



Sheepscombe Primary School

Our Curriculum Key Performance Indicators

by Year group

Year 3

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We follow the agreed syllabus for Gloucestershire for R.E which can be viewed here

<https://www.gloucester.anglican.org/category/education/re-syllabus/>

Year 3 Key Performance Indicators

	SCIENCE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	Ask relevant questions and use different types of scientific enquiries to answer them						
	Make systematic and careful observations and, where appropriate, take accurate measurements						
	Record and report findings using simple scientific language, drawings, charts and diagrams						
	Use results to draw simple conclusions and make predictions						
Animals including Humans	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat						
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement						
Forces and Magnets	Compare how things move on different surfaces						
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance						
	Observe and predict how magnets attract or repel each other and attract some materials and not others						
	Describe magnets as having two poles						
Light	Recognise that he/she needs light in order to see things and that dark is the absence of light						
	Notice that light is reflected from surfaces						
	Recognise that light from the sun can be dangerous and that there are ways to protect eyes						
	Recognise that shadows are formed when the light from a light source is blocked by a solid object and how the size of shadows change						
Plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers						
	Explore the requirements of plants for life and growth and how they vary from plant to plant						
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal						
Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties						
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock						
	Recognise that soils are made from rocks and organic matter						

Year 3 Key Performance Indicators

	COMPUTING	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety	Protect your personal information online and know how to use safety features on websites						
Programming	Break an open-ended program into smaller parts and use the repeat command						
Programming	Test programs and identify when they need to be debugged						
Multimedia	Combine a mixture of text, graphics and sound to share ideas						
Technology in our lives	Identify ways to communicate with others online and use search tools to find and use appropriate websites						
Handling Data	Collect and organise data to help answer a question						

	FRENCH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Speaking & listening	Listen to and show understanding of single words (e.g. responding with an action)						
Speaking & listening	Listen to and identify rhyming words and sounds in songs and rhymes						
Speaking & listening	Join in with the actions to accompany familiar songs, stories and rhymes , saying some of the words						
Speaking & listening	Recognise and answer simple questions with a simple, rehearsed response (e.g. How are you? <i>Ca va?</i>)						
Speaking & listening	Name objects and actions and link with a conjunction in a simple, rehearsed statement (e.g. <i>Le chien et le chat...</i>)						
Reading	Read aloud or say familiar words, showing understanding						
Reading & writing	Identify and use strategies for learning new vocabulary (e.g. Rhymes, games or dictionary use)						
Reading & writing	Write and say simple words to describe people, places, things and actions (using a model) (e.g. colour, size – <i>un ballon bleu</i>)						
Reading & writing	Write simple words from memory with understandable accuracy (e.g. colours, animals, numbers or days)						
Grammar	Name a French noun, adjective, verb, pronoun and conjunction , and use pronouns with regular verbs (e.g. <i>et/mais; elle dit...</i>)						

Year 3 Key Performance Indicators

	HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past						
Chronological understanding	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place historical events in chronological order						
Chronological understanding	Describe dates of and order significant events from the period studied						
Historical Interpretation	Explore the idea that there are different accounts of history						
Organisation and communication	Communicate ideas about the past using different genres of writing, data-handling and drama						
Knowledge and understanding	Use evidence to describe the culture and leisure activities from the past						
Knowledge and understanding	Use evidence to describe the clothes, way of life and actions of people in the past						
Knowledge and understanding	Use evidence to describe buildings and their uses to people from the past						

	GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geographical enquiry and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
Geographical enquiry and fieldwork	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies						
Geographical enquiry and fieldwork	Use co-ordinates to read maps						
Locational knowledge	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)						
Locational knowledge	Locate countries in North and South America concentration on their human and physical features						
Human and physical geography	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						

Year 3 Key Performance Indicators

	PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Swimming	Swim 25 metres using strokes effectively						
Skills	Use running, jumping, throwing and catching with increasing success in isolation						
Games	Play competitive games, modified where appropriate (e.g. cricket, football, rounders and tennis) and begin to apply basic principles suitable for attacking and defending						
Gym	Develop flexibility and balance [e.g. through gymnastics]						
Dance	Perform and create dance routines using a range of movement patterns. Comment on the effectiveness of their own and others routines						
Competition	Begin to communicate, collaborate and compete with each other						

	MUSIC	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening	Listen to and recall sounds with increasing aural memory						
	Describe different purposes of music in history/ other cultures						
Performing	Copy increasingly challenging rhythms using percussion instruments						
	Perform in a group using voices and instruments with expression. Sing in a round						
Composing	Confidently recognise a range of musical instruments						
	Interpret notation of rhythm (not on a stave)						
Responding and reviewing	Able to describe and compare moods in different pieces of music						
	Provide constructive feedback to others						

Year 3 Key Performance Indicators

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	ART						
Learning	Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas						
Learning	Know about some of the great artists, architects and designers in history and describe their work						
Techniques	Create printing blocks using relief or impressed techniques						
Techniques	Compare and recreate form of natural and manmade objects						
Techniques	Create a collage using overlapping and layering						
Techniques	Add detail to work using different types of stitch, including cross-stitch						

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	DT						
Cooking and nutrition	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely						
Processes	Safely measure, mark out, cut, assemble and join with some accuracy						
Processes	Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them						

Year 3 Key Performance Indicators

Processes	Investigate and analyse existing products and those made, considering a wide range of factors						
Processes	Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes						

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