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**Year 3 Route Map**

**2021-22**

***Creative Arts Route Map***

Adapted from National Society for Education in Art and Design and Gareth Webb, School Support Consultant resources

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| **GENERATING IDEAS**  |
| Gathers and review information, references and resources related to their ideas and intentions. |
| Uses observation to shape ideas. |
| **DEVELOPING, PLANNING AND COMMUNICATING IDEAS** |
| Generates ideas for an agreed outcome, considering its purpose and the target audience. |
| Identifies a purpose and a criteria for a successful outcome. |
| Plans the order of work before starting. |
| Explores, develops and communicates design proposals by modelling or sketching ideas. |
| Labels drawings as a matter of course when designing. |
| **KNOWLEDGE AND UNDERSTANDING** |
| Knows about and describes the work of some artists, craftspeople, architects and designers. |
| Explains how to use some of the tools and techniques they have chosen to work with. |
| Recognises patterns and how this might help them. |
| **MAKING** |
| Develops practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. |
| Selects, and use appropriately, a variety of materials and techniques in order to create their own work. |
| **WORKING WITH EQUIPMENT AND MATERIALS**  |
| Selects tools and techniques for making their products. |
| Measures, marks out, cuts, folds, traces, scores, joins and assembles with greater accuracy. |
| Works safely and appropriately with a range of tools. |
| Is willing to make changes as they work and to persevere if this improves their outcome. |
| Demonstrates safe / hygienic working practices . |
| With support, is able to clean some of the tools they have used. |
| **EVALUATING** |
| Takes the time to reflect upon what they like and dislike about their work . |
| Uses these ideas to make further improvements. |

***Computing Route Map***

Adapted from Purple Mash resources

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| **DIGITAL CITIZENSHIP** |
| Uses the internet with an awareness of how to keep themselves safe |
| Relates key online safety messages |
| Explains how they can protect themselves online |
| **ALGORHITMS AND PROGRAMMING** |
| Explains what Object, Action, Output Control and Event are |
| Creates ‘if / else’ statements  |
| Understands what a variable is  |
| Explains what steps to follow to debug a programme |
| Explains what a variable is when used in programming |
| Creates an algorithm modelling the sequence of a simple event |
| Manipulates graphics in the design view to achieve the desired look for the program |
| Uses and algorithm when making a simulation of an event on the computer |
| Follow simple Logo instructions |
| Creates Logo instructions to draw letters leading to 4 letter words |
| Predicts what shapes will be drawn from instructions |
| Uses the repeat function to create shapes |
| **PRESENTING IDEAS** |
| Decides on font size and type according to the purpose and audience of the text |
| Interprets a variety of information to build a story |
| Presents a story in a newspaper template |
| **QUESTIONNING AND SEARCHING** |
| Structures search queries to locate specific information |
| Answers and creates online quizzes |
| Analyses the contents of a web page for clues about the credibility of the information |
| **SPREADSHEETS**  |
| Uses the number formatting tool |
| Adds a formula to a cell to automatically make a calculation in that cell |
| Uses a series of data in a spreadsheet to create a line graph |
| Allocates value to images and uses these to explore place value. |
| **CREATIVITY** |
| Understands animation as frames |
| Knows what the Onion Skin tool does to an animation |
| Use backgrounds and sounds to make more complex and imaginative animations |
| Know what stop motion animation is |

***English Route Map***

Adapted from Ros Wilson’s Standards for Reading and Writing Assessments and Cambridge University’s Oracy Skills Framework

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| **WRITING** |
| Work is organised and imaginative. |
| Writes in a range of genres. |
| Uses interesting words choices. |
| Uses adjectives and adverbs. |
| Develops settings and characters by adding emotion. |
| Is beginning to adapt writing to a specific audience. |
| Development of ideas is logical. |
| Uses subordinating conjunctions. |
| Nouns and verbs agree in sentences. |
| Uses pronouns appropriately to avoid repetition of nouns. |
| Uses full stops, capital letters, exclamation mark and question marks. |
| Is beginning to experiment with commas, apostrophes and inverted commas. |
| Structures work clearly (beginning, middle, end). |
| Usually writes in paragraphs. |
| Is beginning to show a difference in style between formal and informal writing. |
| Spells the large majority of Year 3 words accurately. |
| Is beginning to use modal verbs. |
| Joins handwriting. |
| **READING** |
| Reads independently, using a range of strategies, to establish meaning. |
| Reads aloud with expression and intonation taking into account known punctuation. |
| Explores underlying themes and ideas. |
| Explains how and why characters act in a certain way referencing the text. |
| Uses the alphabet to locate information (e.g. dictionaries). |
| Quotes directly from the text to support their ideas. |
| Discusses how characters are built through small details. |
| Explores meaning of unknown vocabulary. |
| Locates information by skimming and scanning. |
| Is beginning to read between the lines to interpret meaning and explain what characters are thinking / feeling or acting. |
| **ORACY** |
| Recites a simple poem. |
| Projects their voice to be heard in larger group situations. |
| Begins to use humour to engage their audience. |
| Is able to summarise the points others have made. |
| Listens actively. |

***Humanities Route Map***

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| **HISTORY**  |
| **CHRONOLOGY** |
| Places the time being studied on a timeline. |
| Sequences events or artefacts. |
| **RANGE AND DEPTH OF KNOWLEDGE** |
| Finds out about everyday lives of people in time being studied. |
| Compares time being studied with life today. |
| Identifies reasons for and results of people’s actions in history. |
| Studies change through the lives of significant individuals. |
| **INTERPRETATION** |
| Identifies and gives reasons for different ways the past is represented.  |
| Evaluates the usefulness of different sources. |
| Knows where to find representations of the period – e.g. museums, cartoons etc.  |
| **ENQUIRY** |
| Uses more than one source to find out about a period. |
| Observes details from artefacts. |
| Selects and records relevant information. |
| Asks and answers questions about the period of study. |
| **GEOGRAPHY** |
| **LOCATIONAL KNOWLEDGE** |
| Locates and names the continents on a map. |
| Locates the main countries of Europe. |
| Locates the countries making up the British Isles. |
| Names the capital cities of the countries in the British Isles. |
| Identifies the position of the equator, both poles and the Northern and Southern Hemisphere. |
| **PLACE KNOWLEDGE** |
| Compares a region of Europe with a region of the UK. |
| Understands how settlement sites were chosen in the Stone Age. |
| **SKILLS AND UNDERSTANDING** |
| Uses maps, atlases, globes and digital means to locate countries. |
| Knows the right points of the compass. |
| Uses 2 figure grid references. |
| Knows some basic symbols of an OS map. |
| Records physical features of the local area through sketch, maps and plans. |

PLEASE SEE KNOWLEDGE ORGANSIERS FOR KEY FACTS TO LEARN

***Languages Route Map***

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| **SPANISH** |
| **KNOWS** |
| Information about several countries which speak Spanish |
| Numbers 1-20 |
| About ‘El Dia de los muertos’ in Mexico and ‘La Tomatina’ in Spain |
| About Christmas traditions in Spain |
| A Spanish tongue twister poem |
| About the artists Miró and Picasso |
| La cucaracha song |
| **CAN** |
| Ask and respond to a question about how they are feeling |
| Ask and respond to a question about age |
| Ask and respond to a question about siblings |
| Name family members |
| Name farm animals |
| Say what colour something is |
| Use colour, shape and size objectives to describe a picture |
| Describe monster faces including hair and eye colour |
| Follow simple commands related to body parts |
| Give simple opinions on fruit and vegetables |
| Say what their favourite ice-cream flavour is |
| Order an ice-cream in a café |

***Maths Route Map***

Adapted from White Rose Maths Resources

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| **KNOW** |
| Place value headings of tenths, ones, tens and hundreds |
| Know multiplication and associated division facts for the 3, 4 and 8 multiplication tables |
| Units of length(mm, cm, m), mass (g, kg), volume (ml, l) |
| What a right angle is |
| That a right angle is ¼ of a turn |
| The number of days in each month |
| The number of days in a year and a leap year |
| 60 seconds = 1 minute |
| Roman numerals from I to XII |
| Vocabulary of time including o’clock, am , pm, morning, afternoon, noon and midnight |
| The meaning of perimeter |
| **DO** |
| Read and write numbers up to 1000 in numerals and words |
| Compare and order whole numbers to 1000  |
| Recognise the place value of numbers up to 1000 |
| Count from zero in multiples of 4,8, 50 and 100 |
| Find 10 or 100 more or less than a given number |
| Estimate answers and use the inverse to check |
| Add and subtract numbers mentally including a three-digit number and ones, tens and hundreds |
| Use column addition and subtraction with numbers up to three digits |
| Use known facts to multiply and divide mentally within the 2, 3, 4, 8 and 10 multiplication tables |
| Multiply and divide a two-digit number by a one-digit number |
| Count up and down in tenths |
| Recognise, write and find fractions of a set of objects  |
| Use non unit fractions with small denominators |
| Compare and order fractions with the same denominator |
| Add and subtract fractions with the same denominator |
| Tell the time using 12-hour and 24 hour digital and analogue clocks |
| Measure, compare, add and subtract length, mass and capacity |
| Add and subtract amounts of money to give change |
| Measure the perimeter of shapes |
| Draw 2D shapes |
| Make 3D shapes and describe them using appropriate vocabulary |
| Identifies right angles |
| Identifies horizontal, vertical, perpendicular and parallel lines |
| Interprets and presents data in bar charts, pictograms and tables |

***Music Route Map***

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| **KNOWLEDGE** |
| Music is written on the stave. |
| Major scale (d r m f s l t d’). |
| Note names and stave position for playing the recorder. |
| Syncopation rhythms (syn-co-pa) and other more complex rhythmic patterns. |
| Technique for recorder playing. |
| Metre (simple time) |
| **SKILLS** |
| Plays the trumpet to a good standard. |
| Reads and writes music for the trumpet. |
| Uses singing names and signs to invent new phrases and songs. |
| Plays a range of singing games and rhymes to reinforce understanding. |
| Sings a range of increasingly complex songs from memory and from notation. |

***PE Route Map***

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| **PHYSICAL ME** |
| Performs and repeats longer sequences with clear shapes and controlled movement. Applies a range of skills with good control and consistency. |
| **Games** | **Gymnastics** |
| Travels whilst bouncing a ball showing control. | Performs a competent forward roll, egg roll, shoulder roll. Explores combinations of mats and apparatus, and finds different ways of using a shape, balance or travel. |
| Uses a range of skills to help them keep possession and control of the ball. | Practices an action or short sequence of movements, and improves the qual­ity of the actions and transitions, showing control, accuracy and fluency of movement when performing ac­tions on their own and with a partner. |
| Performs the basic skills needed for the games with control and consistency anduses a range of skills with increasing control. | Plans and performs a movement sequence showing contrasts in speed, level and direction. Devises and performs a gymnastic sequence, showing a clear beginning, middle and end. |
| **Dance** | **Athletics** |
| Selects and uses skills and ideas with co-ordination and control and improvises freely with a partner translating ideas imaginatively in response to different stimuli into movement. | Throws with accuracy and power, into a targetKnows the difference between sprinting and long distance running. |
| Incorporates different qualities and dynamics into their movements  | Uses indoor athletics equipment and compete on a track |
| **PERSONAL ME** |
| Knows where the level of performance needed for their own ability and begin challenging themselves. |
| Competes with an audience present. |
| **SOCIAL ME** |
| Shows patience and supports others, listening to my friends about our work. Is happy to show and tell friends about ideas. |
| In pairs, makes up a game and plays a simple rallying game. Uses a range of skills to keep possession and make progress towards a goal, on their own and with others.In dance and gymnastics, explores and develop new actions while working with a partner or a small group. |
| **COGNITIVE ME** |
| Understands simple tactics of attacking and defending. Explains what they are doing well and has begun to identify an area for improvement. |
| Applies basic compositional ideas to create dance which convey feelings and emotions. |
| Chooses good places to stand when receiving, and gives reasons for their choice.Chooses and uses batting or throwing skills to make the game hard for their opponents. |
| **CREATIVE ME** |
| Makes up rules and versions of activities. Responds differently from their friends and teacher to tasks or music. |
| Performs short dances with expression, showing an awareness of others when moving. |
| **HEALTHY ME** |
| Describes how a body changes before, during and after exercise. Explains the need for a warm up and cool down. |

***PSHCE Route Map***

*Adapted from PSHE Association*

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| **HEALTH AND WELLBEING** |
| What makes a balanced lifestyle and how to make informed decisions about it |
| Good hygiene habits are important for everyone and can limit the spread of infection |
| How medicines, used responsibly, contribute to health |
| How to maintain good oral hygiene |
| How to seek support if worried about their health |
| Strategies and behaviours that support mental health |
| The importance of expressing feelings and strategies to respond to them |
| How change and loss (including death) can affect feelings and ways to deal with them |
| How different hazards may cause harm and how to reduce the risk |
| The importance of keeping personal information private including online and how to react if worried |
| How to respond in an emergency situation and what information will be needed |
| Know about the risks and effects of legal drugs common in everyday life |
| **RELATIONSHIPS** |
| Know that there are different types of relationships |
| Know that caring relationships are a feature of positive family life and recognise other characteristics |
| Recognise and respect different types of family structure  |
| Consider why friendship is important and how they can change over time |
| What to do if feeling lonely and how to resolve disputes positively and safely |
| The impact of bullying and hurtful behaviour |
| Consider why some people behave differently online |
| Think about when something should be kept confidential and how to recognise and act on pressure from others |
| How and why to respect similarities and difference between people |
| **LIVING IN THE WIDER WORLD** |
| That there is a relationship between rights and responsibilities |
| Think about the shared responsibility we have of caring for others |
| Consider what living in a community means |
| The different ways that you can pay for things |
| Recognise that people make spending decisions based on priorities, needs and wants |
| Recognise positive things about themselves and their achievement |
| Be able to set goals and achieve personal outcomes |

***Religious Education Route Map***

Standards for Primary Religious Education as recommended by Nottingham Roman Catholic Diocese

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| **KNOWLEDGE AND UNDERSTANDING**  |
| Uses their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. |
| Describes most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. |
| Describes and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. |
| **LIVING FAITH** |
| Shares with and questions others about the things that have happened to them and talk about how they have felt. They can also give some examples of how their and others’ behaviour is influenced by what they feel or believe. |
| Speaks to and questions others about things that cause them to wonder, knowing that some questions have no clear answers and they can also compare some of their own and other people’s ideas about such questions. |
| **SKILLS** |
| Expresses a point of view and begin to give a reason for it. |
| Makes a link to a source that supports a point of view. |
| Begins to express a preference. |

***Science Route Map***

Adapted from ISEB resources

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| **PLANNING AND PREDICTING** |
| With support, puts forward ideas about testing. |
| Responds to other’s suggestions. |
| Makes predictions. |
| With support, consider what constitutes a fair test . |
| With support, plan and carry out a fair test. |
| **INVESTIGATING AND OBSERVING** |
| Makes observations and comparisons. |
| Measures length , volume of liquid and time in standard measures using simple measuring equipment . |
| Uses first-hand experience and simple information sources to answer questions. |
| **RECORDING, ANALYSING AND EVALUATING** |
| Communicates findings in a variety of ways. |
| Says whether what happened was expected. |
| With support, identify simple patterns. |
| With support, suggest explanations. |
| **KNOWLEDGE** |
| Knows what the definition of a vertebrate is. |
| Knows what an amphibian is. |
| Knows how to use a branching key. |
| Knows that the environment changes naturally but is also changed by humans. |
| Knows that in the food chain there are producers and consumers. |
| Knows that food chains vary in length. |
| Knows the names for the four main types of teeth. |
| Knows the name of the three layers that teeth are made up of. |
| Knows the three states of matter. |
| Describes the particles in each state of matter. |
| Describes simple changes of state. |
| Simply describes the water cycle. |
| Knows that sound is caused by vibrations. |
| Knows that sound can travel. |
| Knows how we hear sound. |
| Knows that rocks can be formed in different ways and can name them. |
| Knows that there are different types of soil and can name them. |
| Knows things have changed over time. |
| Begins to describe how adaptation and lead to evolution. |