

YEAR 3 SOMERSET SKILLS PROGRESSION

<u>Subject</u>	<u>Skills</u>
Art	<p><u>Exploring and Developing Ideas</u></p> <p>EDI 1: Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>EDI 2: Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>EDI 3: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and Developing Work</u></p> <p>EDW 1: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>EDW 2: Adapt their work according to their views and describe how they might develop it further.</p> <p>EDW 3: Annotate work in sketchbook.</p> <p><u>Drawing</u></p> <p>D1: Experiment with different grades of pencil and other implements.</p> <p>D2: Plan, refine and alter their drawings as necessary.</p> <p>D3: Use their sketchbook to collect and record visual information from different sources.</p> <p>D4: Draw for a sustained period of time at their own level.</p> <p>D5: Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p><u>Painting</u></p> <p>P1: Mix a variety of colours and know which primary colours make secondary colours.</p> <p>P2: Use a developed colour vocabulary.</p> <p>P3: Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</p> <p>P4: Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Printing</u></p> <p>PR1: Print using a variety of materials, objects and techniques including layering.</p> <p>PR2: Talk about the processes used to produce a simple print.</p> <p>PR3: To explore pattern and shape, creating designs for printing.</p>

	<p><u>Textiles and Collage</u></p> <p>TC1: Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>TC1: Name the tools and materials they have used.</p> <p>TC1: Develop skills in stitching. Cutting and joining.</p> <p>TC1: Experiment with a range of media e.g. overlapping, layering etc.</p> <p><u>3D Form</u></p> <p>3DF1: Join clay adequately and work reasonably independently.</p> <p>3DF2: Construct a simple clay base for extending and modelling other shapes.</p> <p>3DF3: Cut and join wood safely and effectively.</p> <p>3DF4: Make a simple papier mache object.</p> <p>3DF5: Plan, design and make models.</p> <p><u>Breadth of Study</u></p> <p>BS1: Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>BS2: Use ICT.</p> <p>BS3: Investigate art, craft and design in the locality and in a variety of genres, styles and tradition</p>
Design and Technology	<p><u>Developing Planning and Communicating Ideas</u></p> <p>DCPI 1: Generate ideas for an item, considering its purpose and the user/s</p> <p>DCPI 2: identify a purpose and establish criteria for a successful product.</p> <p>DCPI 3: Plan the order of their work before starting</p> <p>DCPI 4: Explore, develop and communicate design proposals by modelling ideas</p> <p>DCPI 5: Drawings with labels when designing</p> <p><u>Working with tools, equipment, materials and components to make quality products#</u></p> <p>WWT 1: to select tools and techniques for making their product.</p> <p>WWT 2: measure, mark out, cut, score and assemble components with more accuracy.</p> <p>WWT 3: to work safely and accurately with a range of simple tools.</p> <p>WWT 4: to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>WWT 5: to measure, tape or pin, cut and join fabric with some accuracy.</p>

	<p>WWT 6: demonstrate hygienic food preparation and storage.</p> <p>WWT 7: to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p><u>Evaluate Processes and Products</u></p> <p>EPP 1: to evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>EPP 2: to disassemble and evaluate familiar products.</p>
Geography	<p><u>Geographical Enquiry</u></p> <p>GE 1: Begin to ask/initiate geographical questions.</p> <p>GE 2: Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>GE 3: Investigate places and themes at more than one scale.</p> <p>GE 4: Begin to collect and record evidence aided.</p> <p>GE 5: Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p><u>Fieldwork Skills</u></p> <p><u>Questionnaires</u></p> <p>Q1: Gain confidence in speaking to an unfamiliar person.</p> <p>Q2: Records some of what they found out E.g. talking to a builder about where materials come from.</p> <p>Q3: Use a simple database to present findings.</p> <p><u>Field Sketching</u></p> <p>FS1: Draw a sketch of a simple feature from observation or photo.</p> <p>FS2: Add colour, texture and detail to own field sketches.</p> <p>FS3: Add title and descriptive labels with help</p> <p><u>Photography</u></p> <p>P1: Point out useful views to photograph for their investigation.</p> <p>P2: Add titles and labels to photos giving date and location.</p> <p><u>Video/Audio Recording</u></p> <p>VAR 1: Point out useful views/sounds to record for their investigation.</p> <p>VAR 2: Watch/listen carefully to recordings and write what they find out.</p> <p><u>Measurement</u></p> <p>M1: Use everyday standard and non-standard units occasionally E.g. A trundle wheel for metres.</p>

M2: Count up to 100 E.g. for a traffic survey they cross number on a hundred square for each vehicle.

M3: Begin to organise recordings.

Progression in Map Skills

Direction/Location

DL 1: Use four compass points to give/follow instructions.

DL 2: Use letter/number co-ordination to locate features on a map.

Drawing Maps

DM 1: Try to make a map of a short route experienced, with features in the correct order.

DM 2: Try to make a simple scale drawing.

Representation

R1: know why a key is needed.

R2: Use standard symbols.

Using maps

UM 1: locate places on large scale maps.

UM 2: Follow a route on a large scale map.

Scale/Distance

SD 1: Begin to match boundaries- finding boundaries of different countries on different scale maps.

Perspective

P1: Begin to draw a sketch map from a high view point.

Map Knowledge

MK 1: Begin to identify points on maps.

Style of Map

SOM 1: Use large scale OS maps.

SOM 2: Begin to use map sites on the internet.

SOM 3: Begin to use junior atlases

SOM 4: Begin to identify features on aerial/oblique photographs.

History	<p><u>Chronological Understanding</u></p> <p>CU 1: Place the time studied on a time line</p> <p>CU 2: Use dates and terms related to the study unit and passing of time</p> <p>CU 3: Sequence several events or artefacts</p> <p><u>Range and Depth of Historical Knowledge</u></p> <p>RDHK 1: Find out about every day lives of people in time studied.</p> <p>RDHK 2: Compare with our life today.</p> <p>RDHK 3: Identify reasons for and results of people's actions.</p> <p>RDHK 4: Understand why people may have wanted to do something.</p> <p><u>Interpretations of History</u></p> <p>IH 1: Identify and give reasons for different ways in which the past is represented.</p> <p>IH 2: Distinguish between different sources – compare different versions of the same story.</p> <p>IH 3: Look at representations of the period – museum, cartoons etc.</p> <p><u>Historical Enquiry</u></p> <p>HE 1: Use a range of sources to find out about a period.</p> <p>HE 2: Observe small details – artefacts, pictures.</p> <p>HE 3: Select and record information relevant to the study.</p> <p>HE 4: Begin to use the library and internet for research.</p>
Music	<p><u>Singing songs with control and using the voice expressively.</u></p> <p>SS 1: Sing with confidence using a wider vocal range.</p> <p>SS 2: Sing in tune.</p> <p>SS 3: Sing with awareness of pulse and control of rhythm.</p> <p>SS 4: Recognise simple structures. (Phrases).</p> <p>SS 5: Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>SS 6: Sing songs and create different vocal effects.</p> <p>SS 7: Understand how mouth shapes can affect voice sounds.</p> <p>SS 8: Internalise sounds by singing parts of a song 'in their heads.'</p> <p><u>Listening, Memory and Movement</u></p> <p>LMM 1: Identify melodic phrases and play them by ear.</p> <p>LMM 2: Create sequences of movements in response to sounds.</p>

	<p>LMM 3: Explore and chose different movements to describe animals.</p> <p>LMM 4: Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>LMM 5: Identify phrases that could be used as an introduction, interlude and ending.</p> <p><u>Controlling Pulse and Rhythm</u></p> <p>CPR 1: Recognise rhythmic patterns.</p> <p>CPR 2: Perform a repeated pattern to a steady pulse.</p> <p>CPR 3: Identify and recall rhythmic and melodic patterns.</p> <p>CPR 4: Identify repeated patterns used in a variety of music. (Ostinato).</p> <p><u>Exploring sounds, melody and accompaniment</u></p> <p>ESMA 1: Identify ways sounds are used to accompany a song.</p> <p>ESMA 2: Analyse and comment on how sounds are used to create different moods.</p> <p>ESMA 3: Explore and perform different types of accompaniment.</p> <p>ESMA 4: Explore and select different melodic patterns.</p> <p>ESMA 5: Recognise and explore different combinations of pitch sounds.</p> <p><u>Control of Instruments</u></p> <p>COI 1: Identify melodic phrases and play them by ear.</p> <p>COI 2: Select instruments to describe visual images.</p> <p>COI 3: Choose instruments on the basis of internalised sounds.</p> <p><u>Composition</u></p> <p>C1: Create textures by combining sounds in different ways.</p> <p>C2: Create music that describes contrasting moods/emotions.</p> <p>C3: Improvise simple tunes based on the pentatonic scale.</p> <p>C4: Compose music in pairs and make improvements to their own work.</p> <p>C5: Create an accompaniment to a known song.</p> <p>C6: Create descriptive music in pairs or small groups.</p> <p><u>Reading and Writing Notation</u></p> <p>RWN 1: Perform long and short sounds in response to symbols.</p> <p>RWN 2: Create long and short sounds on instruments.</p> <p>RWN 3: Play and sing phrase from dot notation.</p> <p>RWN 4: Record their own ideas.</p>
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	<p>RWN 5: Make their own symbols as part of a class score.</p> <p><u>Performance Skills</u></p> <p>PS 1: Perform in different ways, exploring the way the performers are a musical resource.</p> <p>PS 2: Perform with awareness of different parts.</p> <p><u>Evaluating and Appraising</u></p> <p>EA 1: Recognise how different music can reflect different intentions.</p>
Physical Education	<p>GAMES</p> <ul style="list-style-type: none"> - consolidate and improve the quality of their techniques and their ability to link movements (ADS 12) • develop the range and consistency of their skills in all games (ADS 13) • improve their ability to choose and use simple tactics and strategies (SAS 14) • keep, adapt and make rules for striking and fielding and net games (SAS 15) • know and describe the short-term effects of different exercise activities on the body (FH 12) • know how to improve stamina (FH 13) • begin to understand the importance of warming up (FH 14) • recognise good performance and identify the parts of a performance that need improving (EIP 13) • use what they have learned to improve their work (EIP 14) <p>DANCE</p> <p><u>Acquiring and Developing Skills.</u></p> <p>ADS 1: improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p><u>Selecting and applying skills, tactics and compositional ideas</u></p> <p>SAS 1: create and link dance phrases using a simple dance structure or motif.</p> <p>SAS 2: perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p><u>Knowledge and understanding of fitness and health</u></p> <p>KUFH 1: keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p><u>Evaluating and Improving Performance</u></p> <p>EIP 1: Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>EIP 2: Talk about how they might improve their dances</p>

GAMES

Acquiring and Developing Skills

ADS 1: Consolidate and improve the quality of their techniques and their ability to link movements.

ADS 2: Develop the range and consistency of their skills in all games.

Selecting and applying skills, tactics and compositional ideas

SAS 1: Improve their ability to choose and use simple tactics and strategies.

SAS 2: Keep, adapt and make rules for striking and fielding and net games.

Knowledge and understanding of fitness and health

KUFH 1: know and describe the short-term effects of different exercise activities on the body.

KUFH 2: Know how to improve stamina.

KUFH 3: Begin to understand the importance of warming up.

Evaluating and Improving Performance

EIP 1: Recognise good performance and identify the parts of a performance that need improving.

EIP 2: Use what they have learned to improve their work.

GYMNASTICS

Acquiring and Developing Skills

ADS 1: consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.

Selecting and applying skills, tactics and compositional ideas

SAS 1: Improve their ability to select appropriate actions and use simple compositional ideas.

Knowledge and understanding of fitness and health

KUFH 1: recognise and describe the short term effects of exercise on the body during different activities.

KUFH 2: Know the importance of suppleness and strength.

Evaluating and Improving Performance

EIP 1: Describe and evaluate the effectiveness and quality of a performance.

EIP 2: Recognise how their own performance has improved.

SWIMMING AND WATER SAFETY

Acquiring and Developing Skills

ADS 1: consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills,

ADS2: Improve linking movements and actions.

Selecting and applying skills, tactics and compositional ideas

SAS 1: choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges.

Knowledge and understanding of fitness and health

KUFH 1: know and describe the short-term effects of exercise on the body and how it reacts to different types of activity.

Evaluating and Improving Performance

EIP 1: Describe and evaluate the quality of swimming and recognise what needs improving.

OUTDOOR EDUCATION

Acquiring and Developing Skills

ADS 1: develop the range and consistency of their skills and work with others to solve challenges

Selecting and applying skills, tactics and compositional ideas

SAS 1: choose and apply strategies and skills to meet the requirements of a task or challenge.

Knowledge and understanding of fitness and health

KUFH 1: recognise the effect of different activities on the body and to prepare for them physically.

KUFH 2: Work safely

Evaluating and Improving Performance

EIP 1: describe and evaluate their own and others' performances, and identify areas that need improving.

ATHLETICS

Acquiring and Developing Skills

ADS 1: consolidate and improve the quality, range and consistency of the techniques they use for particular activities.

Selecting and applying skills, tactics and compositional ideas

SAS 1: develop their ability to choose and use simple tactics and strategies in different situations.

Knowledge and understanding of fitness and health

KUFH 1: know, measure and describe the short-term effects of exercise on the body.

KUFH 2: Describe how the body reacts to different types of activity

Evaluating and Improving Performance

	<p>EIP 1: describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Science	<p><u>Ideas and Evidence</u> IE 1: To collect evidence in a variety of contexts to answer a question or test an idea.</p> <p><u>Investigating Skills- Planning</u> ISP 1: In a variety of contexts, to suggest questions and ideas and how to test them; ISP 2: to make predictions about what will happen; ISP 3: to think about how to collect sufficient evidence in some contexts; ISP 4: to consider what makes a test unfair or evidence sufficient and, with help, plan fair tests.</p> <p><u>Obtaining and presenting evidence</u> OPE 1: To make observations and comparisons; OPE 2: To measure length, volume of liquid and time in standard measures using simple measuring equipment effectively OPE 3: To present results in drawings, bar charts and tables.</p> <p><u>Considering Evidence and Evaluating</u> CEE 1: to draw conclusions from results and begin to use scientific knowledge to suggest explanations for them. CEE 2: To make generalisations and begin to identify simple patterns in results presented in tables.</p>