



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow



Pupil Achievement Descriptors

Year Three Pupil Descriptors

We Are Speakers

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences (1.1)
- I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience (1.2)
- I can take a full part in paired and group discussions (1.3)
- I can show that I know when Standard English is required and I am beginning to use it (1.4)
- I can retell a story using narrative language and add relevant detail (1.5)
- I can show that I have listened carefully because I make relevant comments (1.6)
- I can present ideas or information to an audience (1.7)
- I can recognise that meaning can be expressed in different ways, depending upon the context (1.8)
- I can perform poems from memory, adapting expression and tone as appropriate (1.9)

We Are Linguists

Criteria for Y3/4

Spoken Language

- I can start to speak in sentences (1.1)
- I can give a response using a short phrase (1.2)
- I can have a short conversation (3 or 4 phrases) (1.3)
- I can name and describe an object (1.4)
- I can name and describe a place (1.5)
- I can name and describe people (1.6)

Reading

- I can use a bilingual dictionary or glossary to look up new words (2.1)
- I can read a short passage independently (2.2)
- I can explain the main points of a short passage (2.3)
- I can read and understand a short passage (2.4)

Writing

- I can write 2-3 short sentences on a familiar topic (3.1)
- I can write phrases from memory (3.2)

Culture

- I can explain significant days, festivals and events in France (4.1)
- I am aware of countries around the world that speak French (4.2)
- I show an awareness of everyday life in France (4.3)
- I can identify France on a map (4.4)

Year Three Pupil Descriptors

We Are Historians

- I can describe events from the past using dates when things happened (1.1)
- I can use a timeline within a specific period in history to set out the order that things may have happened (1.2)
- I can use my mathematical knowledge to work out how long ago events happened (1.3)
- I can explain some of the times when Britain has been invaded (1.4)
- I can use research skills to find answers to specific historical questions (1.5)
- I can use my research to find similarities and differences between two or more periods of history (1.6)

We Are Geographers

- I can use the correct geographical words to describe a place (1.1)
- I can use some basic Ordnance Survey map symbols (1.2)
- I can use grid references on a map (1.3)
- I can use the index in an atlas to find places (1.4)
- I can describe how volcanoes are created (1.5)
- I can locate and name some of the world's most famous volcanoes (1.6)
- I can describe how earthquakes are created (1.7)
- I can name a number of countries in the northern hemisphere (1.8)
- I can name and locate the capital cities of neighbouring European countries (1.9)

Year Three Pupil Descriptors

We Are Artists

Drawing

- I can look closely during observational drawing & use 'tones' that create depth (Graded pencils/charcoal) (1.1)
- I can draw using a range of media (1.2)
- I can identify and draw the effect of light (1.3)
- I can make initial sketches as preparation for painting (1.4)
- I can apply a dimple pattern and texture in a drawing (1.5)

Printing

- I can produce a simple print block mono printing (Using card, string, & other materials) using a relief or impressed method (2.1)
- I can understand texture in printing (2.2)
- I can colour mix through overlapping colour (two colour overlays) (2.3)

Collage

- I can use cutting and sticking skills (3.1)
- I can use collage techniques (3.2)
- I can use positive & negative techniques (3.3)
- I can create compositions using lines and spaces relating to create natural images (3.4)

Sculpture 3D

- I can create shape, form, model & construct (4.1)
- I can plan and develop ideas (4.2)
- I can understand aesthetics (4.3)
- I can collect and use visual information to develop ideas (4.4)

Textiles

- I can use a variety of techniques – printing, dyeing, weaving & stitching to create different textural effects (5.1)
- I can develop skills in stitching, cutting and joining (5.2)
- I can use dipping and dyeing techniques (5.3)

Painting

- I can use a colour wheel to identify colours to mix (6.1)
- I can use specific painting techniques (6.2)

We Are Designers

Design

- I can generate ideas and recognize designs have to meet a range of different needs (1.1)
- I can make realistic plans to achieve aims (1.2)
- I can think ahead about the order of work, choosing the correct tools, equipment, materials, components and techniques (e.g., gears, pulleys, cams, levers and linkages) (1.3)
- I can clarify ideas using labelled sketches and models to communicate details of the design (1.4)

Make

- I can come up with solutions to problems as they happen (2.1)
- I can use appropriate materials suitable for the product, carefully using appropriate techniques and tools e.g., electrical and mouldable (2.2)

Evaluate

- I can reflect on work in relation to intended use and identify improvements needed (3.1)
- I can recognise quality depends on how something is made and if it meets its intended use (3.2)
- I can evaluate products and suggest improvements (3.3)

Technical Knowledge

- I can describe the qualities of the materials and say why it will be the most suitable choice (4.1)
- I can join materials to make products using permanent and temporary fixings (4.2)
- I can combine materials to add strength (4.3)
- I can apply mechanisms to create movement (4.4)
- I know that mechanisms can be used to make things move in different ways (4.5)

Food, Cooking and Nutrition

- I can select ingredients for the product (5.1)
- I can work in a safe and hygienic way (5.2)

Year Three Pupil Descriptors

We Are Sports People

Games

- I can throw and catch with control (1.1)
- I am aware of space and use it to support my team-mates and to cause problems for the opposition (1.2)
- I know and use rules fairly (1.3)
- I have been part of a team (e.g., Basketball) and competed in a schools competition (1.4)
- I play for a team (e.g., Football) outside of school (1.5)

Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria (2.1)
- I can explain how strength and suppleness affect performance (2.2)
- I can compare and contrast gymnastic sequences (2.3)
- I am part of a gymnastics club outside of school (2.4)

Dance

- I can improvise freely and translate ideas from a stimulus into movement (3.1)
- I can share and create phrases with a partner and small group (3.2)
- I can repeat, remember and perform phrases (3.3)
- I have been learning dance outside of school and have performed in front of an audience (3.4)
- I have taken part in a dance production in front of an audience (3.5)

Athletics

- I can run at fast, medium and slow speeds; changing speed and direction (4.1)
- I can take part in a relay, remembering when to run and what to do (4.2)
- I am part of an athletics club outside of school (4.3)
- I have performed in competitive athletics (4.4)

Outdoor and Adventurous

- I can follow a map in a familiar context (5.1)
- I can use clues to follow a route (5.2)
- I can follow a route safely (5.3)

We Are Musicians

Listening

- I can recognise the music of at least one famous composer (1.1)
- I can use musical words to describe likes and dislikes about a piece of music (1.2)
- I can use musical words to describe a piece of music or composition (1.3)

Composing

- I can compose different sounds to create a specific mood or feeling (2.1)
- I can create accompaniments for tunes (2.3)
- I can create repeated patterns with different instruments (2.4)
- I can use different elements in compositions (2.5)

Performing

- I can play clear notes on an instrument (3.1)
- I can sing a tune with expression (3.2)
- I am learning to play a musical instrument (3.3)
- I have performed an instrument (or sang) individually or as a group in front of an audience (3.4)

Appraisal

- I can improve own work explaining how it has been improved (4.1)

Year Three Pupil Descriptors

We Are Spiritual Inquirers

Criteria for Y3/4

Learning about Religions and Beliefs

- I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences (1.1)
- I can make links between beliefs and sources, including religious stories and sacred texts (1.2)
- I am beginning to identify the impact religion has on believers' lives (1.3)
- I can describe some forms of religious expression (1.4)

Learning from Religion and Belief

- I can identify what influences by own beliefs (2.1)
- I can make links between my own experiences and those of others, in relation to religion and belief (2.2)
- I can ask important questions about religion and beliefs (2.3)
- I can make links between my own response to questions about religion and belief and the response of others (2.4)
- I can make links between values and commitments (2.5)
- I can make links between my own attitudes and behaviours (2.5)

We Are Digital Citizens

Algorithms and Programming

- I can design a sequence of instructions, including directional instruction (1.1)
- I can write programs that accomplish specific goals (1.2)
- I can work with various forms of input (1.3)
- I can work with various forms of output (1.4)
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Information Technology

- I can use a range of software for similar purposes (2.1)
- I can collect information (2.2)
- I can design and create content (2.3)
- I can present information (2.4)
- I can search information on the web in different ways (2.5)
- I can manipulate and improve digital images (2.6)

Digital Literacy

- I use technology respectfully and responsibly (3.1)
- I know different ways I can get help if I am concerned (3.2)
- I understand what computer networks do and how they provide multiple services (3.3)
- I can discern where it is best to use technology and where it adds little or no value (3.4)

Also refer to the criteria regarding Safe Computing for pupils in Y3/4

Year Three Pupil Descriptors

We Are Safe Computer Users (Safe Computing Guidance for Y3/4)

Knowledge and Understanding

- I can understand the need for rules to keep me safe when exchanging learning and ideas online (1.1)
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (1.2)
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them (1.3)
- I use strategies to verify information e.g., cross checking (1.4)
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image (1.5)
- I understand that copyright exists on most digital images, videos and recorded music (1.6)
- I understand the need to keep personal information and passwords private (1.7)
- I understand that if I make personal information available online it may be seen and used by others (1.8)
- I know how to respond if asked for personal information or feel unsafe about the content of a message (1.9)
- I recognise that cyberbullying is unacceptable and will be sanctioned in line with the school's policy (1.10)
- I know how to report an incident of cyber-bullying (1.11)
- I know the difference between online communication tools used at school and those used at home (1.12)
- I understand the need to develop an alias for some public online use (1.13)
- I understand that the outcome of internet searches at home may be different than at school (1.14)

Skills

- I follow the school safer internet rules (2.1)
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring/re-presenting materials in a way that is new and unique (2.2)
- I can identify when emails should not be opened and when an attachment may not be safe (2.3)
- I can explain and demonstrate how to use email safely (2.4)
- I can use different search engines (2.5)