Mrs S.L. Whalley
01392 824340
admin@exminsterschool.co.uk

Exminster Community Primary School

Year Three

Context

The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but his will done in a context driven by the children.

Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'.
Teachers then use these ideas to begin to plan for that term.

Planning however is not a fixed entity and if the class start to take a theme/topic in a particular direction the teachers will follow these interests.

Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.

Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**+/-**	**I can use the numberline method for addition to add 3-digit numbers**
Foundational		+/-	I can say 100 more or less than a given number I can say 10 and 100 more than a given number
Foundational	**Y**	**+/-**	**I can add and subtract ones, tens and hundreds to and from any 3-digit number**
Foundational		x/÷	I can count in multiples of 4, 8, 50 and 1 00
Foundational	**Y**	**x/÷**	**I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables**
Foundational	**Y**	**x/÷**	**I can calculate the double of any number up to 1 000**
Foundational	**Y**	**x/÷**	**I can calculate half of any number up to 1 000.**
Foundational	**Y**	**x/÷**	**I can write and calculate mathematical statements for multiplication within the multiplication tables I know, including 2-digit numbers x 1-digit numbers using mental and written methods**
Foundational	**Y**	**x/÷**	**I can write and calculate mathematical statements for division within the multiplication tables I know, including 2-digit numbers ÷ 1-digit numbers using mental and written methods**
Foundational		f	I can count up and down in tenths
Foundational		f	I can recognise, find and write fractions of a discrete set of objects or numbers using fractions with a small denominator or a denominator of 1 and put these in order
Foundational		f	I can add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)
Foundational	**Y**	**m**	**I can use vocabulary such as am, pm, morning, afternoon, noon and midnight**
Foundational		**m**	I can compare time in terms of seconds, minutes, hours and o'clock/ time of day
Foundational		**m**	I can read time to the nearest minute on an analogue clock
Foundational		**m**	I can recall the number of seconds in a minute and the number of days in each month, year and leap year
Foundational		**m**	I can add and subtract amounts of money to give change, using both £ and p. in practical contexts
Foundational	**Y**	**m**	**I can read and give the full names for abbreviations for metric units of measure**
Foundational		pos	**I** can label horizontal, vertical, perpendicular and parallel lines in relation to other lines
Foundational	**Y**	**pos**	**I can measure the perimeter of simple 2-D shapes using the best standard unit**
Foundational	**Y**	**pdm**	**I can say how many right angles make up quarter, half, three-quarter and full turns**
Foundational	**Y**	**pdm**	**I can say whether an angle is less than or greater than a right angle**
Foundational		pdm	I can describe compass positions in terms of right-angled turns and half turns
Conceptual		npv	I can solve number problems (including missing number problems) and practical problems by using my knowledge of number facts and place value. I use diagrams, measuring equipment and written methods to help me (Number facts include addition and subtraction facts, multiplication and division facts and inverse operations)
Conceptual		x/÷	I can solve multiplication and division problems (which include missing number problems), including scaling problems and correspondence problems in which n objects are connected to m objects
Conceptual	**Y**	**npv**	**I can estimate the answer to a calculation and use inverse operations to check answers**
Conceptual		f	I can show that tenths that arise from dividing a single digit number or a quantity by 10 are represented by a decimal number
Conceptual	**Y**	**f**	**I can explain and use the language of fractions including denominator and numerator**
Conceptual	**Y**	**f**	**I can compare and order fractions with the same denominator**

Conceptual	**Y**	**f**	**I can recognise and show equivalent fractions with small denominators using diagrams**
Conceptual	**Y**	**f**	**I can solve problems that involve fractions, including equivalent fractions and addition of fractions**
Conceptual	**Y**	**f**	**I can show that tenths that arise from dividing an object into 10 equal parts are represented by a fraction**
Conceptual		m	I can measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g); volume/capacity (l/ml)
Conceptual		m	I can compare durations of events, for example to calculate the time taken up by particular events or tasks
Conceptual		pos	I can draw 2-D and make 3-D shapes using modelling materials and name these shapes in different orientations
Conceptual		pos	I can recognise 2-D and 3-D shapes in different orientations, and describe them accurately in terms of faces, edges, vertices and lines of symmetry.
Conceptual		pdm	I can describe angles in terms of measurements of turning e.g. four right angles make full turn, a right angle is a quarter turn, a given angle is more or less than a quarter turn
Conceptual		s	I can present data using simple bar charts, pictograms and tables
Conceptual	**Y**	**s**	**I can solve one-step and two-step questions such as "Which has the most?" and "How many more?" using information presented in scaled bar charts and pictograms and tables**

Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**d**	**I can use my knowledge of root words, prefixes and suffixes (KS1 and Yr 3) to decode words while reading**
Foundational	**Y**	**d**	**I can find given words in a dictionary**
Foundational	**Y**	**c**	**I can use a contents page, index, chapters, headings and glossaries to locate a place in a text**
Foundational	**Y**	**c**	**I can read aloud clearly so that the audience can hear me**
Conceptual	**Y**	**c**	**I can use my knowledge of root words, prefixes and suffixes (KS1 and Y3) to tell someone the meanings of many new words (-ing, un- etc. See Appendix in NC Programme of Study)**
Conceptual		c	I can retell a story or relate instructions from a text that I have read
Conceptual	**Y**	**c**	**I can explain in my own words a book's message or main theme**
Conceptual	**Y**	**c**	**I can ask questions which will help me to better understand a text**
Conceptual		c	I can retell stories I have heard or read from a wide range of books
Conceptual		c	I can alter my voice when reading something exciting, humorous or emotional including reading poems
Conceptual		c	I can use actions to support my audience's understanding when I read aloud
Conceptual		c	I can work as part of a group to discuss books we have read or that have been read to us
Conceptual		c	I can tell people about my reading preferences both by naming the author and talking about the types of stories I like
Conceptual	**Y**	**c**	**I can use inference to suggest how a character might be feeling or why they chose to act in particular ways**
Conceptual	**Y**	**c**	**I can use the details in a text to help me predict what might happen**
Conceptual	**Y**	**c**	**I can use evidence to support my point of view in a text**

Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**h**	**I form my letters correctly and can use diagonal and horizontal strokes correctly to join letters**
Foundational		t	I can use sub-headings in my writing
Foundational		t	I can check the spelling of a word in a dictionary using the first 2 or 3 letters of the word to help me find the word
Foundational	**Y**	**t**	**I can spell at least half of the words on the Y3/4 statutory list**
Foundational		t	I recognise and am able to use some prefixes from the Y3/4 lists (dis-, mis, re-, sub-, super- auto-) and explain their meaning
Foundational	**Y**	**t**	**I can write simple sentences, dictated by my teacher, that include words and punctuation I have been taught**
Foundational	**Y**	**vgp**	**I can use prepositions to link my work or to start new sentences (e.g. before, after, during, in, because of)**
Foundational	**Y**	**vgp**	**I can use a range of subordinating and co-ordinating conjunctions to extend my writing**
Foundational	**Y**	**vgp**	**I can use adverbs to link sentences (e.g. then, next, soon, therefore)**
Foundational		vgp	I can identify direct speech in a text and add inverted commas/ speech marks
Foundational	**Y**	**vgp**	**I can use inverted commas and other punctuation for direct speech correctly in my writing**
Foundational	**Y**	**vgp**	**I can use 'a' or 'an' correctly in my writing**
Foundational		vgp	I can use all of the key words to explain the grammar in my writing (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas - 'speech marks')
Foundational	**Y**	**vgp**	**I can use capital letters, full stops, question marks and exclamation marks mostly correctly**
Foundational	**Y**	**vgp**	**I use commas for lists and apostrophes for contraction mostly correctly**
Foundational	**Y**	**vgp**	**I can sometimes use fronted adverbials and conjunctions to link paragraphs and sentences**
Foundational	**Y**	**vgp**	**I can make some correct choices between two homophones from the Year 3/4 list in my writing**
Conceptual		t	I can say how words from the same families look similar and have related meanings (e.g. solve/solution, dissolve/ insoluble)
Conceptual		c	I can talk about writing that is similar to what I am planning to show I understand how it is written
Conceptual	**Y**	**c**	**I can write stories with a beginning, middle and end**
Conceptual	**Y**	**c**	**I can write detailed descriptions of characters and events**
Conceptual		vgp	I can use fronted adverbials followed by a comma (e.g. Later that day,)
Conceptual	**Y**	**vgp**	**I can sometimes use paragraphs to sequence ideas and can explain the change from one paragraph to another**
Conceptual		vgp	I can use different forms of the past and present tense mostly correctly
Conceptual	**Y**	**vgp**	**I can use nouns and pronouns within and across sentences to avoid repetition**

Statutory Spelling List

address	island
although	learn
answer	mention
arrive	minute
believe	natural
build	notice
calendar	often
caught	ordinary
centre	perhaps
century	popular
circle	position
decide	possible
describe	potatoes
early	pressure
earth	promise
enough	question
extreme	recent
famous	regular
forward(s)	sentence
fruit	strange
grammar	suppose
group	though
heard	various
heart	weight
imagine	woman
interest	women

Spoken Language

Strand	Objective
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary.
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

Science

Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
• Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question?	• Can they measure using different equipment and units of measure? • Can they record their observations in different ways? <labelled diagrams, charts etc> • Can they describe what they have found using scientific language? • Can they make accurate measurements using standard units?	• Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they use a range of equipment (including a data-logger) in a simple test?
Greater Depth		
• Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?	• Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests?	• Can they suggest how to improve their work if they did it again?

Animals including Humans	Plants
• Can they explain the importance of a nutritionally balanced diet? • Can they describe how nutrients, water and oxygen are transported within animals and humans? • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human?	• Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? • Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? • Can they explain how they vary from plant to plant? • Can they investigate the way in which water is transported within plants? • Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?
Greater Depth	
• Can they explain how the muscular and skeletal systems work together to create movement?	• Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?

• Can they classify living things and non-living things by a number of characteristics that they have thought of? • Can they explain how people, weather and the environment can affect living things? • Can they explain how certain living things depend on one another to survive?	

Rocks
• Can they compare and group together different rocks on the basis of their appearance and simple physical properties? • Can they describe and explain how different rocks can be useful to us? • Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? • Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? • Can they recognise that soils are made from rocks and organic matter?
Greater Depth
• Can they classify igneous and sedimentary rocks? • Can they begin to relate the properties of rocks with their uses?

Forces and magnets	Light
• 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?	• 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 size of shadows change?
Greater Depth	
• Can they investigate the strengths of different magnets and find fair ways to compare them?	• Can they explain why lights need to be bright or dimmer according to need? • Can they explain the difference between transparent, translucent and opaque? • Can they explain why lights need to be bright or dimmer according to need?

	• Can they make a bulb go on and off? • Can they say what happens to the electricity when more batteries are added? • Can they explain why their shadow changes when the light source is moved closer or further from the object?

Computing

We are programmers: Programming an animation	We are bug fixers: Finding and correcting bugs in programs.	We are presenters: Videoing performance.
• Can they create an algorithm for an animated scene in the form of a storyboard? • Can they write a program in Scratch to create the animation? • Can they correct mistakes in their animation programs?	• Can they develop a number of strategies for finding errors in programs? • Can they build up resilience and strategies for problem solving? • Can they increase their knowledge of Scratch? • Can they recognise a number of common types of bug in software?	• Can they gain skills in shooting live video, such as framing shots, holding the camera steady and reviewing? • Can they edit video including adding narration and editing clips by setting in/out points? • Can they understand the qualities of effective video such as the importance of narrative, consistency, perspective and scene length?
We are network engineers: Exploring computer networks including the Internet.	**We are communicators: Communicating safely on the Internet.**	**We are opinion pollsters: Collecting and analysing data.**
• Can they understand the physical hardware connections necessary for computer networks to work? • Can they understand some features of internet protocols? • Can they understand some diagnostic tools for investigating network connections? • Can they develop a basic understanding of how domain names are converted to IP addresses?	• Can they develop a basic understanding of how e-mail works? • Can they gain skills in using e-mail? • Are they aware of broader issues surrounding e-mail, including e-safety? • Can they work collaboratively with a remote partner?	• Can they understand some elements of survey design? • Can they understand some ethical and legal aspects of online data collection? • Can they use the web to facilitate data collection? • Can they gain skills in using charts to analyse data? • Can they gain skills in interpreting results?

PE

Gymnastics	Dance	Invasion Games
• use a greater number of their own ideas for movements in response to a task • choose and plan sequences of contrasting actions • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performance • identify some muscle groups used in gymnastic activities • suggest warm-up activities • compare and contrast gymnastic sequences, commenting on similarities and differences • with help, recognise how performances could be improved	• improvise freely, translating ideas from a stimulus into movement • create dance phrases that communicate ideas • share and create dance phrases with a partner and in a small group • repeat, remember and perform these phrases in a dance • use dynamic, rhythmic and expressive qualities clearly and with control • understand the importance of warming up and cooling down • recognise and talk about the movements used and the expressive qualities of dance • suggest improvements to their own and other people's dances	• throw and catch with control to keep possession and score 'goals' • be aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills • explain why it is important to warm up and cool down • say when a player has moved to help others • apply this knowledge to their own play
Athletics	**OAA**	**Net and Wall**
• run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • recognise when their heart rate, temperature and breathing rate have changed	• identify where they are by using simple plans and diagrams of familiar environments • use simple plans and diagrams to help them follow a short trail and go from one place to another • respond to a challenge or problem they are set • begin to work and behave safely • work increasingly cooperatively with others, discussing how to follow trails and solve problems • recognise that different tasks make their body work in different ways • comment on how they went about tackling tasks	• keep up a continuous game • using a range of throwing and catching skills and techniques • use a small range of basic racket skills • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent • choose and use a range of simple tactics for defending their own court • adapt and refine rules; make up their own net games • understand the point of the game • keep rules effectively and fairly • recognise how net games make the body work • talk about what they do well and recognise things they could do better

History

Topics to be covered:

- Ancient Greece
- Ancient Egypt

Chronological understanding	Knowledge and interpretation	Historical enquiry
• 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?	• Can they begin to picture what life would have been like for the early settlers? How they ate/communicated? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened and why certain people acted as they did in history?	• 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 to piece together information about a period in history? • Can they research a specific event from the past? • Can they, through research, identify similarities and differences between given periods in history?
Greater Depth		
• Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?	• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	• Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
• Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km?	• Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?	• Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own?	• Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?
Greater Depth			
• Can they work out how long it would take to get to a given destination taking account of the mode of transport?	• Can they explain why a locality has certain physical features?	• Can they explain how people's lives vary due to weather?	• Can they name the two largest seas around Europe?

RE

Why are some journeys and places special? Theme: Worship, Pilgrimage and Sacred Places
This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways (a) Why do people believe that some places are special? (b) Why do people go on pilgrimage and special journeys? (c) What practices and events are associated with pilgrimage and special journeys? (d) What artistic, symbolic and other expressive work is associated with special journeys and places? (e) How might we make a record of the impact on ourselves of the journeys we make and the places we visit?
How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression
This enquiry explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature (a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, eg art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? (b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? (c) Why are the arts really important for some religions and beliefs? (d) How might I express my ideas, feelings and beliefs in a variety of different ways?
Why do religious books and teachings matter? Theme: Teaching and Authority
This enquiry explores how religions and beliefs express values and commitments in a variety of written forms and how value is attached to those writings (a) What different kinds of writing and story are important to religions and beliefs? (b) Where do the most special kinds of writings and stories come from? (c) How do communities show that they value special books and writings? (d) What are the moral messages that can be found in stories from religions and beliefs? (e) How can I best express my beliefs and ideas?

Art

Drawing	Painting	Printing	Sketch Books
• Can they use their sketches to produce a final piece of work? • Can they use different grades of pencil shade, to show different tones and texture?	• 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 make a printing block? • Can they make a 2 colour print?	• Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? Use HOT TIPS
3D/Textiles	**Collage**	**Use of IT**	**Knowledge**
• Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • 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?	• Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? This does not need to be ceramic.	• Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use the web to research an artist or style of art?	• Can they explore work from other cultures? • Can they explore work from other periods of time?

DT

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
• 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?	• Can they use equipment and tools accurately?	• Can they explain what they changed which made their design even better?
Breath of Study		
Cooking and Nutrition	**Textiles**	**Stiff and flexible sheet materials**
• Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive?	• Can they join textiles of different types in different ways? • Can they choose textiles both for their appearance and also qualities? • Do they think what the user would want when choosing textiles? • Have they thought about how to make the product strong? • Can they devise a template?	• Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials?

Music

Performing	Composing (including Notation)	Appraising
• Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments?	• Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling?	• Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?
Greater Depth		
• Can they work with a partner to create a piece of music using more than one instrument?	• Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music?	• Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations?

MFL

Listening and Responding	Speaking	Reading and Responding	Writing
• Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? Spoken at near normal speed with no interference. May need short sections repeated.	• Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.	• Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words?	• Can they write 2-3 short sentences on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? They write short phrases from memory and their spelling is readily understandable.