YEAR 3 PROGRESSION STATEMENTS

A year 3 scientist

Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology

Plants
- I can describe the function of different parts of flowing plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

Animals, including humans
- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Chemistry

Rocks
- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

Physics

Light
- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain the changes.
- I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets
- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

A year 3 historian	A year 3 geographer	A year 3 artist
• I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history. ▪ I can explain how the lives of wealthy people were different from the lives of poorer people. ▪ I can explain how our locality has changed over time.	• I can use the correct geographical words to describe a place. • I can use grid references on a map. • I can use an atlas by using the index to find places. • I can explain why people may be attracted to live in cities. • I can explain why people may choose to live in one place rather than another.	• I can show facial expressions in my art. • I can use sketches to produce a final piece of art. • I can use different grades of pencil to shade and to show different tones and textures. • I can create a background using a wash. • I can use a range of brushes to create different effects in painting. • I can identify the techniques used by different artists. • I can sculpt clay and other mouldable materials. • I can compare the work of different artists. • I recognise when art is from different cultures. • I recognise when art is from different historical periods.

A year 3 designer	A year 3 musician	A year 3 sportsperson
• I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can select the most appropriate tools and techniques for a given task. • I can work accurately to measure, make cuts and make holes. • I can describe how food ingredients come together.	• I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved.	Games • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. Gymnastics • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. Dance • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. Athletics • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do.

A year 3 IT user	A safe IT user in Y3 and Y4	A safe IT user in Y3 and Y4
Algorithms and programming • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output. **Information technology** • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images. **Digital literacy** • I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.	**Knowledge and understanding** • I understand the need for rules to keep me safe when exchanging learning and ideas online. • I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. • I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. • I use strategies to verify information, e.g. cross-checking. • I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. • I understand that copyright exists on most digital images, video and recorded music. • I understand the need to keep personal information and passwords private. • I understand that if I make personal information available online it may be seen and used by others. • I know how to respond if asked for personal information or feel unsafe about content of a message. • I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. • I know how to report an incident of cyber bullying. • I know the difference between online communication tools used in school and those used at home. • I understand the need to develop an alias for some public online use. • I understand that the outcome of internet searches at home may be different than at school.	**Skills** • I follow the school's safer internet rules. • I recognize the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new. • I can identify when emails should not be opened and when an attachment may not be safe. • I can explain and demonstrate how to use email safely. • I can use different search engines. **A year 3/4 international speaker** **Spoken language** • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. **Reading** • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. **Writing** • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic.