

Scott Wilkie Primary School

Thinking Skills Year 3

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

<p>English Reading Word</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i> • <i>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i> <p>Comprehension</p> <p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> • <i>reading books that are structured in different ways and reading for a range of purposes</i> • <i>using dictionaries to check the meaning of words that they have read</i> • <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> • <i>identifying themes and conventions in a wide range of books</i> • <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i> • <i>discussing words and phrases that capture the reader's interest and imagination</i> • <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i> 	<p>English Reading Comprehension</p> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> • <i>asking questions to improve their understanding of a text</i> • <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> • <i>predicting what might happen from details stated and implied</i> • <i>identifying main ideas drawn from more than one paragraph and summarising these</i> • <i>identifying how language, structure, and presentation contribute to meaning</i> • <i>retrieve and record information from non-fiction</i> • <i>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i> <p>Writing Transcription Composition</p> <p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> • <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i> • <i>discussing and recording ideas</i> 	<p>Writing Transcription Composition</p> <p>draft and write by:</p> <ul style="list-style-type: none"> • <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i> • <i>organising paragraphs around a theme</i> • <i>in narratives, creating settings, characters and plot</i> • <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i> • <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> • <i>proof-read for spelling and punctuation errors</i> <p><i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p>
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Working Mathematically Y3

Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations.

Represent the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure.

Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information

Identify patterns and relationships involving numbers or shapes, and use these to solve problems.

Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams

Historical Enquiry

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Can they research a specific event from the past?

Can they use their 'information finding' skills in writing to help them write about historical information?

Can they, through research, identify similarities and differences between given periods in history?

Challenging

Can they begin to use more than one source of information to bring together a conclusion about an historical event?

Can they use specific search engines on the Internet to help them find information more rapidly?

Geographical Enquiry

Do they use correct geographical words to describe a place and the events that happen there?

Can they identify key features of a locality by using a map?

Can they begin to use 4 figure grid references?

Can they accurately plot NSEW on a map?

Can they use some basic OS map symbols?

Can they make accurate measurement of distances within 100Km?

Challenging

Can they work out how long it would take to get to a given destination taking account of the mode of transport?

**Working Scientifically
Planning**

Can they use different ideas and suggest how to find something out?

- Can they make and record a prediction before testing?
- Can they plan a fair test and explain why it was fair?
- Can they set up a simple fair test to make comparisons?
- Can they explain why they need to collect information to answer a question?

Challenging

Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?

**Working Scientifically
Obtaining and presenting
evidence**

Can they measure using different equipment and units of measure?

- Can they record their observations in different ways? <labelled diagrams, charts etc>
- Can they describe what they have found using scientific language?
- Can they make accurate measurements using standard units?

Challenging

Can they explain their findings in different ways (display, presentation, writing)?

- Can they use their findings to draw a simple conclusion?
- Can they suggest improvements and predictions for further tests?

**Working Scientifically
Considering evidence and
evaluating**

Can they explain what they have found out and use their measurements to say whether it helps to answer their question?

- Can they use a range of equipment (including a data-logger) in a simple test?

Challenging

Can they suggest how to improve their work if they did it again?

<p>Computing E-safety Knowledge & understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> •Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? •Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? •Can they use strategies to verify information, e.g. cross-checking? •Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? •Do they understand that copyright exists on most digital images, video and recorded music? •Do they understand the need to keep personal information and passwords private? •Do they understand that if they make personal information available online it may be seen and used by others? •Do they know how to respond if asked for personal information or feel unsafe about content of a message? •Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? •Do they know how to report an incident of cyber bullying? •Do they know the difference between online communication tools used in school and those used at home? •Do they understand the need to develop an alias for some public online use? •Do they understand that the outcome of internet searches at home may be different than at school? 	<p>Computing E-safety Skills</p> <p>Do they follow the school's safer internet rules?</p> <p>Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?</p> <p>Can they begin to identify when emails should not be opened and when an attachment may not be safe?</p> <p>Can they explain how to use email safely?</p> <p>Can they use different search engines?</p>	<p>Thinking Creatively Sketchbooks</p> <p>Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>Can they make notes in their sketch books about techniques used by artists?</p> <p>Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p>Knowledge</p> <p>Can they compare the work of different artists?</p> <ul style="list-style-type: none"> •Can they explore work from other cultures? •Can they explore work from other periods of time? •Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?
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<p>Developing, planning and communicating ideas Thinking Creatively</p> <p>Can they show that their design meets a range of requirements?</p> <p>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</p> <p>Can they describe their design using an accurately labelled sketch and words?</p> <p>How realistic is their plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they use equipment and tools accurately?</p> <p>Evaluating processes and products</p> <p>Can they explain what they changed which made their design even better?</p>	<p>Performing Arts Music Appraising</p> <p>Can they improve their work; explaining how it has improved?</p> <p>Can they use musical words (the elements of music) to describe a piece of music and compositions?</p> <p>Can they use musical words to describe what they like and dislike?</p> <p>Can they recognise the work of at least one famous composer?</p> <p>Challenging</p> <p><i>Can they tell whether a change is gradual or sudden?</i></p> <p>•<i>Can they identify repetition, contrasts and variations?</i></p>	<p>Physical Education</p> <p>Acquiring and developing skills</p> <p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p> <p>Evaluating and improving</p> <p>Can they explain how their work is similar and different from that of others?</p> <p>With help, do they recognise how performances could be improved?</p> <p>Health and fitness</p> <p>Can they explain why it is important to warm-up and cool-down?</p> <p>Can they identify some muscle groups used in gymnastic activities?</p>
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