

Y3	Art	RAG
Towards expected	Can they use their sketches to produce a final piece of work?	
Towards expected	Can they use different grades of pencil shade, to show different tones and textures?	
Towards expected	Can they use a range of brushes to create different effects?	
Expected	Can they make tints by adding white and tones by adding black?	
Expected	Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?	
Expected	Can they compare the work of different artists?	
Greater depth	Can they explore work from other cultures and periods of time?	

Y3	DT	RAG
Towards expected	Can they use equipment safely?	
Towards expected	Can they show that their design meets a range of requirements?	
Expected	Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?	
Expected	Can they describe how their combined ingredients come together?	
Expected	Do they select the most appropriate tools and techniques to use for a given task?	
Greater depth	Can they make a product which uses both electrical and mechanical components?	

Y3	French	RAG
Towards expected	Recognise some familiar words in written form	
Towards expected	Make links between some phonemes, rhymes and spellings, and read aloud familiar words	
Expected	Experiment with the writing of simple words	
Expected	Learn about the different languages spoken by children in the school	
Expected	Locate country/countries where the language is spoken	
Greater depth	Identify social conventions at home and in other cultures	
Greater depth	Make indirect or direct contact with the country/countries where the language is spoken	

Y3	Geography	RAG
Towards expected	Do they use correct geographical words to describe a place and the things that happen there talking about human and physical features?	
Towards expected	Can they use maps and atlases appropriately by using contents, indexes and some basic OS map symbols?	
Expected	Can they locate and name counties and cities in the UK, geographical regions and their human and physical characteristics?	
Expected	Can they describe and understand key aspects of mountains including volcanoes (including naming and locating some of the world's most famous volcanoes)?	
Greater depth	Can they explain how people's lives vary due to weather?	
Greater depth	Can they describe how earthquakes are created?	

Y3	History	RAG
Towards expected	Can they describe events from the past using dates and create a timeline for a specific time in history to set out the order things may have happened?	
Towards expected	Can they use their 'information finding' skills in writing to help them write about historical information?	
Expected	Can they through research identify similarities and differences between given periods in history?	
Expected	Can they use specific search engines on the Internet to help them find information more rapidly?	
Greater depth	Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?	
Greater depth	Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?	

Y3	Music	RAG
Towards expected	Do they sing a tune with expression?	
Towards expected	Can they play clear notes on instruments?	
Towards expected	Can they create repeated patterns with different instruments?	
Expected	Can they compose melodies and songs?	
Expected	Can they combine different sounds to create a specific mood or feeling?	
Expected	Can they use musical words to describe what they like and dislike?	
Greater depth	Can they recognise the work of at least one famous composer?	