C:\Users\Mrs Cartwright\Pictures\Waverton Logo.tif Year 3 Key Skills ‘Would you join the circus?’

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| **Computing**  **Algorithms and Programs**   * Can they experiment with variables to control models? * Can they use 90 degree and 45 degree turns? * Can they give an on-screen robot directional instructions? * Can they draw a square, rectangle and other regular shapes on screen, using commands? * Can they write more complex programs? | **Design and Technology**   * Can they use equipment and tools accurately? * Can they explain what they changed which made their design even better?   **Electrical and mechanical components**   * Do they select the most appropriate tools and techniques to use for a given task? * Can they make a product which uses both electrical and mechanical components? * Can they use a simple circuit? * Can they use a number of components?   **Developing, planning and communicating ideas**   * Can they show that their design meets a range of requirements? * Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? * Can they describe their design using an accurately labelled sketch and words? * How realistic is their plan? | | **Art and Design,**  **Printing.**   * Can they make a printing block? * Can they make a 2 colour print?   **Painting.**   * Can they predict with accuracy the colours that they mix? * Do they know where each of the primary and secondary colours sits on the colour wheel? * Can they create a background using a wash? * Can they use a range of brushes to create different effects? * Can they explore work from other periods of time? * Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? | |
| **Science: Light**   * Can they recognise that they need light in order to see things? * Can they recognise that dark is the absence of light? * Can they notice that light is reflected from surfaces? * Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? * Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? * Can they find patterns in the way that the sizes of shadows change? | | **PE Gymnastics**   * Can they use a greater number of their own ideas for movement in response to a task? * Can they adapt sequences to suit different types of apparatus and their partner’s ability? * Can they explain how strength and suppleness affect performances? * Can they compare and contrast gymnastic sequences, commenting on similarities and differences?   **Dance**   * Can they improvise freely, translating ideas from a stimulus into movement? * Can they share and create phrases with a partner and in small groups? * Can they repeat, remember and perform these phrases in a dance? | | **Music**   * Can they create accompaniments for tunes? * Can they combine different sounds to create a specific mood or feeling? |