C:\Users\Mrs Cartwright\Pictures\Waverton Logo.tif Year 3 Key Skills ‘Why were the Romans so powerful?’

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| **History**   * Can they describe events and periods using the words: BC, AD and decade? * Can they describe events from the past using dates when things happened? * Can they describe events and periods using the words: ancient and century? * Can they use a timeline within a specific time in history to set out the order things may have happened? * Can they use their mathematical knowledge to work out how long ago events would have happened? * Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? * Can they use various sources of evidence to answer questions? * Can they use various sources to piece together information about a period in history? * Can they research a specific event from the past? * Can they use their ‘information finding’ skills in writing to help them write about historical information? * Can they, through research, identify similarities and differences between given periods in history? | | | | **Geography**   * Can they name a number of countries in the Northern Hemisphere? | |
| **Computing**   * Can they create a presentation that moves from slide to slide and is aimed at a specific audience? * Can they combine text, images and sounds and show awareness of audience? * Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? | **Design and Technology:** Textiles   * Can they join textiles of different types in different ways? * Can they choose textiles both for their appearance and also qualities? | | **Art and Design, Collage**   * Can they cut very accurately? * Can they overlap materials? * Can they experiment using different colours? * Can they use mosaic?   **Textiles**   * Can they use more than one type of stitch? * Can they use sewing to add detail to a piece of work? * Can they add texture to a piece of work? | | |
| **Science**: **Forces and Magnets**   * Can they compare how things move on different surfaces? * Can they observe that magnetic forces can be transmitted without direct contact? * Can they observe how some magnets attract or repel each other? * Can they classify which materials are attracted to magnets and which are not? * Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? * Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? * Can they identify some magnetic materials? * Can they describe magnets have having two poles (N & S)? * Can they predict whether two magnets will attract or repel each other depending on which poles are facing? | | **PE: Dance**   * Do they improvise freely, translating ideas from a stimulus into movement? * Can they create dance phrases that communicate ideas? * Do they share and create phrases with a partner and in small groups? * Can they repeat, remember and perform these phrases in a dance? * Do they use dynamic, rhythmic and expressive qualities clearly and with control? * Do they understand the importance of warming-up and cooling-down? * Do they recognise and talk about the movements used and the expressive qualities of dance? * Can they suggest improvements to their own and other people’s dances?   **Evaluating and Improving**   * Can they explain how their work is similar and different from that of others? * With help, do they recognise how performances could be improved? | | | **Music**   * Can they create repeated patterns with different instruments? * Can they use musical words (the elements of music) to describe a piece of music and compositions? |