

Class:.....Year 3.....		Armitage C.E. Primary School - Key Skills Assessment Document			Names of children working below
<b>Geography</b>	<b>Locational Knowledge.</b> Know about the local area. Describe simply where places are beyond the local area.	<b>Place Knowledge.</b> Describe what gives the local area character and simply describe what other places are like beyond this area.	<b>Human and Physical Geography.</b> Observe and describe physical and human features of the local area and other places. Begin to compare these features to another place beyond the local area. Begin to understand how people effect the environment.	<b>Geographical Skills and Fieldwork.</b> Carry out simple tasks, use own observations and resources given to ask and answer questions about places and environments. Begin to use Geographical words.	
<b>History</b>	<b>Chronological Awareness.</b> Have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.	<b>Knowledge and understanding of significant aspects of history.</b> Know and understand some of the main events, people and changes from the past.	<b>Understand historical concepts.</b> Give reasons for, and results of, main events and changes. Describe and explain simple concepts such as cause and effect.	<b>Organise, evaluate and communicate information.</b> Identify some of the different ways in which the past is represented.	
<b>Art and Design</b>	<b>Generating Ideas</b> (skill of designing and developing new ideas). Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	<b>Making</b> (skills of making art, craft and design). Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work.	<b>Evaluating</b> (skills of judgement and evaluation). Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).	<b>Knowledge and understanding</b> (acquiring and applying knowledge to inform progress). Know about and describe the work of some artists, craftspeople, architects and designers. To be able to explain how to use some of the tools and techniques they have chosen to work with.	
<b>Design and Technology</b>	<b>Design.</b> Describe the purpose of their products Share and clarify ideas through discussion. Explain the appeal of design features and how they will work. Discuss the requirements of certain groups or individuals.	<b>Make.</b> Select tools and equipment suitable for the task. Select materials suitable for the task. Measure, mark out, cut and shape materials and components with some accuracy. Use a wider range of materials and components than in KS1. Follow procedures for safety.	<b>Evaluate.</b> Identify strengths and areas for development in their ideas and products. Evaluate how well products have been designed. Evaluate how well products have been made. Discover who designed and made the products.	<b>Technical Knowledge.</b> To use learning from Science and Maths to help design and make products work. To know how mechanical systems such as levers and linkages or pneumatic systems create movement. To know how simple electrical circuits and components can be used to create functional products.	
<b>Music</b>	<b>Performing.</b> <b>Vocal</b> - Sing rounds & partner songs, maintaining own part. <b>Instrumental</b> - Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable. Copy & match simple patterns in 2, 3&4 metre. Keep to a steady beat. Maintain an independent part within a group.	<b>Improvising &amp; Composing.</b> Choose carefully & order sounds within simple structures such as beginning, middle, end, & in response to given starting points. Within a group, create & play layered music with an awareness of how the layers fit together. Represent sounds with symbols. Staff notation: begin to recognise & use different rhythms & that positioning represents pitch.	<b>Listening and Understanding.</b> Develop an awareness of the music's context & purpose. Identify some of the structural & expressive aspects of music heard (e.g. starts quiet & gets gradually louder). Identify instruments heard & how they are played.	<b>Dimensions.</b> Pitch: Identify steps, leaps & repeated notes in melodies. Duration: Begin to understand 2, 3&4 metre & how rhythms fit into a steady beat. Dynamics: Understand getting louder & quieter in finer graduations. Tempo: Understand getting faster & slower in finer graduations. Timbre: Identify a range of percussion & non-percussion instruments by name & the way they are played. Texture: Recognise different combinations of layers in music. Structure: Develop understanding of repetition (e.g. ostinato)&contrast (e.g. verse/chorus) structures.	
<b>French</b>	<b>Listening and Speaking.</b> Listen and respond to simple rhymes, stories and songs. Recognise and respond to sound patterns and words. Perform simple communicative tasks using single words, phrases and short sentences. Listen attentively and understand instructions and everyday classroom language. Understand and give basic information about myself. Express simple opinions.	<b>Reading and Writing.</b> Recognise some familiar words in written form. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Experiment with the writing of simple words and phrases giving basic personal information and simple opinions.	<b>Grammar.</b> Use question forms. Begin to explore nouns. Identify and understand commands using the imperative.	<b>Intercultural Understanding.</b> Learn about the different languages spoken by children in the school. Locate country/countries where the language is spoken. Identify social conventions at home and in other cultures.	
<b>R.E.</b>	<b>Believing.</b> Describe, make connections and identify similarities and differences between different methods of prayer. Explore how Christians, Hindus and/or Muslims describe God. Explore ways in which Christians follow their faith in everyday life such as: responses to Bible stories; singing hymns; different forms of expressing their belief.	<b>Expressing.</b> Provide opinions on why humans do 'bad things' and how they may begin to put things right. Suggest their own ideas about God and ask further questions. Establish links between the ways people from different faiths, including themselves, help others.	<b>Living.</b> Describe the purpose of prayer. Consider how the Bible is used today and suggest reasons for this. Consider positive aspects and challenges to being religious in Britain today. Identify how a belief in God can make a difference in a person's life.		
<b>P.E.</b>	<b>Dance.</b> Clap and count a rhythm- call and repeat etc.. (1 + 2, 3 + 4, 5 6 7 + 8). Understand the origins of Cha Cha and Lindyhop. Perform sequenced selection of steps from each genre, e.g. Lindyhop.	<b>Gymnastics.</b> Perform an over the shoulder roll. Perform in unison with a partner. Create sequences involving bouncing and broad jumping. Perform a leg raise dish and half leaver with a partner. Master performing Japana and use within a sequence. Master performing box splits and use within a sequence. Create a short sequence using all of these skills.	<b>Games.</b> Develop the use of skills. Begin to develop striking and fielding skills. Maintain possession of a ball. Demonstrate an understanding of rules. Show leadership skills. <b>Understand my own independent performance within a team.</b>		