



St Mary's
Catholic Primary School and Nursery

Year 3 Knowledge and Skills Tracker

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge
To know and describe a variety of rocks. To know how fossils are formed. To know that soils are made from rocks and organic matter	To compare how things, move on different surfaces To group everyday materials on the basis of whether they are attracted to a magnet Understand magnetic poles	To know how animals get nutrition from what they eat To know that humans and some other animals have skeletons and muscles	To know the functions of different parts of flowering plants To know the requirements of specific plants for life and growth To know how water is transported within plants To know the parts that flowers play in plant life cycles	To know the functions of different parts of flowering plants To know the requirements of specific plants for life and growth To know how water is transported within plants To know the parts that flowers play in plant life cycles	To know that we need light in order to see things and that dark is the absence of light To know that light from the sun can be dangerous and how to protect eyes To understand, and find patterns, in shadow formation
Science Skills	Science Skills	Science Skills	Science Skills	Science Skills	Science Skills
Compare and group together different kinds of rocks Describe how fossils are formed when things that have lived are trapped in rock	Compare how things move on different surfaces Group everyday materials on the basis of whether they are attracted to a magnet	Identify how animals get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles	Identify and describe the functions of different parts of flowering plants Explore the requirements of specific plants for life	Identify and describe the functions of different parts of flowering plants Explore the requirements of specific plants for life	Ask relevant questions when prompted Set up simple, practical enquiries and comparative tests

<p>Recognise that soils are made from rocks and organic matter</p>			<p>and growth Investigate how water is transported within plants Explore the part that flowers play in plant life cycles</p>	<p>and growth Investigate how water is transported within plants Explore the part that flowers play in plant life cycles</p>	<p>Make systematic observations, gather and record data With prompting, record, group and display evidence and report findings With prompting, suggest conclusions, possible improvements or further questions</p>
<p>History Knowledge</p>	<p>History Knowledge</p>	<p>History Knowledge</p>	<p>History Knowledge</p>	<p>History Knowledge</p>	<p>History Knowledge</p>
	<p>To ask historically valid questions about similarities and differences from the Stone Age. To use dates and vocabulary relating to the passing of time from the Stone Age To choose appropriate sources to answer questions based on The Stone Age. To identify and describe changes between Stone Age To know that the past can be divided into different periods of time.</p>	<p>To know similarities and differences between the present and the Stone Age. To use appropriate sources to answer questions about The Stone Age To know what an artefact is and how historians use these to answer questions about The Stone Age To discuss historical changes in Britain; what caused them and the impact on life in Britain.</p>	<p>To know similarities and differences between the present and Roman Britain To use appropriate sources to answer questions about ancient Rome. To know what an artefact is and how historians use these to answer questions about ancient Rome To discuss historical changes in Britain; what caused them and the impact on life in Britain.</p>	<p>To examine and compare artefacts from Roman Britain through a visit to Chester To ask historically valid questions about similarities and differences from the Roman period To choose appropriate sources to answer questions about Roman Britain</p>	

History Skills	History Skills	History Skills	History Skills	History Skills	History Skills
	<p>Create historically valid questions about similarities and differences from the Stone Age.</p> <p>Use dates and vocabulary relating to the passing of time from the Stone Age</p> <p>Choose appropriate sources to answer questions based on The Stone Age.</p> <p>Identify and describe changes between Stone Age</p>	<p>Create historically valid questions about similarities and differences about The Stone Age</p> <p>Choose appropriate sources to answer questions on The Stone Age</p> <p>Examine and compare artefacts from The Stone Age</p> <p>Use dates and vocabulary relating to the passing of time</p> <p>Discuss historical changes in Britain; what caused them and the impact</p>	<p>Create historically valid questions about similarities and differences of Roman Britain and the present.</p> <p>Choose appropriate sources to answer questions on Roman Britain</p> <p>Examine and compare artefacts during a visit to Chester</p> <p>Use dates and vocabulary relating to the passing of time</p> <p>Discuss historical changes in Britain; what caused them and the impact</p>	<p>Examine and compare artefacts from Roman Britain</p> <p>Ask historically valid questions about similarities and differences of Roman Britain and the present.</p> <p>Choose appropriate sources to answer questions on Roman Britain.</p>	
Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge	Geography Knowledge
<p>To know how volcanoes and earthquakes occur.</p> <p>To know the location of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</p>	<p>To use a range of sources to compare places studied at KS2.</p>	<p>To use a range of sources to compare places studied at KS2.</p>	<p>To compare a region of the UK and a region of a European country (Rome and Chester)</p>	<p>To use a range of sources to compare places studied at KS2.</p> <p>To use 4 points on a compass; North, South, East and West.</p> <p>To follow a route on an OS map.</p>	<p>To create a survey to explore human or physical features in the local area.</p> <p>To name and locate counties and cities of the UK</p> <p>To make a simple sketch map of the</p>

To know that a globe can be represented as flat map				To use the key to interpret symbols and marks on an OS map for routes. To compare a region of the UK and a region of a European country (Rome and Chester)	human and physical features in local area. Take photographs of the local area to help produce a simple map.
Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills	Geography Skills
Describe the workings of rivers, mountains, volcanoes and earthquakes. Locate the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. Read and interpret the globe as a flat map.	Use a range of sources to compare places studied at KS2.	Use a range of sources to compare places studied at KS2.	Use a range of sources to compare places studied at KS2. Compare a region of the UK and a region of a European country. (Rome and Chester)	Use a range of sources to compare places studied at KS2. Locate places on an OS map using a 4-figure grid reference Use 4 points on a compass; North, South, East and West. Follow a route on an OS map. Use the key to interpret symbols and marks on an OS map for routes. Compare a region of the UK and a region of a European country. (Rome and Chester)	Create a survey to explore human or physical features in the local area. Name and locate counties and cities of the UK Make a simple sketch map of the human and physical features in local area. Take photographs of the local area to help produce a simple map.
Design and Technology Knowledge	Design and Technology Knowledge	Design and Technology Knowledge	Design and Technology Knowledge	Design and Technology Knowledge	Design and Technology Knowledge
	To understand all sections of the EatWell			To generate and develop ideas through	

	<p>plate and why they differ in size.</p> <p>To use the right tools to slice, mix, spread, bake and knead. Weigh ingredients to an appropriate level of accuracy.</p> <p>To understand that food is processed into different ingredients around the world</p>			<p>discussion.</p> <p>To design products that are functional and designed for purpose.</p> <p>To explain strengths and weaknesses of existing products.</p> <p>To evaluate work against own design criteria.</p>	
Design and Technology Skills	Design and Technology Skills	Design and Technology Skills	Design and Technology Skills	Design and Technology Skills	Design and Technology Skills
	<p>Describe all sections of the EatWell plate and why they differ in size.</p> <p>Use the right tools to slice, mix, spread, bake and knead. Weigh ingredients to an appropriate level of accuracy.</p>			<p>Generate and develop ideas through discussion.</p> <p>Design products that are functional and designed for purpose.</p> <p>Explain strengths and weaknesses of existing products.</p> <p>Evaluate work against own design criteria.</p>	
Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge
<p>To know and name the parts of the guitar</p> <p>To know the correct etiquette when performing to an audience</p>	<p>To know and name the parts of the guitar</p> <p>To know the correct etiquette when performing to an audience</p>	<p>To perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>To perform as part of a group and individually</p>	<p>To perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>To perform as part of a group and individually</p>	<p>To perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>To perform as part of a group and individually</p>	<p>To perform simple rhythmic and melodic patterns on an instrument to accompany a song.</p> <p>To perform as part of a group and individually</p>

Design and debug programs that accomplish specific goals Design and create programs that use a sequence Control physical systems Use logical reasoning to detect and correct errors in programs	To recognize acceptable / unacceptable behaviour and content To use technology responsibly To choose from a variety of software and internet services to accomplish given goals	To know how to collect and combine information and data To know how to design and create content to accomplish a given goal	To know how to use technology responsibly To know how to use logical reasoning to detect and correct errors in programs	To control physical systems To use logical reasoning to detect and correct errors in programs	To understand the opportunities computer networks, offer for communication. To choose from a variety of software and internet services to accomplish given goals To collect and combine information and data To design and create content to accomplish a given goal
Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills
Design and debug programs that accomplish specific goals Design and create programs that use a sequence Use logical reasoning to detect and correct errors in programs	Recognize acceptable / unacceptable behaviour and content Use technology responsibly Choose from a variety of software and internet services to accomplish given goals	To collect and combine information and data To design and create content to accomplish a given goal	Use technology responsibly Use logical reasoning to detect and correct errors in programs	Control physical systems Use logical reasoning to detect and correct errors in programs	Understand the opportunities computer networks offer for communication. Choose from a variety of software and internet services to accomplish given goals Collect and combine information and data Design and create content to accomplish a given goal
PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge

<p>Use verbal communication within group activities to help solve problems/complete challenges.</p> <p>Use non-verbal communication strategies to help solve problems/complete challenges.</p> <p>Follow the instructions of others when working within a team.</p> <p>Evaluate own performance within a group or individual challenge.</p>	<p>To know how to perform a range of rolls with a good level of accuracy.</p> <p>To know how to create own stretching routine to prepare for gymnastics.</p> <p>To know how to balance on pads and points.</p> <p>To know how to make a range of different shapes when balancing.</p> <p>To know how to combine shapes and balances in a performance.</p> <p>To know how to use all parts of body when travelling in different ways.</p>	<p>To know basic dance actions with greater control over each element.</p> <p>To know certain moves to choreograph motifs using repetition, direction, level, speed & space</p> <p>To remember and perform given routines from memory, performing all the elements in the correct order.</p>	<p>To hit a ball with a range of different bats/racquets</p> <p>To show control of a range of different throws / passes</p> <p>To move to catch a ball within a game, maintaining eye contact with the ball.</p> <p>To pass a ball accurately when moving around during a game.</p>	<p>To sprint up to 100m.</p> <p>To run 200m</p> <p>To jump: one foot to the other; one foot to two feet</p> <p>To use the correct action to throw a javelin without a run up.</p>	<p>To sprint up to 100m.</p> <p>To run 200m</p> <p>To jump: one foot to the other; one foot to two feet</p> <p>To use the correct action to throw a javelin without a run up.</p>
PE Skills	PE Skills	PE Skills	PE Skills	PE Skills	PE Skills
<p>Use verbal communication within group activities to help solve problems/complete challenges.</p> <p>Use non-verbal communication</p>	<p>Perform a range of rolls with a good level of accuracy.</p> <p>Create own stretching routine to prepare for gymnastics.</p> <p>Balance on pads and points.</p>	<p>Perform basic dance actions with greater control over each element.</p> <p>Choreograph motifs using repetition, direction, level, speed & space</p>	<p>Hit a ball with a range of different bats/racquets</p> <p>Show control of a range of different throws / passes</p> <p>Move to catch a ball within a game,</p>	<p>Sprint up to 100m.</p> <p>Run 200m</p> <p>Jump: one foot to the other; one foot to two feet</p> <p>Use the correct action to throw a javelin without a run up.</p>	<p>Sprint up to 100m.</p> <p>Run 200m</p> <p>Jump: one foot to the other; one foot to two feet</p> <p>Use the correct action to throw a javelin without a run up.</p>

<p>strategies to help solve problems/complete challenges.</p> <p>Follow the instructions of others when working within a team.</p> <p>Evaluate own performance within a group or individual challenge.</p>	<p>Make a range of different shapes when balancing.</p> <p>Combine shapes and balances in a performance.</p> <p>Use all parts of body when travelling in different ways.</p>	<p>Perform given routines from memory, performing all the elements in the correct order.</p>	<p>maintaining eye contact with the ball.</p> <p>Pass a ball accurately when moving around during a game.</p>		
Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge
<p>To know and recognise the style of an artist from history (Hokusai)</p> <p>To know how to look after and take care of art equipment</p> <p>To choose an appropriate size brush for the task</p> <p>To know how to mix and match paint colours for purpose</p> <p>To know how to mix thicknesses of paint for different purposes</p>	<p>To Use different pressures with wax crayons</p> <p>With pastel/charcoal, vary thickness of lines and use side to build up layers with pastel/charcoal,</p>		<p>To know how to mix and match paint colours for purpose</p> <p>To know how to mix thicknesses of paint for different purposes</p> <p>To use given sewing patterns or printing blocks</p>	<p>To use given sewing patterns or printing blocks</p> <p>To use a wider range of stitches to join fabrics and choose the most appropriate</p>	<p>To discuss and describe well-known artists' and architects' work</p> <p>To use different types of lead pencil</p> <p>To work with a variety of pen types and make a variety of lines</p> <p>To use a sketchbook to record observations and develop ideas.</p> <p>To prepare, organise and clear away art equipment</p>
Art Skills	Art Skills	Art Skills	Art Skills	Art Skills	Art Skills
<p>Create images in the style of an artist from history.</p>	<p>Use different pressures with wax crayons</p> <p>With pastel/charcoal, Vary thickness of lines</p>		<p>Mix and match paint colours for purpose</p>	<p>Use given sewing patterns or printing blocks</p>	<p>Discuss and describe well-known artists' and architects' work</p>

<p>Prepare, organise and clear away art equipment</p> <p>Select the brush size and type depending on the task.</p> <p>Mix and match paint colours for purpose</p> <p>Mix thicknesses of paint for different purposes</p>	<p>and use side to build up layers with pastel/charcoal,</p>		<p>Mix thicknesses of paint for different purposes</p> <p>Use given sewing patterns or printing blocks</p>	<p>Use a wider range of stitches to join fabrics and choose the most appropriate</p>	<p>Use different types of lead pencil</p> <p>Work with a variety of pen types and make a variety of lines</p> <p>Use a sketchbook to record observations and develop ideas.</p> <p>To prepare, organise and clear away art equipment</p>
END POINTS	END POINTS	END POINTS	END POINTS	END POINTS	END POINTS
<p>Children will understand how rocks are formed and how we use them in everyday life. They will start to build a knowledge of world countries by using maps.</p>	<p>Children will understand when the Stone Age began and how humans began to use tools and build shelters. They will also understand how we utilise forces and magnets in our everyday lives</p>	<p>Children will understand how the human body has bones and muscles to enable them to move and protect themselves. They will also know how to follow a simple recipe.</p>	<p>Children will understand why the Romans invaded Britain and what changes they made. They will know some of the things we still use today that were built by the Romans.</p>	<p>Children will understand how Chester was a Roman stronghold by visiting the DEWA site. They will understand how the land has changed in Chester</p>	<p>Children will understand that Crewe has changed over many years and know how to create a simple map based on a local walk.</p>