 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?
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| **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?
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| **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?
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