Year Three

Programmes of Study

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective *(Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold)*, to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

Year Three

Subject	Skills and Objectives

Art & Design

Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.

Drawing Working above: Working below:	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To draw lines of different shapes and thicknesses. • To draw with a wider range of materials, eg. Pastels, coloured and sketching, pencils, charcoals. • To show patterns and textures in drawings by adding dots and lines. • To show different tones using coloured pencils. • To use a number of sketches to base my work on. • To use a viewfinder to help me in my sketching. • To annotate my sketches in my art sketchbook to explain my ideas. • To sketch lightly (so you do not need to use a rubber)
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Painting Working above: Working below:	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To mix primary colours to make secondary colours. • To add white to colours make tints. • To add black to colours to make tones. • To link colours to natural and man-made objects. • To mix colours using tints and tones. • To use watercolour paint to produce washes for backgrounds and then add detail. • To experiment in creating mood and feelings with colour.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.

Collage	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.
Working above: Working below:	Using techniques to create effect	• To create collages sometimes in a group and sometimes on my own. • To mix paper and other materials with different textures and appearances. • To use shapes, textures, colours and patterns in my collages. • To can say how other artists have used texture, colour, pattern and shape in their work. • To cut skilfully and precise. To include skills, such as: • Coiling, • Overlapping • To know the striking effect work in a limited colour palette can have, through experimentation. • To can make paper coils and lay them out to create patterns or shapes. • To use mosaic. • To use montage. • To use tessellation and other patterns in my collage.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
3D Working above: Working below:	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To have made an object such as a clay pot. • To have made a carving using dry clay. • To have added lines and shapes to my clay work. • To have added texture to my clay work by adding clay and with tools. • To can make nets of shapes to create recognisable forms. • To can join these together to create abstract forms. • To experiment with making life size models. • To use my clay techniques to apply to pottery
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Printing	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.

	Using techniques to create effect	• To have printed by pressing, rolling, rubbing and stamping. • To have looked at print making in the environment. (e.g. wallpapers, fabrics etc) • To have created a print in response to the work of an artist or designer. • To have looked at how artists and designers have used colour, shapes and lines to create patterns. • To make my own printing blocks and experiment with different materials. • To can make a one coloured print. • To can build up layers of colours to make prints of 2 or more colours.
Working above: **Working below:**		
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Textiles **Working above:**	Create & Communicate	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To use glue to join fabrics. • To use running stitch to join fabrics. • To have explored plaiting and understand the basic method. • To know how to dip dye to produce fabric of contrasting colours. • To have looked at examples of patchwork and then design and make my own, using glue or stitching.
Working below:	Appreciate artists who inspire and influence us	• About great artists, architects and designers.

Year 3	*Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.*
Working above: Working below:	**Controlling sounds through singing and playing (Performing)** • Sing songs from memory, with accurate pitch. • Use voice to good effect, singing in tune. • Maintain a simple part within a group. • Play untuned instruments musically. • Perform with others, taking instructions from the leader. • Have the opportunity to learn a musical instrument. • Make and control long and short sounds using voices and instruments. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

Working above: Working below:	**Create and develop musical ideas (Composing)**	• Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to help create an effect. • Create short musical patterns. • Create a sequence of long and short sounds • Create short rhythmic phrases. • Show control when playing a musical instrument so that they sound as they should. • Use changes in pitch to communicate an idea
Working above: Working below:	**Respond and reviewing (Appraising)**	• Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) • Show that they can hear different moods in music. • Identify a beat in music • Begin to recognise changes in timbre, dynamics and pitch.
Working above: Working below:	**Listen, understand and appreciate a range of music.** **Apply knowledge and understanding.**	• Listen carefully and recall short rhythmic and melodic patterns. • Use knowledge of dynamics, timbre and pitch to organise music. • Know how sounds can be made and changed to suit a situation. • Make signs and symbols to record music. • Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)
D&T		*D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)*

Assessment / Evaluation	**(ARE: Level 2 - Autumn)** Unit 1:……………………………………. Working above: Working below:	**(ARE: Level 3 - Spring)** Unit 1:……………………………………. Working above: Working below:	**(ARE: Level 3 - Summer)** Unit 1:……………………………………. Working above: Working below:

	To know, understand and use the skills needed to design and make in a range of relevant contexts, including the home, school, industry and local environment.
	<u>Design:</u> • Design purposeful, functional appealing products for themselves **and other users** based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing templates, **mock-ups** and, where appropriate ICT.
	<u>Make:</u> • **Select from** and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • **Select from** and use a wide range of materials and components, including construction materials, textiles and food ingredients according to their characteristics.
	<u>Evaluate:</u> • Explore and evaluate a range of existing products. • Evaluate their ideas against design criteria.
	<u>Technical knowledge:</u> • Build structures, exploring how they can be made stronger, stiffer and more stable. • **Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products.**
	To know, understand and use the skills needed to design and make in a range of relevant contexts including; leisure, culture, enterprise, industry and the wider environment.
	<u>Design:</u> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.
	<u>Make:</u> • Use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients.
	<u>Evaluate:</u> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	<u>Technical knowledge:</u> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].

Geography	*Geography must be taught in order, i.e. a first, then b…
Year 3, a	**To extend knowledge and understanding in the local area.**
Working above:	• To investigate places • To identify Human and Physical characteristics. • To know about land use in settlements.

Working below:	• To understand how these have changed over time. • To use and interpret maps, atlases, globes and computer mapping to locate places. • To use secondary sources. • To describe features studied. • To use the eight points of the compass • To make maps and plans • To use symbols and keys for maps. • To collect evidence and use fieldwork techniques (observe, measure, record and present, using a range of methods, including sketch maps, plans and graphs, and digital technologies) • To know about environmental impact and sustainability.
Year 3, b	**Study of volcanoes – causes, effects etc** **Study how human Geography has changed over time**
Working above: **Working below:**	• To locate places in the world where volcanoes occur. • To understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • To draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • To ask and answer questions about the effects of volcanoes. • To discuss how volcanoes affect human life e.g. settlements and spatial variation. • To ask, research and explain the following questions: *(Links to History)*. Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? • Relate land use and trade to settlements.
Year 3, c	**Weather around the World**
Working above: **Working below:**	• To investigate places • To ask and respond to geographical questions. • To use and interpret globes, maps, atlases and digital/computer mapping. • To use secondary sources. • To recognise patterns • To use geographical vocabulary • To know about weather conditions around the world • To be able to locate the Equator and know the significance of it. • To identify the positions of the Northern and the Southern Hemispheres. • To identify similarities and differences. • To know about the effects of weather on human activity.
History	*History must be taught in order, i.e. a first, then b… (this is to allow for progression in levels of skills. As you can see, it begins with level 2 and progresses to level 3 skills).*

Year 3, a.	Changes in Britain from the stone age to the iron age
Level 2 Working above: Working below:	• Know and use the terms which refer to the 'past' and 'present' when retelling an event. • Understand and use a simple time line. • Identify and describe differences between the past and the present and begin to understand reasons for these differences. • To use a range of resources to find out about the past e.g., books, posters, TV programmes, talking to people. • Communicate my understanding through talking, writing and drawing what I have found out.
Year 3, b	The Roman Empire and its impact on Britain
Working above: Working below:	• Use a timeline to understand and order historical events, understanding that a timeline can be divided into BC and AD. • Recall dates/periods of some significant events in History, for example using words and phrases such as century, decade, before Christ. • Identify and use evidence to explain features/objects which characterise periods of time for example cultural and leisure activities, houses and settlements, attitudes and religion. • Understand and can explain how features from life in the past influence our life today. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.
Year 3, c	Britain's settlement by Anglo Saxons and Scots
Working above: Working below:	• Use a timeline to understand and order historical events. • Recall dates/periods of some significant events in History. • Identify and use evidence to explain features/objects which characterize periods of time, for example cultural and leisure activities, houses and settlements, attitudes and religion. • Understand and can explain how features from life in the past influence our life today. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.

Science	*Science topics can be taught in any order.
Year 3	**Working scientifically**
Working above: **Working below:**	**Year 3 and 4** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • 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. Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to

draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.

Year 3	Plants
Working above:	• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • To investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that

Working below:	focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. **Note:** Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens. Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers. .
Year 3	**Animals, including humans**
Working above: Working below:	• To 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 • To identify that humans and some other animals have skeletons and muscles for support, protection and movement. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out. .

Year 3	Rocks
Working above:	• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • To describe in simple terms how fossils are formed when things that have lived are trapped within rock • To recognise that soils are made from rocks and organic matter.
Working below:	Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Year 3	Light
Working above:	• To recognise that they need light in order to see things and that dark is the absence of light • To notice that light is reflected from surfaces • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes • To recognise that shadows are formed when the light from a light source is blocked by a solid object • To find patterns in the way that the size of shadows change.
Working below:	Pupils should explore what happens when light reflects off a mirror or other

reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Year 3	Forces and Magnets
Working above: Working below:	- To compare how things move on different surfaces - To notice that some forces need contact between two objects, but magnetic forces can act at a distance - To observe how magnets attract or repel each other and attract some materials and not others - To 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 - To describe magnets as having two poles - To predict whether two magnets will attract or repel each other, depending on which poles are facing. Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Year 3	Living things and their habitats
Working above:	• To recognise that living things can be grouped in a variety of ways • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • To recognise that environments can change and that this can sometimes pose dangers to living things.
Working below:	Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. **Note:** Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

PE

Acquiring and developing skills
Evaluating and improving performance
Knowledge and understanding of fitness and health
Selecting and applying skills, tactics and compositional ideas

Year 3	Athletics
Level 3	- To copy and remember actions. - To repeat and explore skills. - To move with careful control, co-ordination and care. - To talk about the differences between my own and others' performances and suggesting how it could be improved. - To say what has gone well and why. - To describe how the body feels during different activities, using parts of the body to describe the effects. - To know how to exercise safely by looking for space, others' and by warming up properly. - To sprint over a short distance. - To run over a longer distance, conserving energy. - To have a range of throwing techniques which show accuracy. - To jump in a number of ways, sometimes using a short run-up.

Year 3	Gymnastics
Level 3	- To copy and remember actions. - To repeat and explore skills. - To move with careful control, co-ordination and care. - To talk about the differences between my own and others' performances and suggesting how it could be improved. - To say what has gone well and why. - To describe how the body feels during different activities, using parts of the body to describe the effects. - To know how to exercise safely by looking for space, others' and by warming up properly. - To know the body is balanced. - To show shapes and sequences which are controlled and include changes in speed and level. - To plan, perform and repeat sequences. - To work on improving strength and suppleness by practicing stretches and shapes.

Year 3	Competitive Games e.g. football, hockey, netball, rounders, tag rugby and tennis
Level 3	- To select and use the most appropriate skills, actions and ideas. - To move with co-ordination and control. - To say how work is similar to and different from others. - To use this understanding to improve own performance. - To give reasons as to why warming up before an activity is important.

	• To give reasons as to why physical activity is good for my health. • To throw and catch a ball with control and accuracy. • To strike a ball and field with control. • To choose appropriate tactics to cause a problem for the opposition. • To follow rules in a game. • To keep possession of a ball (feet, hockey stick, hands).
Year 3	**Dance**
Level 3	• To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To improvise and communicate an idea with movements. • To refine movements into sequences which are clear and fluent. • To know that dance can express a variety of things.
Year 3	**Adventurous Activity Team challenges**
Level 3	• To copy and remember actions. • To repeat and explore skills. • To move with careful control, co-ordination and care. • To talk about the differences between my own and others' performances and suggesting how it could be improved. • To say what has gone well and why. • To describe how the body feels during different activities, using parts of the body to describe the effects. • To know how to exercise safely by looking for space, others' and by warming up properly. • To follow a sketch map of places known to them. • To use plans and diagrams to help get from one place to another showing enjoyment. • To work and behave safely. • To discuss with others' how to solve problems.

Year 3 - Computing

Using a computer
- Throughout KS2 children should:-
- Continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, cameras etc and increasingly develop their independence and confidence in using these devices.
- Continue to increase their typing speed, and be encouraged to play games at home and school which help with this.
- Aim to reach the accepted competency rate for children of 20WPM by the end of Year 4.
- Be encouraged to increasingly make sensible choices about the technology they use to help them work, and to justify their choices- for example, why they have chosen to use a tablet rather than a laptop, or why they have chosen to use an easi-speak microphone rather than the computer to record sound.

Using the internet
- Develop key questions to search for specific information with purpose to answer a problem e.g. to find out about different Roman Gods.
- Understand how a search engine works and begin to create and enter appropriate search strings.
- Save and retrieve accessed information through the use of Favourites, History, and Save As.
- Understand that some information found through searching is more relevant than others.
- Use the information purposefully to complete specific tasks e.g. copy, paste and edit relevant information (ref. creating and publishing unit)
- Talk about and describe the process of finding specific information

Communicating and collaborating online	Creating and Publishing	Digital media	Programming and control	Modelling and simulation	Using Data
• Begin to use on-line tools, such as Google docs and sites to collaborate together- for example by working together to add ideas to a word bank, write a shared story. To start to understand that messages can be sent electronically over distances.	• Continue to word process a range of work in other curriculum areas, using more advanced word processing features such as columns and borders. • Work together to collaboratively produce a presentation using cloud based tools. • Understand the differences between a word processor and desktop publishing tools and use desk top publishing tools to create posters, leaflets and other documents which require specific formatting.	• Use a computer to sequence short pieces of music using a small selection of pre-record sounds. • Independently record video for a range of purpose, paying attention to the quality of the video capture. • Take photographs for a specific reason or project and/or find appropriate images on-line. • Create a video out of still images. • Use the computer to preform photo edits and create a range of digital creations using photos	• Continue to develop understanding of how a computer and technology works, focusing on computational thinking. • Begin to plan more complex sequences of instructions for on-screen and floor turtles test and amend these instructions. (e.g. using RoboMind) • Use software to make basic puzzles and quizzes, changing parameters (e.g. time allowed, points, number of pieces etc) to customise the puzzle or quiz (e.g. 2DIY)	• Continue to explore simulations as appropriate and as link with other curriculum areas and discuss the benefits of using these simulations • Use simulations to make and test predictions.	• Continue to use technology to create graphs and charts. • Understand which a database is, and the basic structure of a database. • Create graphs from pre-made databases, and enter their own data into a database and generate graphs using these. Use other software to present these findings as appropriate.