



Banks Road Primary School

Yr 3 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
History: Stone Age	Change & Development Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	I can describe some similarities, differences and changes occurring within topics.	I can make valid statements about the main similarities, differences and changes occurring within topics.	I can explain why certain changes and developments were of significance within topics and across time periods.
Science: Earth Rocks Big Idea: Different rocks have different properties and the formation of soil & fossils can be explained. Materials have physical properties which can be investigated and compared.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	I understand that fossils indicate the shape of previous life forms.	I can explain how fossils are formed.	I can explain the importance of studying fossils.
	Recognise that soils are made from rocks and organic matter.	I can describe the appearance of soil, recognising that it is a mixture of materials.	I can describe how soil is made	I can compare different soils in terms of composition.
	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	I can identify that rocks vary in terms of appearance and physical properties	I can examine and test rocks, grouping them according to the results.	I can suggest uses for different kinds of rocks based on their properties
	Working Scientifically Pupils can record work with diagrams and label them. Pupils can display data using labelled diagrams, keys, tables and bar charts. Pupils can display data using line graphs.	I can, with assistance, draw and label diagrams. I can recognise the function of a table. I can recognise different ways of gathering and displaying evidence.	I can, with prompting, draw and label diagrams. I can, with prompting, use tables to record evidence. I can, with prompting, gather and display evidence in various ways.	I can use words and diagrams to record findings. I can use various ways to record evidence. I can use various ways to record, group and display evidence.
Geography: Where on Earth Are We?	The World and Continents Locate the world's countries, focusing on Europe and North and South America.	I can locate countries in Europe and North and South America on a map or an atlas. I can describe some European and North and South American cities using an atlas.	I can locate some countries in Europe and North and South America on a map or an atlas. I can relate continent, country, state, city. I can identify states in North America using a map.	I can locate most countries in Europe and North and South America using an atlas. I can identify states in the USA using a map. I can explain, illustrate, with examples, continent, country, state, city.
	The World and Continents Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime /	I can use a globe and map to identify the position of the poles, the Equator, Northern Hemisphere and Southern Hemisphere. I can locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.	I can identify the position of the Prime / Greenwich Meridian and understand the significance of latitude and longitude.	I can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian (including



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	Greenwich Meridian and time zones (including day and night).			day and night).
	Map and Atlas Work Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	I can use a map to identify countries in Europe and / or North and South America. I can use an atlas to describe where the UK is located, and name and locate its four countries and some counties: I can locate where I live in the UK and the UK's major urban areas.	I can use a map or atlas to locate some countries and cities in Europe or North and South America. I child can use a map to locate some states of the USA. I can use an atlas to locate the UK and locate some major urban areas and where I live in UK.	I can use an atlas to locate many countries, cities and key features in Europe and North or South America. I can use a map to locate the states of the USA. I can use an atlas to name and locate a range of cities and counties in the UK.
Science: Food and our Bodies Big Idea: Life exists in a variety of forms and goes through cycles – Animals.	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.	I can identify that animals, including humans, need the correct nutrition.	I can describe why animals depend on the correct nutrition.	I can explain why a varied diet is important.
	Working Scientifically Pupils can record work with diagrams and label them. Pupils can display data using labelled diagrams, keys, tables and bar charts. Pupils can display data using line graphs.	I can, with assistance, draw and label diagrams. I can recognise the function of a table. I can recognise different ways of gathering and displaying evidence.	I can, with prompting, draw and label diagrams. I can, with prompting, use tables to record evidence. I can, with prompting, gather and display evidence in various ways.	I can use words and diagrams to record findings. I can use various ways to record evidence. I can use various ways to record, group and display evidence.
History: Bronze Age	Sequencing the Past Develop chronologically secure knowledge and understanding of British, local and world history.	I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and / or labels and terms.	I can sequence a number of the most significant events, objects, themes, societies, periods and people in topics using some dates, period labels and terms.	I can sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.
Science: Mirror, Mirror Big Idea: Light & sound can be absorbed and enable us to	Recognise that they need light in order to see things and that dark is the absence of light.	I can identify that light is necessary for vision.	I can relate being able to see to the presence of light.	I can recognise that vision involves light travelling to the eyes.
	Notice that light is reflected from surfaces	I can identify that mirrors reflect light.	I can describe how some objects reflect light.	I can recognise that some surfaces are better at reflecting light than others.
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	I can recognise that light from the sun can be dangerous.	I can describe how and why our eyes should be protected from sunlight.	I can explain why sunlight is dangerous and how types of protection work.



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see and hear	Recognise that shadows are formed when light from a light source is blocked by a solid object	I can recognise that light cannot pass through some objects.	I can explain how shadows are made.	I can suggest how light is travelling to form a shadow.
	Find patterns in the way that the size of shadows change.	I can identify that the size of shadows can be changed.	I can describe how to change the size of a shadow.	I can relate position of an object and position of a screen to the size of the shadow.
	Working scientifically Pupils process findings to develop conclusions and identify causal relationships. Pupils use displays and presentations to report on findings.	I can, with support, suggest conclusions from enquiries. I can, with support, indicate findings from an enquiry that could be reported.	I can, with prompting, write a conclusion based on evidence. I can indicate findings from an enquiry that could be reported.	I can write a conclusion based on evidence. I can present findings either in writing or orally.
Geography: How does water go around and around?	The UK and local area Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.	I can describe where the UK is located, and name and locate its 4 countries and some counties. I can locate where I live in the UK. I can relate the continent, country, county, city where I live. I can locate the UK's major urban areas and some of the physical environments in the UK.	I can describe where the UK is located, and name and locate some major urban areas. I can locate where I live in the UK using locational terminology (north, south, east, west) and names of nearby counties. I can locate and describe some human and physical characteristics of the UK.	I can describe where the UK is located, and name and locate a range of cities and counties. I can locate where I live in the UK using locational terminology (north, south, east, west). I can locate and describe several contrasting physical environments.
	Physical themes Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.	I can describe different natural features such as a mountain and river and describe them using simple vocabulary, and name some of the processes associated with rivers and mountains.	I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. I can describe the water cycle in sequence, using appropriate vocabulary, and some of the processes associated with rivers and mountains.	I can describe several physical features and describe how they change. I can describe and name the key landscape features of river and mountain environments in the UK. I can explain the water cycle in appropriate geographical language. I can describe some of the processes associated with rivers and mountains.
	Understanding places and connections Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.	I can understand the basic physical and human geography of the UK and its contrasting human and physical environments. I can recognise that some regions are different from others.	I can understand the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others.	I have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others and give reasons why some are familiar.



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	<p>Map and Atlas work Use symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p>	I can use a simple letter and number grid. I can give direction instructions up to 4 compass points. I can use large scale maps outside.	I can use 4-figure grid references. I can give direction instructions up to 8 compass points. I can adeptly use large-scale maps outside.	I know that 6-figure grid references can help me find a place more accurately than 4-figure grid references. I can use the scale bar or 1km grid to estimate distance. I can recognise patterns on maps and begin to explain what they show.
	<p>Fieldwork & Investigation Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>	I can, in a group, carry out fieldwork in the local area using appropriate techniques suggested.	I can, in a group, carry out fieldwork in the local area selecting appropriate techniques.	I can plan a fieldwork investigation in the local area selecting appropriate techniques.
<p>Science: How does your garden grow?</p> <p>Big Idea: Life exists in a variety of forms and goes through cycles - Plants</p>	Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.	I can identify different parts of a flowering plant: roots, stem/ trunk, leaves and flowers.	I can describe what each part of a flowering plant does.	I can suggest why plants may vary in size and shape from one species of flowering plant to another.
	Investigate the way in which water is transported within plants.	I can identify that water is transported within plants.	I can explain, with the aid of a diagram or plant, how water is carried up from the soil.	I can suggest how this process might vary from one type of plant to another.
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	I can describe the processes of pollination, seed formation and seed dispersal.	I can explain how pollination, seed formation and seed dispersal play a role in the reproduction of flowering plants.	I can suggest why pollination, seed formation and seed dispersal may vary from one plant type to another.
	<p>Working Scientifically Pupils can ask questions. Pupils can plan an enquiry. Pupils can identify and manage variables.</p>	<p>I can ask simple questions that can be tested. I can suggest different ways of answering a question. I can, with support, set up a comparative test.</p>	<p>I can, with support, develop relevant, testable questions. I can plan enquiry, such as a comparative or fair test. I can set up a comparative test.</p>	<p>I can develop relevant, testable questions. I can plan investigations using different types of scientific enquiry. I can set up comparative and fair tests.</p>
<p>Geography: Is climate Cool?</p>	<p>Physical Themes Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p>	I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.	I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.	The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. I can understand the relationship between climate and vegetation.
<p>Science:</p>	Compare how things move on different	I can recognise that things may move	I can compare how different objects	I can predict how an object will move on



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Opposites Attract Big Idea: There are contact and non-contact forces; these affect the motion of objects	surfaces.	differently on different surfaces.	may move on different surfaces.	other surfaces and suggest why.
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	I can recognise that magnetic forces don't require physical contact.	I can recognise the difference between contact and contact forces.	I can explore how magnetic attraction and repulsion are affected by distance.
	Observe how magnets attract and repel each other and attract some materials and not others.	I can identify tat magnets affect each other.	I can describe how magnets attract or repel each other, and attract magnetic materials.	I can explore whether some magnets are stronger than others.
	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	I can recognise that some materials are magnetic and that others are not.	I can group materials on the basis of testing for being magnetic.	I can identify some applications of magnets and magnetic materials.
	Describe magnets as having two poles.	I recognise the term magnetic pole.	I can describe and identify the poles of a magnet.	I can explore the similarities and differences between two poles.
	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	I recognise that magnets affect each other differently, depending on which poles are facing.	I can predict outcomes of a particular arrangement of magnets.	I can apply ideas about the interaction of magnets to contexts such as toys.
	Working scientifically I can analyse data. I can draw conclusions I can develop an investigation further	Working scientifically I can collect data relevant to the answering of questions. I can answer enquiry questions using data and ideas. I can, with prompting, suggest how an investigation could be extended.	Working scientifically I can, with prompting, recognise patterns that relate to scientific ideas. I can, with support, use evidence to produce a simple conclusion. I can suggest how an investigation might be extended.	Working scientifically I can recognise patterns that relate to scientific ideas. I can use evidence to produce a simple conclusion. I can use evidence to suggest further relevant investigations.
History: Child then or now?	Cause & Effect Address and devise historically valid questions about cause.	I can describe relevant causes for, and effects on, some key events and developments covered.	I can comment on the importance of causes and effects for some of the key events and developments within topics.	I can explain with confidence the significance of particular causes and effects for many of the key events and developments.
	Using sources as evidence Understand how our knowledge of the past is constructed from a range of sources.	I can understand how sources can be used to answer a range of historical questions.	I can recognise possible uses of a range of sources for answering historical enquiries.	I can comment on the usefulness and reliability of a range of sources for particular enquiries.



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Science: We are astronauts Big Idea: There are contact and non-contact forces; these affect the motion of objects	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	I can recognise that magnetic forces don't require physical contact.	I can recognise the difference between contact and contact forces.	I can explore how magnetic attraction and repulsion are affected by distance.
	Describe magnets as having two poles.	I recognise the term magnetic pole.	I can describe and identify the poles of a magnet.	I can explore the similarities and differences between two poles.
	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	I recognise that magnets affect each other differently, depending on which poles are facing.	I can predict outcomes of a particular arrangement of magnets.	I can apply ideas about the interaction of magnets to contexts such as toys.
	Working Scientifically Pupils can ask questions. Pupils can plan an enquiry. Pupils can identify and manage variables. Pupils can use equipment to take measurements. Pupils explore how to improve the quality of data.	Working Scientifically I can ask simple questions that can be tested. I can suggest different ways of answering a question. I can, with support, set up a comparative test. I can use various equipment with assistance. I can recognise some standard measurements.	Working Scientifically I can, with support, develop relevant, testable questions. I can plan enquiry, such as a comparative or fair test. I can set up a comparative test. I can use various equipment as instructed. I can use standard measurements when taking measurements.	Working Scientifically I can develop relevant, testable questions. I can plan investigations using different types of scientific enquiry. I can set up comparative and fair tests. I can use various equipment, as instructed, repeatedly and with care. I can recognise the importance of using standard units and measure accurately.