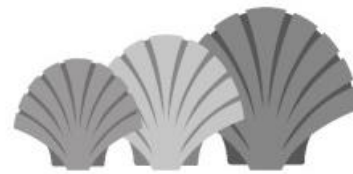


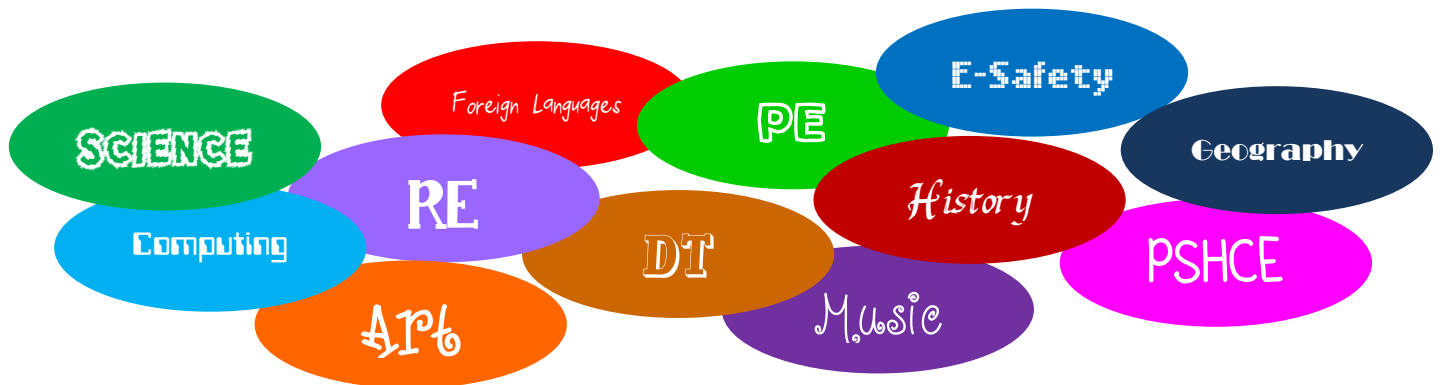
# Age-related expectations

## Year Three



**ST JAMES'**  
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In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

### **Core skills**

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

### **Drivers**

'Drivers' are typically Science, History or Geography themes which provide the main content for a topic.

### **Enrichers**

'Enrichers' are the arts and other subjects which enhance and broaden the learning experiences for our children.

### **Health and SMSC**

St James' CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**. We also include two additional areas which we consider important:

**PSHCE** (which stands for Personal, Social, Health, Citizenship and Economic Education, not a statutory subject, but one acknowledged in the National Curriculum: "All schools should make provision for ...PSHE") and **E-Safety**.

At St James' CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

# Age-related expectations: Year Three

**Drivers** Science, History and Geography act as the 'drivers' of most of our topics in school; they provide the main content for a topic.



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## SCIENCE

### Science

#### Working scientifically

Can your child make and record predictions before testing?  
Can your child explain why they need to collect information to answer a scientific question?  
Can your child make accurate measurements using standard units?  
Can your child explain what they have found out and use their measurements to say whether it helps to answer their questions?

#### Animals, including humans

Can your child identify animals, including humans, need the right types of nutrition, and they cannot make their own food; they get nutrition from what they eat?  
Can your child identify that humans and some other animals have skeletons and muscles for support, protection and movement?

#### Plants

Can your child identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)?  
Can your child explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant?  
Can your child investigate the way in which water is transported within plants?  
Can your child explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?  
Can your child set up a simple test to explore the differences between materials?  
Can your child describe what it means to reverse a change and describe which changes can and cannot be reversed?

#### Rocks

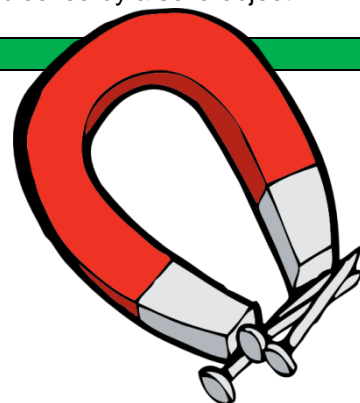
Can your child compare and group different rocks on the basis of their appearance and simple physical properties?  
Can your child describe in simple terms how fossils are formed when things that have lived are trapped in rock?  
Can your child recognise that soils are made from rocks and organic matter?

#### Light

Can your child recognise that they need light in order to see things and that dark is the absence of light?  
Can your child notice that light is reflected from surfaces?  
Can your child recognise that light from the sun can be dangerous and that there are ways to protect their eyes?  
Can your child recognise that shadows are formed when the light from a light source is blocked by a solid object?  
Can your child find patterns in the way that the size of shadows change?

#### Forces and magnets

Can your child compare how things move on different surfaces?  
Can your child notice that some forces need contact between two objects, but magnetic forces can act at a distance?  
Can your child observe how magnets attract or repel each other and attract some materials and not others?  
Can your child 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?  
Can your child describe magnets as having two poles?  
Can your child predict whether two magnets will attract or repel each other, depending on which poles are facing?



#### Examples of additional challenge

Can your child suggest improvements and predictions for further test?  
Can your child explain how the muscular and skeletal systems work together to create movement?  
Can your child explain different ways that they can sort the same group of materials and explain their reasons?  
Can your child explain why their shadow changes when the light source is moved closer or further from the object?



## History

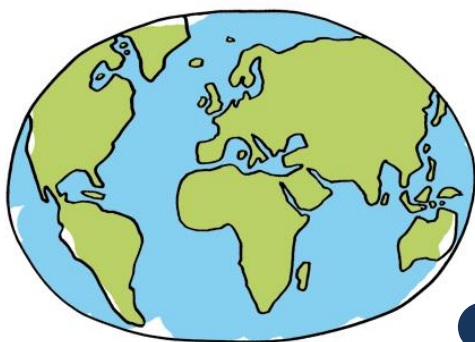
### History

Can your child describe events from the past using dates when things happened?  
Can your child use a timeline within a specific time in history to set out the order things may have happened?  
Does your child know that Britain has been invaded by several different groups over time?  
Does your child appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?  
Can your child through research identify similarities and differences between given periods in history?  
Can your child begin to appreciate how items found belonging to the past can help us to build a picture of how people lived?  
Can your child describe how their local area was different in the past and begin to offer explanations for these changes?



### Examples of additional challenge

Can your child begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?  
Can your child use their mathematical knowledge to work out how long ago events would have happened?  
Can your child use their 'information finding' skills in writing to help them write about historical information?



## Geography

### Geography

Can your child name and locate countries and major cities using an atlas, map or globe?  
Can your child name and locate major UK cities using an atlas, map or globe?  
Can your child identify human and physical characteristics from a map or aerial photograph?  
Does your child know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, and the Arctic and Antarctic are?  
Can your child compare a region in the UK with a region in Europe (eg the Yorkshire coast to a Mediterranean coast such as the Amalfi coast)?  
Can your child describe and understand basic aspects of human geography (eg land use) and physical geography (eg rivers and mountains)?  
Can your child use some basic OS map symbols and use the eight points of a compass?  
Can your child use fieldwork to answer questions about the local area (eg observe, measure, record)?

### Examples of additional challenge

Can your child use maps and atlases appropriately by using contents and indexes?  
Can your child explain why a locality has certain physical features?  
Can your child explain how people's lives vary due to weather?

## Age-related expectations: Year Three

**Enrichers** are the arts and other subjects which enhance and broaden topics and the other learning experiences for our children.



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## Computing

### Computing

Can your child design a sequence of instructions, including directions?  
Can your child write programs that accomplishes a goal?  
Can your child de-bug an algorithm?  
Can your child work with at least two forms of input?  
Can your child work with at least two forms of output?  
Can your child look at an algorithm and make a prediction, explaining why he/she believes something will happen?  
Can your child collect information?  
Can your child use a range of software?

### E-safety and digital literacy

*(a guide to these points is included below)*

Can your child use the internet and other technology safely and critically?  
Can your child recognise what is personal information and keep it private?  
Does your child know what to do if they are concerned when they use the internet and other technology?  
Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?



## Art and Design

### Art and design

Can your child explore ideas and collect visual and other information for their work (eg by sketching)?  
Can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?  
Can your child investigate visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to communicate ideas and design?  
Does your child record their ideas, marks, experiments and examples in a sketch book?  
Using ideas from the points above, can your child design and make images / artefacts for different purposes?  
Can your child describe what they think or feel about their own and others' work (including that of artists), and adapt and improve their own?  
Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?  
Is your child aware of different grades of pencil for drawing and can use them effectively?



## Design and Technology (DT)

### Design and technology (DT)

Can your child use existing products and design criteria to help them design a purposeful, functional, appealing product for a specific user?

Can your child generate, develop and communicate their ideas using sketches?

When making, can your child use a wider range of tools and equipment to perform practical tasks (eg cutting, shaping, joining, finishing)?

When making, can your child choose and use a range of materials and components (including construction materials, textiles and ingredients) according to their properties?

Can your child investigate and evaluate the existing products of other people?

Can your child evaluate their ideas and products against design criteria and consider how they can improve their work?

Can your child begin to understand and use electrical systems in their products (eg circuits incorporating bulbs, buzzers and motors)?

When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)

When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

### Music

Can your child recognise and explore the ways sounds can be used expressively?

Can your child sing with expression?

Can your child perform rhythmically simple parts?

Can your child improvise repeated patterns?

Can your child express an opinion about a piece of music, and give reasons for their opinion?

Can your child sing / clap a pulse that is increasing or decreasing in tempo?

Can your child combine different sounds to create a specific mood or feeling?

## Foreign Languages

### Foreign Languages

Can your child speak and listen in a foreign language (ie listen with some understanding; engage in a simple interaction; follow instructions; use recognisable pronunciation)?

Can your child read some words, phrases and simple writing?

Can your child begin to write with accuracy some phrases from memory?

Does your child appreciate and make links with patterns and sounds in songs and rhymes?

Can your child develop their vocabulary and show some skills in understanding new words?



## Age-related expectations: Year Three

**Health and SMSC** We want to promote, through topics and in other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.



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## Personal, Social, Health, Citizenship and Economic Education (PSHCE)

### Personal, social, health and citizenship education (PSHCE)

- Can your child demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates)?
- Can your child express their own views confidently and listen to and show respect for the views of others?
- Can your child describe ways to keep safe in familiar situations, such as how and where to cross the road safely)?
- Can your child discuss the harmful aspects of some household products and medicines?
- Does your child know that bullying takes different forms and can list some ways to get help in dealing with it?
- Can your child demonstrate respect for differences between people?
- Can your child talk about and consider topics and issues, including moral and social dilemmas with others?
- Does your child understand people may have different views on issues and use imagination to understand other people's experiences?
- Can your child ask and respond to questions and listen to the view of others?
- Can your child take part responsibly in group, class and school activities such as resolving differences by exploring alternatives and making choices?
- Can your child meet and talk with different adults from the community?

## Physical Education (PE)

### Physical education (PE)

- Either alone, with a partner or small group, can your child repeat, remember and perform sequences?
- Can your child improvise freely and translate ideas from a stimulus into movement?
- Can your child perform most basic actions and movement with coordination, control and variety?
- Can your child adapt sequences to suit different types of apparatus and criteria?
- Can your child use hitting, kicking, throwing and catching in a game, with control, whilst moving?
- Does your child play an active part in conditioned games understanding and using simple tactics?
- Is your child beginning to understand why they are performing well?
- Does your child know rules and can your child apply them fairly?
- Does your child understand why warming up and cooling down is important?

## Religious Education (RE)

### Religious education (RE)

Based on the Leeds Syllabus for Religious Education, 2015-2020

- Can your child describe links between stories and other aspects of religions, responding thoughtfully?
- Can your child make connections between different features of at least two religions?
- Can your child understand examples of religions and other world views so they can explain some choices people make?
- Is your child aware of different views on questions such as those around belonging, purpose, truth?
- Can your child begin to respond, with considered points, to ethical questions, including what is right and wrong, just and fair?
- Can your child offer some ideas about how diverse communities can live together for the wellbeing of all?



## E-Safety and digital literacy

These expectations are based on a two year cycle so similar expectations apply in Y1 and Y2, Y3 and Y4, and in Y5 and Y6.

**Parents / carers should support their child to be safe when using technology, whether computers, tablets, phones or gaming devices.**

The expectations act as an indicator for children's attainment in computing, but we've listed them separately here, under the heading of Health and SMSC (Social, Moral, Spiritual and Cultural development), because we think there is such a big overlap with these areas.

### E-safety and digital literacy

#### Can your child use the internet and other technology safely and critically?

- Does your child know that there are different search engines?
- Can your child search for information on the web in different ways?
- Does your child understand that the internet contains fact, fiction and opinion and begin to distinguish between them (eg wikis, blogs)?
- Does your child understand that the outcome of internet searches at home may be different than at school?
- Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
- Does your child recognise some different domain names and some common website extensions (eg .co.uk; .com; .sch; .gov)?
- Does your child know the difference between online communication tools used in school and those used at home?
- Can your child use strategies to verify information (eg cross-checking) if they felt they needed to?
- Does your child know they should only open email from a known source?

#### Can your child recognise what is personal information and keep it private?

- Does your child understand the potential risk of providing personal information online?
- Does your child understand the benefits of developing a 'nickname' for online use?
- Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?
- Does your child understand they should not publish other people's pictures or tag them on the internet without permission?
- Does your child understand the need to keep personal information and passwords private?
- Does your child understand that online environments have security settings, which can be altered, to protect the user?

#### Does your child know what to do if they are concerned when they use the internet and other technology?

- Does your child know how to report an incident of cyber-bullying?
- Does your child understand that some messages may be unsafe and know how to deal with this?
- Does your child understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?
- Does your child know what to do if they discover something suspicious, malicious or inappropriate?
- Does your child know they should only open email from a known source?

#### Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

- Does your child understand the need for rules to keep them safe?
- Does your child recognise that cyber-bullying is unacceptable?
- Does your child know how to respond if asked for personal information or feel unsafe about content of a message?
- Does your child know that it is unsafe to arrange to meet unknown people met online?

