the wider community.
Values and Attitudes: <i>Sense of identity and self-esteem, Commitment to social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment and commitment to sustainable development,</i>	Demonstrate: <ul style="list-style-type: none"> • positive attitudes towards themselves and others. • confidence in, awareness of and pride in their own individuality. • readiness to think through 	Demonstrate: <ul style="list-style-type: none"> • a growing interest in world events. • a growing sense of justice. • belief that things can be better, and individuals can make a difference. 	Demonstrate: <ul style="list-style-type: none"> • understanding of the concepts of prejudice and discrimination. • willingness to learn about diversity. • appreciating and valuing difference. 	Demonstrate: <ul style="list-style-type: none"> • a sense of wonder and curiosity about the world. • a sense of responsibility for the environment and the use of resources. • commitment to taking action to 	Demonstrate: <ul style="list-style-type: none"> • listening to a range of different perspectives and viewpoints. • active participation in class-based decision making. 	Demonstrate: <ul style="list-style-type: none"> • proactive inclusion of other people. • knowledge and understanding of the school ethos and learning values at an age-appropriate level.

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<i>Commitment to participation and inclusion, Belief that people can bring about change.</i>	consequences of words, actions and choices on others.			protect and improve the environment.		
Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i>	<ul style="list-style-type: none"> Understand the need for rules in their own school and wider society. Know and use effective strategies for managing, resolving and preventing conflict. 	<ul style="list-style-type: none"> Know about some diversity of cultures and societies within and beyond their own experience. Understand that different cultures have made contributions to our lives. 	<ul style="list-style-type: none"> Have some basic knowledge and understanding of the UN Convention of the Rights of the Child, including who is responsible for rights being met. 	<ul style="list-style-type: none"> Know that people depend on the environment in different ways. Understand the basics of climate change (causes and effects). 	<ul style="list-style-type: none"> Recognise that fairness between groups may not always mean equal treatment. Know some of the main causes and effects of poverty and inequality. 	<ul style="list-style-type: none"> Know some reasons why some people have their rights denied. Know that the Equality Act 2010 protects people who have protected characteristics.
Key Vocabulary	In addition to vocabulary from previous year group: <ul style="list-style-type: none"> human rights, social justice, resolving conflict, disability, impairment, opportunity, FairTrade, Equality Act, protected characteristics 					

Year 3 Curriculum Progression Statements - All subjects

Y3 Progression Statements – History

		Y3 Progression Statements – History					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding: <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> Establish chronologies within periods of history, relating these to previous periods studied. Understand what change is and, with support, give examples from different time periods studied. With adult support, begin to make simple connections between main events, situations and changes within and across different periods/societies studied. Demonstrate some understanding and recall of some reasons for and results of, historical events & changes. Identify similarities/differences within and between culture at different periods that have been studied. Assessment: Identify people and events from periods studied that are historically impactful. Assessment: Know that different versions of the past may exist. Assessment: Explore a range of sources, understanding some reasons why one might be more reliable than another. 					
	Historical Enquiry: <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> With adult support: <ul style="list-style-type: none"> Develop their own line of enquiry/interests they want to find out more about within a historical period. Make predictions based on their own knowledge or prior learning. Use a model to plan and organise how they will carry out their enquiry. From a range provided, find and select the most relevant sources that will be able to justify their answer. Assessment: Suggest a reason why their prediction may or may not be right. Assessment: Organise and explain the evidence that they've found, giving reasons for their views. Assessment: Present findings about the past using speaking, writing, ICT, drawing skills, drama or maths (data handling). Assessment: Use dates and terms correctly from the range that have been taught. Assessment: Discuss ways to present information, understanding that it is for an audience. Assessment: Use subject specific vocabulary that has been taught. 					
Substantive Knowledge	Historical Knowledge and Understanding		<u>Changes in Britain from the Stone Age to the Iron Age</u>		<u>A study of the first railways as a significant turning point in British history</u>		<u>A depth study of Ancient Egypt</u> <ul style="list-style-type: none"> Assessment: Place the period on a timeline in

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			<ul style="list-style-type: none"> • Assessment: Place the period on a timeline in relation to prior learning. • Know some of what was happening in different parts of the world at this time. (<i>Links to Year 4 Autumn 1 – The Roman Empire and its impact on Britain, and Y5 - Britain’s settlement by Vikings, Anglo-Saxons and Scots</i>) • Understand how we know about the period. • Assessment: Know how Britain changed between the beginning of the Stone Age and the end of the Iron Age. • Recognise the importance of some of the key features of this period, e.g. 		<ul style="list-style-type: none"> • Assessment: Place the period on a timeline in relation to prior learning. • Know some of what was happening in different parts of the world, including Britain, at this time. • Understand how we know about the first railways in Britain. • Know some of the the technological developments that changed transport and travel during the Industrial Revolution. • Understand the differing effects of the coming of the railways on different groups in society. • Assessment: Recognise some of the ways in which the railways 		<p>relation to prior learning.</p> <ul style="list-style-type: none"> • Know some of what was happening in different parts of the world, including Britain, at this time. • Understand how we know about Ancient Egypt. • Understand the link between the River Nile and the location of Ancient Egyptian settlements, including agriculture. • Understand some of the power structures within the civilisation e.g. Gods, Pharaohs, slaves. • Understand that Ancient Egypt was a large and powerful empire (<i>link to Y4 Autumn 2 and Y4 Summer 2</i>). • Assessment: Recognise the importance of
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			<p>development of farming (<i>hook back to Y1 Spring 1</i>), the invention of spindle whorls, looms etc., the discovery of iron ore, creation of iron age hill forts.</p> <ul style="list-style-type: none"> • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Archaeologist ○ Artefact ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Celts ○ Civilisation ○ Hunter-gatherer ○ Neolithic ○ Nomad 		<p>contributed to the development of North Devon, including the movement of people and goods:</p> <ul style="list-style-type: none"> ○ Tourism (e.g. Ilfracombe, Westward Ho!) ○ Trade (e.g. Fremington Quay – clay and coal, Combe Martin – strawberries) ○ Lynton and Lynmouth cliff railway • Know some key ways railways in North Devon have changed over time: <ul style="list-style-type: none"> ○ Changes through steam, diesel, electric ○ Tarka trail ○ The Beeching cuts • Know and use the key vocabulary: 		<p>some of the key features of this period: e.g. early writing, early maths, creating a calendar, time keeping with shadow clocks, architecture e.g. pyramids, keys and court systems.</p> <ul style="list-style-type: none"> • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Agriculture ○ Archaeologist ○ Artefact ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Civilisation ○ Gods/Goddesses
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			<ul style="list-style-type: none"> ○ Palaeolithic ○ Prehistory ○ Settlement ○ Tribal 		<ul style="list-style-type: none"> ○ 18th Century, 19th Century, 20th Century, 21st Century ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ Branch line ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Diesel ○ Electrification ○ Inter-city ○ Locomotive ○ Nationalised ○ Network ○ Pioneers ○ Society ○ Tourism ○ Trade ○ Trade ○ Wagonway 		<ul style="list-style-type: none"> ○ Hieroglyphics ○ Pharaoh ○ Power ○ Pyramids ○ Pyramids ○ Sacrifice ○ Slave ○ Tomb
Abstract Terms Linked to Historical Concepts	Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade						

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Year 3 Curriculum Progression Statements - All subjects




Year 3 Progression Statements – IT and Computing

<https://teachcomputing.org/curriculum>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	E-safety Connecting computers: <ul style="list-style-type: none"> • Networks • Computing systems 	Stop-frame animation: <ul style="list-style-type: none"> • Effective use of tools • Creating media 	E-safety Sequencing sounds: <ul style="list-style-type: none"> • Programming • Design and development 	Branching databases: <ul style="list-style-type: none"> • Data and information • Effective use of tools 	E-safety Desktop publishing: <ul style="list-style-type: none"> • Effective use of tools • Creating media 	Events and actions in programs: <ul style="list-style-type: none"> • Programming • Design and development

Year 3 Curriculum Progression Statements - All subjects

						
Year 3 Progression Statements – Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	<ul style="list-style-type: none"> Sing with confidence, developing their vocal range. Demonstrate the ability to sing in tune in some songs. Sing with developing awareness of pulse and control of rhythm. 		<ul style="list-style-type: none"> Recognise phrases and how they relate to breathing during a song. Begin to show an awareness of other parts. 		<ul style="list-style-type: none"> Sing songs and create different vocal effects. Sing in a round in 2 parts. 	
Listening	<ul style="list-style-type: none"> Begin to use the appropriate musical vocabulary to describe what they hear. 		<ul style="list-style-type: none"> Develop their awareness of different musical genres and styles, including live music. 		<ul style="list-style-type: none"> Be able to recognise the verse and chorus within a piece of music. 	
Improvising and composing	<ul style="list-style-type: none"> Create music that tells a story. 		<ul style="list-style-type: none"> Begin to use technology to compose. 		<ul style="list-style-type: none"> Respond to feedback in order to improve their work. 	
Notation – reading and writing	<ul style="list-style-type: none"> Continue to develop staff notation reading skills. Read rhythms using crotchets, quavers, minims and rests. 		<ul style="list-style-type: none"> Take part in whole-class composition using staff notation. 		<ul style="list-style-type: none"> Make scores using their own system of simple notation. 	

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Playing	<p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> • Play a range of instruments, keeping an appropriate tempo and volume. • Follow simple performance directions (include start, stop and dynamic changes).
Suggested genres	<ul style="list-style-type: none"> • Year 3 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order, from the Model Music Curriculum: https://www.youtube.com/playlist?list=PLitQ2pP9mJegL6G920NQ0bAUOxyVkOouL • Use these songs as a starting point to: <ul style="list-style-type: none"> ○ discuss musical elements ○ inspire creativity in your classroom, maybe listen during the register, getting changed for PE or whilst playing Times Tables Rockstars.
Key Vocabulary	<ul style="list-style-type: none"> • Pulse, Rhythm, Pitch, Dynamics, Tempo and Texture • Texture – Layers of sound working together make music very interesting to listen to.

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Year 3 Progression Statements – PE						
Based on <i>Dance in a Box</i> and <i>PPE</i> Planning and resources:						
<ul style="list-style-type: none"> • Progression of Key Skills • Vocabulary progression • Further supporting documents 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics		Dance		Tennis	Fitness
Outdoor	• Tag rugby	• Cross country	• Quicksticks hockey	• Basketball	• Cricket	• Athletics • House competitions

Year 3 Curriculum Progression Statements - All subjects



Year 3 Progression Statements – Primary Languages

The Primary French Project - Niveau bleu

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking and Listening		<ul style="list-style-type: none"> Greet their teacher, other adults and a friend. Say good-bye. Ask someone for their name and be able to tell them your name. Ask how a name is spelt. Understand and respond to some classroom instructions. Say the numbers 0, 1, 2 3, 4, 5 and 6. Name the UK, Great-Britain and the four countries in the UK in French. Learn how to name the capital cities in the UK in French. Say what something is using <i>C'est + noun</i>. Leçon 9: <ul style="list-style-type: none"> Understand and answer questions about capital cities using <i>Quelle est la capitale de...</i>(What is the 		<ul style="list-style-type: none"> Ask questions using <i>C'est + noun? (Is this + noun?)</i>, coupled with the conjunction <i>ou</i>. Understand and respond to some more classroom instructions. Say the numbers 7, 8, 9, 10, 11 and 12. Use the adverbial phrase <i>à Paris,...il y a</i>. Use a template to create spoken sentences about what landmarks there are in Paris. Learn about the conjunction <i>et</i> (and) and use it to link two words together using a speaking frame. Form sentences to talk about more than two things that there are in Paris, using an adverbial opener, a verb, and 		<ul style="list-style-type: none"> Ask someone how old they are and say their own age. Say where they live and ask someone else where they live. Use a speaking frame to ask and answer a variety of questions (name, age, where they live, capital cities). Use a speaking frame to talk about what landmarks there are in London Recall vocabulary by identifying images Continue to ask and answer questions in French Show good listening comprehension by picking out key information from a spoken paragraph such as name, age, where they live and other vocabulary that has been studied.

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		<p>capital of...?) and <i>C'est + noun</i>.</p> <ul style="list-style-type: none"> • Leçon 10: <ul style="list-style-type: none"> ○ Understand questions using <i>C'est + noun</i>? ○ Understand the importance of intonation. ○ Answer questions using <i>Oui</i> or <i>Non</i>, coupled with <i>c'est + noun</i>. 		<p>at least three nouns.</p> <ul style="list-style-type: none"> • Learn about the adverb <i>aussi</i> and begin to use in spoken sentences. 		
Reading, Writing, Grammar and Phonics		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ un ○ o • Know that consonants are often silent on the end of words in French. • Spell Paris. • Spell the names of countries in the UK. • Get acquainted with a bilingual dictionary. 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ ou ○ gn • Use a writing frame to record a selection of spoken sentences about what is in Paris. 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ u • Use a writing frame to record a selection of spoken sentences about their age and where they live. • Recognise and name the circumflex accent. • Find out about the acute accent on the letter 'é' and the different ways of writing the phoneme [e]. • Find out about the definite articles <i>le, la, l'</i> and <i>les</i> (the in English) as in <i>le Louvre</i> or <i>la Tour Eiffel</i>.

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						<ul style="list-style-type: none"> • Write about places in the UK and/or France using learned vocabulary
Cultural Understanding		<ul style="list-style-type: none"> • Locate Paris on the map. • Identify France on a map of Europe. • Name some landmarks in Paris. 		<ul style="list-style-type: none"> • Find out about new Paris landmarks and learn how to name them. 		<ul style="list-style-type: none"> • Be able to identify a range of landmarks in capital cities across the UK such as Belfast, Edinburgh and Cardiff.
Key Vocabulary	Year 3 Knowledge Organisers containing Key Vocabulary					

Year 3 Curriculum Progression Statements - All subjects

	YN - Y6 Progression Statements – PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
https://jigsawpshe.online/materials/pshe-primary/	 Being Me in My World	 Celebrating Difference	 Dreams & Goals	 Healthy Me	 Relationships	 Changing Me

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Year 3 Curriculum Progression Statements - All subjects



Year 3 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in Devon-and-Torbay-Agreed-Syllabus-2019-2024-FINAL (1).pdf





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Page 61 Unit L2.1 What do Christians learn from the Creation story?	Page 62 Unit L2.2 What is it like for someone to follow God?	Page 69 Unit L2.9 How do festivals and worship show what matters to a Muslim?	Page 70 Unit L2.10 How do festivals and family life show what matters to Jewish people?	Page 64 Unit L2.4 What kind of world did Jesus want?	Page 72 Unit L2.12 How and why do people try to make the world a better place?









Year 3 Progression Statements – Science

In each half term there is a focus on an area of Working Scientifically, as well as an Enquiry Type .













All Working Scientifically statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y3 and Y4.

<p>Working Scientifically: <i>Asking relevant questions and using different types of scientific enquiries to answer them.</i></p> <p><i>Use prior knowledge to suggest what might happen in an enquiry; make a prediction.</i></p>	 	<ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Independently use a range of question stems and where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Identify the type of enquiry that they have chosen to answer their question. • Make own predictions based on what they know.
<p>Working Scientifically: <i>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</i></p>		<ul style="list-style-type: none"> • Make systematic and careful observations. • Use a range of equipment for measuring length, time, temperature and capacity. • Use standard units for their measurements.
<p>Working Scientifically: <i>Setting up simple practical enquiries, comparative and fair tests.</i></p>		<ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. <p><i>Explanatory note: A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</i></p>

Year 3 Curriculum Progression Statements - All subjects

Working Scientifically: <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i>			<ul style="list-style-type: none"> • Sometimes decide how to record and present evidence. • Record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. • Record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). • Record classifications e.g. using tables, Venn diagrams, Carroll diagrams. • With support, present the same data in different ways in order to help with answering the question.
Working Scientifically: <i>Using straightforward scientific evidence to answer questions or to support their findings.</i>			<ul style="list-style-type: none"> • Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. • Give answers consistent with the evidence.
Working Scientifically: <i>Identifying differences, similarities or changes related to simple scientific ideas and processes.</i>			<ul style="list-style-type: none"> • Interpret their data to generate simple comparative statements based on their evidence. • Begin to identify naturally occurring patterns and causal relationships.
Working Scientifically: <i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i>			<ul style="list-style-type: none"> • Communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.
Working Scientifically: <i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i>			<ul style="list-style-type: none"> • Draw conclusions based on their evidence and current subject knowledge. • Identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. • Use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry.
Coverage	Working Scientifically Focus	Enquiry type Focus	Knowledge
Autumn 1	 		Forces and materials – Page 31: Y1-6 Progression Statements – PLAN Science

Year 3 Curriculum Progression Statements - All subjects

Autumn 2	 		Rocks – Page 27: Y1-6 Progression Statements - PLAN Science
Spring 1	 		Light – Page 29: Y1-6 Progression Statements - PLAN Science
Summer 1	 	 	Plants - Page 23: Y1-6 Progression Statements - PLAN Science
Summer 2			Animals, including humans – Page 25: Y1-6 Progression Statements - PLAN Science