



## Key Skills Map (Year Three)



### Areas of Learning:

In Literacy we will create our own London landmark inspired story.  
We will also be creating our own formal letters to the Queen

In Numeracy we will be exploring shape, space and measures.

We will also learn about London and its location, the London Underground and Queen Elizabeth II.

As creative individuals, we will design and make our own London buses.

### Enterprise

As enterprising individuals we will be trying new ways of learning and becoming more independent.

### Knowledge of the World

As people who know about the world we will learn about the rainforests around the world.

### Technology

As people who understand technology we will use ICT across the curriculum.

### Ambition

As ambitious people we will strive to achieve our best in all areas of learning.



# Key Skills Map (Year Three)

## Learning across the curriculum and Subject Key Skills

### Geography

#### Investigate:

I ask and answer questions about places and environments. I use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments.

#### Analyse evidence:

I use information given to me. I make my own observations.

#### Communicate:

I describe places using geography words such as physical and human. I use geographical vocabulary. I write and present my findings.

#### Consider and Respond:

I describe what I like and dislike about a place or environment. I give my views on an environment or a locality.

### Using ICT:

Know the school's rules for keeping safe online and be able to apply these beyond school. Understand the need to keep personal information and passwords private in order to protect themselves when communicating online.

Know how to respond if asked for personal details or in the event of receiving unpleasant communications e.g. saving the message and showing to a trusted adult - according to the school's eSafety policies and procedures /AUP.

Understand the need for caution when using the Internet to search for images and what to do if they find unsuitable images

### Science: scientific investigation:

Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests  
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  
Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings.

### PSHE

Work Hard  
I can work hard when I try.

Concentrate  
I am learning how to 'tune out' distractions.

I take part in discussions about my feelings

### Personal Development:

Work Hard  
I can work hard when I try.

Concentrate  
I am learning how to 'tune out' distractions.

### Art & Design and Dance:

#### Explore:

I respond to ideas. I explore materials and methods.

#### Create:

I create my own work. I show control in the methods and materials I use in my work.

#### Improvise:

I try out my own ideas.  
I have ideas and make some choices about what I do.

#### Present:

I present my work for lots of different reasons. My artwork shows my ideas.

#### Respond:

I say what I think and feel about the work of others and about what I have done in my own work. I suggest ways to improve my own work.

#### Move with Control:

I perform my dance actions with control and co-ordination. I link two or more actions together to make a sequence. I remember and repeat dance movements.

#### Reflect and Evaluate:

I talk about the differences between my own and others' performances. I say what has gone well and why.