

YEAR 3 (ENGLISH DISCUSSIONS) - Learning Journey (Spring)

What I already know:

- Through reading and in life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios
- Explore different views and viewpoints.

Key Vocabulary:

Therefore In addition However Including But On the other hand Consequently Whatever Although Also Certainly Except, speech marks, dialogue

using and punctuating direct speech

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although



to add brackets to sentences adding further information

Explore different views and viewpoints.

recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios



explore how different views might be expressed/explained/justified

to plan a conversation discussing and recording ideas



to compose and rehearse sentences orally

What I need to remember:

- Genre**
- Use of speech
 - Understanding characters points of view
 - Give reasons for characters' actions / views

- SPAG**
- Noun phrases
 - Adverbial openers
 - Conjunctions
 - Brackets

YEAR 3 (ENGLISH PLAYSRIPTS) - Learning Journey (Spring)

What I already know:

- Use of Present tense, Adjectives and Verbs
 - Character's name and colon before they speak.
 - New speaker, new line.
- Suggested Layout:
- Introduction Scene title
 - Main body A scene with different characters talking Beginning, Middle and End of story included
 - Conclusion Final line to conclude

Key Vocabulary:

Characters, Narrator, Brackets (.....), Scenes, Stage directions, Colons :, Verbs, Adverbs, Play script, Narrator, Scene

to identify and describe the features of a play script

to follow features of a play script in a performance.



discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

plan a play script using simple organisational devices [for example, headings and sub-headings]

write scene settings, characters and plot using simple organisational devices



write dialogue for a scene.

write stage directions for actors based on actions and tone of voice.

What I need to remember:

- Genre**
- Difference between speech and dialogue
 - Features of a playscript
 - Setting a scene with description
 - Stage directions not for reading out loud, but direction for actors

- SPAG**
- Noun phrases
 - Conjunctions
 - Brackets
 - Present tense



YEAR 3 (ENGLISH ARCTIC POETRY) - Learning Journey (Spring)

What I already know:

Recognise simple recurring literary language in poetry
Discuss and clarify the meanings of words, linking new meanings to known vocabulary
Discuss their favourite words and phrases
Continue to build up a repertoire of poems learnt by heart, Understanding
Check that the text makes sense to them as they read and correct inaccurate reading

Key Vocabulary:

adjectives, prose, onomatopoeia, repetition, syllables, rhyme, alliteration, chorus, oxymoron, simile, synonym, hyperbole, metaphor, stanza, rhyme

HAIKU: Identify syllables

HAIKU: Identify poems with correct syllable patterns to haiku



FIVE SENSES POEM: Compose noun phrases for arctic scene

CINQUAINS: Identify nouns, adjectives and verbs related to the arctic

FIVE SENSES POEM: Match sentences to corresponding senses



CINQUAINS: Identify synonyms for nouns related to the arctic

COMPOSE: Plan poems using knowledge of haiku, senses and Cinquains



COMPOSE: Make simple additions, revisions and corrections to their own writing

What I need to remember:

- Genre**
- Syllables
 - Structure of Haiku
 - Sentences based on the senses
 - Powerful adjectives for description
 - Structure of cinquains

- SPAG**
- Syllables
 - Verbs, adjectives and nouns
 - Challenging vocabulary

YEAR 3 (MATHS MULTIPLICATION AND DIVISION) - Learning Journey (Spring)

What I already know:

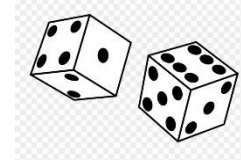
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- write using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

Key Vocabulary:

Multiplication and division multiplication multiply multiplied by multiple, factor groups of times product once, twice, three times ... ten times repeated addition division dividing, divide, divided by, divided into left, left over, remainder grouping sharing, share, share equally one each, two each, three each ... ten each group in pairs, threes ... tens equal groups of doubling halving array row, column number patterns multiplication table multiplication fact, division fact

Consolidate 2, 4, and 8 times tables

Comparing Statements



Related calculations

Multiply 2-digits by 1-digit - no exchange

Multiply 2-digits by 1-digit - with exchange

$$1+2=3$$

Scaling up and down



How many ways – applying strategies



What I need to remember:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division

YEAR 3 (MATHS MONEY) - Learning Journey (Spring)

What I already know:

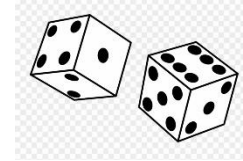
- recognise and use symbols for pounds (£) and pence (p);
- combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Key Vocabulary:

Money coin penny, pence, pound price, cost buy, bought, sell, sold spend, spent pay change dear, costs more cheap, costs less, cheaper costs the same as how much ...? how many ...? total

Count money in pence

Count money in pounds



Identify pounds and pence

Convert pounds and pence

Add values of money

Subtract values of money



Identify change

$$1+2=3$$



What I need to remember:

To Add and subtract amounts of money to give change, using both £ and p in practical contexts.

YEAR 3 (MATHS STATISTICS) - Learning Journey (Spring)

What I already know:

Children can:

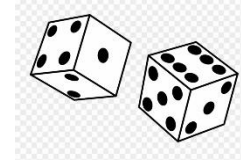
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

Key Vocabulary:

count, tally, sort, vote graph, block graph, pictogram
represent group, set list, table, chart, bar chart,
frequency table Carroll diagram, Venn diagram label,
title, axis, axes diagram most popular, most common
least popular, least common

Make, read and interpret tally charts

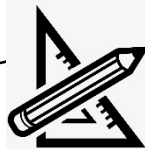
Draw pictograms



Interpret pictograms

Read and interpret information from pictograms

Read and answer questions about bar charts



Read and answer questions about information from tables

What I need to remember:

- Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'].
- Use information presented in scaled bar charts and pictograms and tables.

YEAR 3 (MATHS Length & Perimeter) - Learning Journey (Spring)

What I already know:

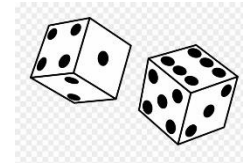
- choose and use appropriate standard units to estimate and measures
- compare and order lengths, and record the results using $>$, $<$ and $=$
- solve simple problems in a practical context

Key Vocabulary:

Length millimetre, centimetre, metre, kilometre, mile length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, further, furthest, near, close distance apart ... between ... to ... from perimeter ruler metre stick, tape measure, perimeter

Measure lengths – practical

Equivalent length m and cm



Equivalent lengths mm and cm

Compare lengths

Add units of length

Measure perimeter

Subtract lengths

Calculate perimeters

- ### What I need to remember:
- Measure, compare, add and subtract: lengths (m/cm/mm);
 - Convert units of length
 - Measure the perimeter of simple 2-D shapes.
 - Solve problems involving length and perimeter



YEAR 3 HISTORY THE IRON AGE TO THE STONE AGE - Learning Journey (Spring)

What I already know:

Children can

- describe historical events.
- describe significant people from the past and talk about what they did.
- explain the causes of an historical event and what the consequences were
- explain what impact that significant events from the past have had on the way we live today
- talk about similarities and differences between two different time periods
- explain how local people or events in history have changed things nationally or internationally
- choose and use parts of stories or other sources to show that I understand events or people from the past
- talk about what type of evidence is reliable when finding out about the past?

Key Vocabulary:

Archaeologists, Artefact, Neolithic , B.C., Chronology, Tribal , Hunter-gatherers , Shelter , Civilization , Settlement , Prey

Identify timescale on timeline

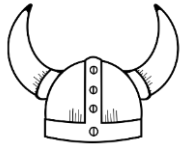


Research Palaeolithic humans coming to Britain



Learn about lives of people in Mesolithic period

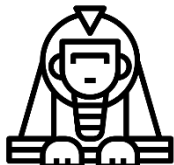
explore how life developed from the Mesolithic to Neolithic period



explore how bronze is made and the effect bronze had on life in Britain



find out how iron was mined and used during the Iron Age



What I need to remember:

- Know what the term 'prehistory' means
- Know the names of the three periods of prehistory
- Understand how we know about the prehistoric past
- Know when people first come to Britain and where they lived.
- Know what life was like in the different 'Ages'.
- Know when and why people in Britain started farming

YEAR 3 GEOGRAPHY - WHERE WE LIVE - Learning Journey (Spring)

What I already know:

- Children can Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Children understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Children use basic geographical vocabulary to refer to: key physical features

Key Vocabulary:

- Benefit: A good thing about living somewhere.
- City: A large town with people living close together.
- Hamlet: A small village, sometimes only 2 or 3 homes.
- Megacity: A city with over 10 million living in it.
- Rural: The countryside.
- Settlement: A place where people live.
- Town: A medium sized settlement, with lots of houses and some shops.
- Urban: Towns and cities.
- Village: A group of homes, usually in the countryside.

Identify the Different types of settlements

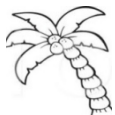


Identify the features in my local settlement



Identify the Problems and advantages of living in towns and cities

Identify the Problems and advantages of living in rural areas



Create a persuasive poster to encourage people to move to either a) a village or b) a city.

What I need to remember:
Children will remember:

- differences between types of settlements.
- the features of their local settlement.
- the problems of living in a town or city.
- the problems of living in a village.

YEAR 3 SCIENCE - ROCKS, SOILS AND FOSSILS - Learning Journey (Spring)

What I already know:

- Children have learned:
- To describe the simple physical properties of a variety of everyday materials
- To compare and group together a variety of everyday materials on the basis of their similarities
- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- To gather and record data to help in answering questions including from secondary sources of information

Key Vocabulary:

Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil

to identify naturally occurring rocks and explore their uses



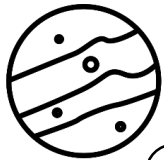
to group rocks according to their characteristics



plan, carry out and evaluate experiments to compare rocks

identify rocks that are used for particular purposes

explore soil and how it is formed



explore what fossils are identify fossilised remains



What I need to remember:

- Children will be able to name the three different types of rocks.
- They will handle and examine rocks to identify their properties, with support.
- They will be able to state the four different types of matter that soil is composed of.
- Children will learn to make careful observations.
- They will be able to take part in and contribute towards an oral presentation of their observations.

YEAR 3 SCIENCE - LIGHT AND SHADOWS - Learning Journey (Spring)

What I already know:

- This is the children's first direct teaching of light and shadow. However, children have previously learned:
- To observe changes across the four seasons
- To observe and describe weather associated with the seasons and how day length varies.
- To make observations
- To find out and describe how plants need light to grow and stay healthy

Key Vocabulary:

Opaque, transparent, Translucent, solid, straight, natural, artificial, reflect, shortest, longest, highest, lowest, travels, shape, changes, light, dark, shadow, source, block

explore how light is reflected from surfaces



recognise that we need light in order to see

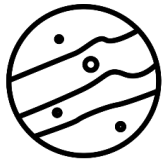


explore the Sun as a light source

investigate how shadows behave

investigate what shadows are

investigate how the size of shadows change throughout the day



explore how light is reflected from surfaces



What I need to remember:

- Identify light sources.
- Understand that we need light to see.
- Know that light travels in a straight line.
- Identify reflective surfaces.
- Know that the sun can damage their eyes.
- Know how to protect their eyes from the sun.
- Understand that a shadow is formed when a solid object blocks light.

YEAR 3 COMPUTING - BRANCHING DATABASES - Learning Journey (Spring)

What I already know:

This unit progresses students' knowledge and understanding of presenting information. It builds on their knowledge of data and information from key stage 1. They continue to develop their understanding of attributes and begin to construct and interrogate branching databases as a means of displaying and retrieving information.

Key Vocabulary:

yes/no answers, attribute, tree structure, branching database, presenting information

To investigate questions with yes/no answers

To select an attribute to separate objects into two similarly sized groups



To explain that data can be used to answer questions

To decide what data needs to be collected to answer a specific question

To retrieve information from different levels of the branching database

What I need to remember:

- understand what a branching database is and how to create one.
- understand what attributes are and how to use them to sort groups of objects by using yes/no questions.
- create physical and on-screen branching databases.
- evaluate the effectiveness of branching databases.

To create a branching database to sort information with yes/no answers



YEAR 3 COMPUTING - SEQUENCING MUSIC - Learning Journey (Spring)

What I already know:

This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr. However, experience of other languages or environments may also be useful.

Key Vocabulary:

Scratch project, sprites, backdrops, attributes, commands, blocks, outcome, controlled, on-screen action, program, sequence of connected commands, code

To explain that programs start because of an input

To explain what a sequence is



To identify that a program includes sequences of commands

To explain that the order of commands can affect a program's output

To identify that different sequences can achieve different outputs

What I need to remember:

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. Children will:

- Use a selection of motion, sound, and event blocks to create their own programs,
- make a representation of a piano.
- Apply knowledge is built in a structured manner.

To create a sequence of commands to produce a given outcome



YEAR 3 DESIGN TECHNOLOGY - Learning Journey (Spring)

What I already know: Pupils have:

Designed purposeful, functional, appealing products
Generated, developed and communicated their ideas
Selected from and used a range of tools and equipment
Selected from and used a wide range of materials, including construction materials
Evaluated their ideas and products against design criteria
Built structures, exploring how they can be made stronger, stiffer and more stable. Explored and used mechanisms for example, levers, sliders, wheels and axles, in their products.

Key Vocabulary:

Purpose, greenhouse habitat, labelling diagrams, structure, stable, frame, plans, design criteria, insulation,

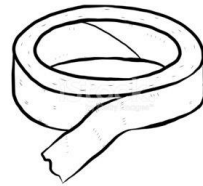
To explore existing Greenhouse

To investigate stable Structures

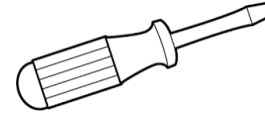
To investigate materials for making a mini greenhouse/arctic habitat

To design a mini greenhouse arctic habitat

To make a mini greenhouse/arctic habitat



To evaluate a finished product



What I need to remember:

- Greenhouses as insulators
- Triangles for stability
- Combining materials for effect
- Design techniques
- Construction techniques
- Evaluating products against a success criteria

YEAR 3: DESIGN TECHNOLOGY - Learning Journey (Spring)

What I already know: Pupils have:

Designed purposeful, functional, appealing products
Generated, developed and communicated their ideas
Selected from and used a range of tools and equipment
Selected from and used a wide range of materials, including construction materials
Evaluated their ideas and products against design criteria
Built structures, exploring how they can be made stronger, stiffer and more stable. Explored and used mechanisms for example, levers, sliders, wheels and axles, in their products.

Key Vocabulary:

Polar, stuffed toys, sturdy, secure, fastenings, sewing, needle, thread, stitch, running stitch, back stitch, design brief, consumer, safety, aesthetics, adornment, functionality,

Investigate polar animals

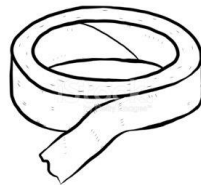
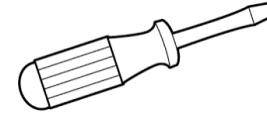
To sketch polar animals – features

Investigate the properties of existing products

Plan a cuddly toy, materials and fastenings

To combine materials in different ways to produce a product

To evaluate a finished product



What I need to remember:

- To cut out shapes from different materials and combine them in different ways.
- Evaluating existing products to see how fit for purpose they are
- Adapting designs following feedback

YEAR 3 ART AND DESIGN - Learning Journey: Spring: Antarctica

What I already know:

I know the primary, secondary and tertiary colours.
I know how to create different textures with different media.
I know landscape paintings by different artists.

Key Vocabulary:

Sketch, colour, tone, blend, light, dark, oil paint, ink, paper, canvas, background, foreground, midground, mood, compare, pattern, realism, abstract, create, compose, Antarctica, polar regions, environment.

To observe colours and patterns that create mood and atmosphere.

To experience mixing colours to create complimentary and contrasting colour palettes.



To imagine and explore creating layered perspectives using collage and colour.

To create detailed landscape paintings using careful brushwork and intentionally selected colours and spaces.



To refine landscape compositions to use contrasting colour schemes and considered composition.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:
To explore colour and pattern to create controlled effects.
To use foreground, middleground and background to create perspective.
To use developing brush skills for detail and accuracy.

YEAR 3: FRENCH: Colours - Learning Journey (Spring 1)

What I already know:

- French terms for family members
- French for my ___ is called
- Use of ma and mon for masculine and feminine
- French animals
- quel animal as-tu? what pet do you have?

Key Vocabulary:

bleu, blanc, rouge, rose, marron, noir, gris, azur, orange, jaune, vert, indigo, violet.

French Flag Colours

Research British flag used by Shackleton. Label colours



Colours

Rainbow Colours

quelle est ta couleur préférée?
What is your favourite colour?

I can sing a rainbow in French



Summative Assessment
Draw a rainbow and other items with colour.
Label colours and phrases learned

What I need to remember:
Quelle est ta couleur préférée?
What is your favourite colour?
Ma couleur préférée est
Quelle couleur n'aimes-tu pas?
What colour do you not like?

French colours

YEAR 3: FRENCH: Body Parts - Learning Journey (Spring 2)

What I already know:

- French animals
- Quel animal as-tu? what pet do you have?
- French colours
- Expressing preference about colours

Key Vocabulary:

La tête, les épaules, les genoux, les pieds, Les yeux, les oreilles, la bouche, le nez

Body Parts
Les parties du corps.

Extension:
body parts masculine or feminine



Parts of the face
Le visage

Draw Ernest Shackleton,
heads, shoulders, knees,
toes, eyes, ears, mouth
and nose

Extension:
Head, Shoulders, Knees
and Toes in French



Summative Assessment
Draw and label a body, adding
words and phrases learned in
the unit.

What I need to remember:
Body parts masculine or
feminine

Names of body parts in
French

Verse of heads, shoulders,
knees and toes

YEAR 3: MUSIC: Singing French - Learning Journey (Spring 1)

What I already know:

Pupils have been taught to:
use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Vocabulary:

Pitch, melody, Developing a song, mouth shapes, pitch shape, rhythms, phrases, notations, Instrument, conductor

Bonjour, mes amis

Perform a French greeting song with actions

Chantez, mes amis

Play a singing game to build up French vocabulary recognition



Bonjour, ça va?

Learn to sing a greetings song and rap in French

A douze

Learn a French counting song



Ma famille ~ performance

Sing a song and play the melody with awareness of pitch shapes

Number mix-up

Explore pitch shapes in a melody and notate a new sequence



Summative Assessment

Perform 2 songs learned so far incorporating the musical skills covered in this unit.

What I need to remember:

Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.

YEAR 3: MUSIC: Human Body - Learning Journey (Spring 2)

What I already know:

Pupils have been taught to:
use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Vocabulary:

call and response,
performing, word rhythm,
Exploring sounds, chant, two
parts, clapping pattern,
melody, performance, two
contrasting sections

Bones Sing
a call and response
song and create a
skeleton dance

Bones ~ instruments
Explore and play skeleton
instruments in a call and
response structure



Muscles
Learn the song Muscles
and add a clapping
pattern



Skelebones
Explore music with two
contrasting sections - a
binary structure

Bones and muscles
Combine two songs and
organise a performance

Broken skeleton call and response
A section Improvise within a
call and response structure

What I need to remember:
Skeleton dances and songs
teach the children about the
human body. Percussion
instruments are used to
improvise, create word
rhythms, and build a final
skeleton dance.



Summative Assessment
Perform 2 songs learned so far
incorporating the musical skills
covered in this unit.