

YEAR 3 (ENGLISH Poetry - From a Railway Carriage) - Learning Journey (SUMMER)

What I already know:

Pupils have learned to:

- To discuss and express views about a wide range of poetry.
- To recognise simple recurring literary language in poetry
- To write longer poems using single words and short sentences.
- To sequence sentences into verses.
- Start to explore poetic devices such as alliteration and rhyme

Key Vocabulary:

Nouns, abstract nouns, imperative verbs, poem, poetry, author, couplets, locations, Victorian, use noun phrases, comma, similes, adjectives, journey, compare, Robert Louis Stevenson

identify nouns in a poem

identify verbs in the poem

identify rhyming words

design a story map of the locations passed on an imaginary train journey.

Describe and compare real life and painted locations



plan rhyming couplets

write rhyming couplet poem



Perform poems

What I need to remember:

Genre
Planning and writing rhyming couplets
Story map planning style
Figurative language, simile and metaphor
Facts about the author

SPAG
Noun phrases
Adverbial openers
powerful verbs
Rhythm

YEAR 3 (ENGLISH - Historical Stories) - Learning Journey (SUMMER)

What I already know:

Pupils have learned to:

- Write simple first person recounts linked to topics of interest or to personal experience.
- Use past and present tense throughout writing
- Use progressive forms of verbs.
- Use conjunctions for co-ordination and subordination.
- Use noun phrases which are expanded by adjectives, including comparatives.
- Use a wider range of time connectives to sequence ideas/events in order. Start to group related sentences into paragraphs.

Key Vocabulary:

Persuasive, empathise, interview, hot seat, conversation, facts and opinions, speech, role model, Sri Lanka, obstacles, newspaper, features, 5Ws, headline, article, column, reporter, witness,

use persuasive language

plan interview questions

define words and phrases

identify facts and opinions

empathise with characters



punctuate a conversation.

recall events from the great race



plan a newspaper article

identify features of a newspaper

write a newspaper article

What I need to remember:

Genre

SPAG

Fact and opinions

Question marks, question words

Interview questions

Defining new words and phrases

Events from the great race

Use speech marks and punctuating speech

Features of a newspaper



YEAR 3 (ENGLISH - Stories from Around the World) - Learning Journey (SUMMER)

What I already know:

Pupils have learned to:

- Write simple first person recounts linked to topics of interest or to personal experience.
- Use past and present tense throughout writing
- Use progressive forms of verbs.
- Use conjunctions for co-ordination and subordination.
- Use noun phrases which are expanded by adjectives, including comparatives.
- Use a wider range of time connectives to sequence ideas/events in order. Start to group related sentences into paragraphs.

Key Vocabulary:

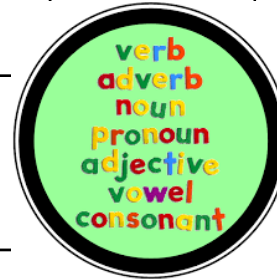
Fronted adverbials, Tokutaro, kitsunae, compose, story map, mythological creature, Mythology, Coordinating conjunctions, Subordinating conjunctions, Polynesia, Japan, France, Demigod, plausible inferences, Locational/subject specific vocabulary, , innovate, Polynesian, Direct Speech, text marking, cultural

use noun phrases to describe a mythological creature

Fronted adverbials

Coordinating and Subordinating conjunctions

Commas in lists



punctuate extended speech

explain why a character acts in certain ways

innovate a know story

make predictions based on reading



identify cultural elements to a text

plan a cultural story

compose and rehearse sentences orally

What I need to remember:

Genre

SPAG

- make predictions based on reading
- innovate a know story
- explain why a character acts in certain ways
- identify cultural elements to a text
- plan a cultural story
- compose and rehearse sentences orally

- use noun phrases to describe a mythological creature
- Fronted adverbials
- Coordinating and Subordinating conjunctions
- Commas in lists
- punctuate extended speech

write a cultural story

• write a cultural story



YEAR 3 (MATHS Fractions 1) - Learning Journey (SPRING)

What I already know: children have learned:

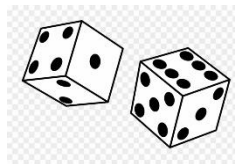
- about halves, quarters and thirds.
- To recognise and use fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$
- To write simple fractions and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Key Vocabulary:

unit fraction, denominator, numerator, and number line, equivalence, part, whole

Make equal parts


Recognise a half



Recognise a quarter

Recognise a third

Unit fractions


$$1+2=3$$

Non-unit fractions

Equivalence of 1
2 and 2 4



What I need to remember:

- **tenths, unit fractions and non-unit fractions,**
- **equivalent fractions** (fractions that have the same value such as =).
- **Key words from the unit**
- **Recognising fractions as part of a whole**

Count in fractions



YEAR 3 (MATHS Fractions 2) - Learning Journey (SUMMER)

What I already know: children have learned:

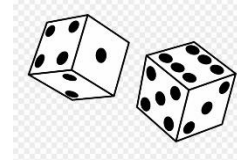
- about halves, quarters and thirds.
- To recognise and use fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$
- To write simple fractions and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Key Vocabulary:


unit fraction, denominator, numerator, and number line, equivalence, part, whole

Making the whole

Count in tenths



Tenths as decimals


$$1+2=3$$

Equivalent fractions – 3 sessions

Fractions of a set of objects 3 sessions

Fractions on a number line

Compare fractions

Order fractions

Add fractions

Subtract fractions



What I need to remember:

- **tenths, unit fractions and non-unit fractions, equivalent fractions** (fractions that have the same value such as =).
- Key words from the unit
- Recognising fractions as part of a whole

YEAR 3 (MATHS Time) - Learning Journey (SUMMER)

What I already know: children have learned:

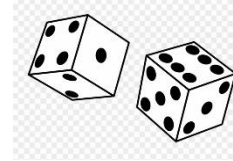
- Children should be able to tell the time to the hour, half hour and quarter of an hour
- Some can tell the time to the nearest 5 minutes and then the nearest minute.

Key Vocabulary:


Morning, evening, afternoon, midday, midnight, O'Clock, past, too, analogue, digital, half past, quarter, minute, hour, second,

O'clock and half past

Quarter past and quarter to



Months and years


$$1+2=3$$

Telling the time to the minute

Telling the time to 5 minutes


Hours in a day

Using a.m. and p.m.



24-hour clock

Finding the duration



Start and end times

What I need to remember:

- Hours and minutes on an analogue clock
- Reading half past, quarter to and quarter past
- Hours in a day
- Months in a year
- Am, pm and the 24 hour clock
- Adding on to find durations

YEAR 3 (MATHS Properties of Shape) - Learning Journey (SUMMER)

What I already know:

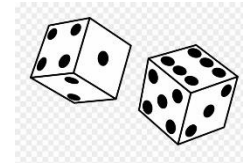
- Describe the properties of 2D shapes
- Describe the properties of 3D shapes
- Identify 2D shapes on the surface of 3D shapes
- Compare and sort common 2D and 3D shapes
- Arrange shapes in predictable patterns
- Describe position, direction, and movement

Key Vocabulary:

flat, curved, straight, corner, face, side, edge, surface, line of symmetry, reflection, right-angled, cuboid, cube, pyramid, sphere, cone, cylinder, triangle, pentagon, hexagon, octagon, vertex, vertices, hemisphere, prism, quadrilateral, parallel, perpendicular

Turns and angles

Right angles in shapes



Compare angles

$$1+2=3$$

Parallel and perpendicular

Horizontal and vertical

Draw accurately



Recognise and describe 2-D shapes

Recognise and describe 3-D shapes

What I need to remember:

- To identify right angles
- 90 degrees in a right angle
- Name acute, obtuse, right and reflex angles
- Identify parallel and perpendicular lines
- Properties of 2D and 3D shapes

Make 3-D shapes



YEAR 3 (MATHS Mass and Capacity) - Learning Journey (SUMMER)

What I already know:

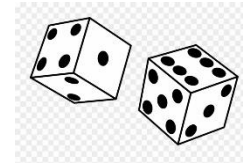
- Children have learned about the measurement of length, height, weight, and volume, and will be introduced to measuring temperature.
- Measure using appropriate standard units
- Compare measures using $<$, $>$, and $=$ symbols
- Solve simple problems using one unit of measurement

Key Vocabulary:

Grams, Kilograms, weight, Millilitre, Centilitre, Litre, ml, cl, L, Bottle, liquid, Scales, Increment, Kilo - a thousand, Equal, volume, scales

Compare mass

Measure mass



Add and subtract mass

Measure capacity

Compare volume

$$1+2=3$$

Compare capacity

Add and subtract capacity



Read Temperature



What I need to remember:

- Mass is measured in g, kg...
- Capacity is the amount of liquid.
- Capacity is measured in ml, l,
- Adding and subtracting mass and capacity, with decimal points as needed
- Temperature is measured in degrees Celsius

YEAR 3 HISTORY - RAILWAY REVOLUTION - Learning Journey (SUMMER)

What I already know:

Key Stage 1: Pupils have been taught about:
changes within living memory.
aspects of change in national life
aspects of life in different periods
significant historical events, people and places in their own locality.

Key Vocabulary:

heavy goods, industrial revolution, industrialists, transport, James Watt's, steam engine, factories, haul, railway locomotives, 'Railway Mania', companies, railway networks, underground railways

To describe how transport changed during the Industrial Revolution

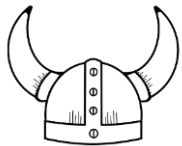


To research the technological developments that changed transport and travel during the Industrial Revolution.



To investigate the development of the first steam-powered railways in Britain.

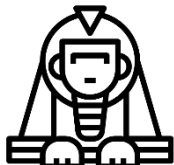
To explore the way rail travel changed the lives of people living in Britain since 1830.



To understand the development of underground railways, and how they changed the lives of Londoners.



To consider how developments in rail travel have changed the lives of people in Britain.



What I need to remember:

- How transport changed over time
- The technological developments of the industrial revolution
- How steam power changed transportation
- How trains impacted the lives of Britons since 1830
- How underground railways developed

YEAR 3 GEOGRAPHY - WATER CYCLE - Learning Journey (SUMMER)

What I already know:

Key stage 1 – Pupils can:

- name and locate the world's seven continents and five oceans
- name, locate and identify the seas surrounding the UK
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key Vocabulary:

water cycle, countries, flood, drought, save, reduce, evaporation, condensation, precipitation

L.O to describe key aspects of the water cycle



L.O to describe the uses and distribution of water over the world.



L.O to identify solutions to issues with water distribution and quality.



L.O to identify problems with uses of water across the world



Assessment: Story of a cloud, including explanation of all key learning in the unit.

What I need to remember:

Children will remember:

- key aspects of the water cycle
- uses and distribution of water over the world
- Problems and solutions with uses of water

YEAR 3 SCIENCE - CIRCUITS AND CONDUCTORS - Learning Journey (SUMMER)

What I already know:

- During years 1 and 2, pupils should have been taught
- To ask simple questions and recognise that they can be answered in different ways
 - To observe closely, using simple equipment
 - To identify and classify
 - To use observations and ideas to suggest answers to questions
 - To gather and record data to help in answering questions

Key Vocabulary:

Electricity, appliances, batteries, plugs, electrical devices, hazards, simple circuits, components, complete circuit, conductors, insulators, switch, buzzer

To identify common appliances that run on electricity.

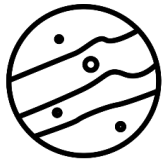


To understand how to keep safe around electrical appliances..



To construct simple circuits.

To recognise common conductors and insulators.



To make a simple device which includes a circuit.



What I need to remember:

- That electricity is needed to power devices
- Electrical safety advice
- How to construct circuits
- Reasons why a circuit may not work
- Name conductors and insulators

YEAR 3 COMPUTING -SYSTEMS AND NETWORKS - Learning Journey (SUMMER)

What I already know:

This unit progresses learners' knowledge and understanding of technology by focusing on digital and non-digital devices, and introducing the concept of computers connected together as a network. Following this unit, learners will explore the internet as a network of networks.

Key Vocabulary:

input, process, output, devices, programs, digital device, computers, wires, tablets, Wi-Fi, network components, server, wireless access points

To explain how digital devices function

To identify input and output devices



To recognise how digital devices can change the way that we work

To explain how a computer network can be used to share information

To explore how digital devices can be connected

What I need to remember:

- Identify different digital devices
- Explain how digital devices work with input and output
- How digital devices effect our lives
- Understand networks
- Name the components of a digital network

To recognise the physical components of a network



YEAR 3 COMPUTING - CREATING MEDIA-ANIMATIONS - Learning Journey (SUMMER)

What I already know:

This unit progresses students' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, learners will further develop their video editing skills in Year 5.

Key Vocabulary:

picture, animation, flip books, stop-frame animation, storyboard, characters, settings events,

To explain that animation is a sequence of drawings or photographs

To relate animated movement with a sequence of images



To plan an animation

To identify the need to work consistently and carefully

To review and improve an animation

What I need to remember:

- understand animations are moving pictures
- understand how movements are created in animations
- Understand the need for accuracy in animations
- Improve animations

To evaluate the impact of adding other media to an animation



YEAR 3 - DESIGN TECHNOLOGY - Wheels and Mechanisms - Learning Journey (SUMMER)

What I already know: Pupils have:

Pupils previously have:
Designed purposeful, functional, appealing products
Generated, developed and communicated their ideas through talking, drawing, and making mock-ups
Selected from and used a range of tools and equipment
Evaluated a range of existing products
Evaluated their ideas and products against design criteria

Key Vocabulary:

trains, invention, purpose, wheels, axels, chassis, modelling, templates, linkage, design, model, template, evaluate, shell structures, strengthen,

To investigate a variety of vehicles and their uses and features.

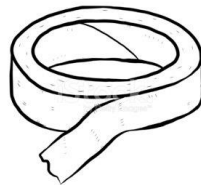
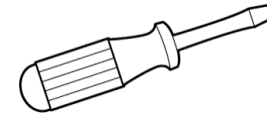
To investigate wheels, axles and chassis.

To be able to investigate ways of creating and decorating the body of a vehicle.

To be able to design a vehicle.

To be able to make a vehicle based on a design.

To be able to evaluate a finished product



What I need to remember:

- How features of vehicles suit their functions
- Understand how wheels and axles run smoothly
- Understand NETs can form structures
- Design a vehicle for a purpose
- Evaluate vehicles against a success criteria

YEAR 3 ART AND DESIGN - TRAINS - Learning Journey: SUMMER

What I already know:

Pupils have already been taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists

Key Vocabulary:

steam punk, resistance, Artist, painting, lithography, impression, atmosphere.

Experiment with different medium - resist painting techniques

Learn about stream punk style and techniques



identify different features and details included in famous artists work

plan a railway inspired piece of art in a paint resistant or steam punk style.



incorporate elements of studied styles to produce a considered piece of railway art.



review own and others art work identifying strengths and ways to develop skills.

What I need to remember:

- To explore paint resistance with wax and water colours
- Describe steam punk style
- Plan a piece of railway art using learned strategies
- How to make improvements to a piece of art
- Review art against success criteria

YEAR 3 ART AND DESIGN - Learning Journey: Summer: Trains and Lines

What I already know:

I can create controlled effects with colour and pattern.
I can use foreground, middleground and background to create perspective.
I am developing brush skills for detail and accuracy.

Key Vocabulary:

Sketch, colour, tone, blend, light, dark, oil paint, ink, paper, canvas, background, foreground, midground, mood, compare, pattern, realism, abstract, create, compose, perspective, compound shapes, steam engine.

To observe shapes and lines that create layered perspectives in Lowry works.

To experience creating single point perspective using line grids and shapes.



To imagine and explore drawing trains using single point perspective and compound shapes.

To create detailed street scene collages using a variety of perspective, shape and colour choices.

To refine street scene compositions to use neutral colour schemes and considered composition.

What I need to remember:
To explore compound shapes and controlled colour palettes.
To use line grids to create single point perspective.
To use developing drawing skills for detail and accuracy.

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



YEAR 3: PSHCE: ONE WORLD - Learning Journey (SUMMER)

What I already know: Pupils:

- take part in discussions/simple debate with others about topical issues
- know that people and other living things have needs
- contribute positively to the life of the class and the school
- know that I belong to different groups and communities ie school, family
- know what improves and harms the environment and about some of the ways people look after them I know some ways to look after my environment

Key Vocabulary:

Lives, differences, equality, equal rights, climate, climate change, organisations, CAFOD

discuss ways in which people's lives are similar and different and give reasons for these differences.



explore differences of opinion and identify if I feel these are fair.



think about the lives of people living in other places, make considered decisions and give reasons for my opinions.

recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.

explain what climate change is and how it affects people's lives as well as identify what I can do to help.

What I need to remember:

- describe similarities and differences between people's lives.
- identify opinions that are different from their own.
- express their own opinions.
- recognise that their actions impact on people in different countries.
- know there are organisations working to help people in challenging situations in other communities.

identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.



YEAR 3: PSHCE: VIPs - Learning Journey (SUMMER)

What I already know: Pupils:

- know the characteristics of a healthy family life and the importance of caring for each other
- know when relationships both on and offline make me feel unhappy or unsafe
- have an understanding of stereotypes and how these can have a negative impact
- can name people who look after me, my networks and who to go to if I am worried about
- know that there are different types of negative behaviours,
- know how to get help
- can listen to others and respect their viewpoints

Key Vocabulary:

Relationships, family life, commitment, care, friendships, wellbeing, loyalty, respect, trust, truthfulness, consequences, discrimination, prejudice

I can explain the importance of respecting my VIPs.



I can explain how to make and keep fabulous friends.



I can identify my own support network.

I can demonstrate strategies for resolving conflicts.

I can identify what bullying is.

What I need to remember:

- discuss how our attitudes impact new friendships being made;
- create a plan for being an anonymous friend over the course of a week;
- reflect on the different characters
- positive resolution techniques;
- understand ideas to help someone who is being bullied.

I know what to do if someone is being bullied.



YEAR 3: FRENCH: Animals - Learning Journey (Summer 1)

What I already know:

- French pets
- Quel animal as-tu? what pet do you have?
- French colours
- Expressing preference about colours
- Names of parts of the face and body
- Masculine and feminine terms for body parts

Key Vocabulary:

un mouton = Sheep, un cochon = Pigs
un poulet = Chickens, une vache = Cows
un âne = Donkey, un sanglier = a boar,
une marmotte = a marmot, un loup = a wolf,
une vipère = a viper, un chien = dog,
un chat = a cat, un lapin = a rabbit,
un hamster = a hamster, un perroquet = a parrot,
un singe = a monkey, un serpent = a snake, un tigre = a tiger

Common household animals

Farm animals



Extension:
Dans la ferme de Mathurin - Old MacDonald

Mountain Animals

Extension:
Combine phrases to describe the animals matching masculine and feminine.



What I need to remember:

Names of french animals

C'est un ... Mignon (cute).
C'est une ... mignonne.

Amical/Amicale (friendly)
Dangereux/dangereuse.

Summative Assessment
Draw and label animals, adding learned words and phrases, Inc. extension task work from this and other units

YEAR 3: FRENCH: Occupations - Learning Journey (Summer 2)

What I already know:

- French animals and adjectives
- Expressing preference about colours
- Names of parts of the face and body
- Masculine and feminine terms for body parts
- Farm and mountain animals and descriptions of character

Key Vocabulary:

un médecin, un coiffeur, un professeur, un boulanger, le boucher, la libraire, le facteur, la pharmacienne

Jobs 1

un médecin, un coiffeur, un professeur, un boulanger.

Extension:

J'aimerais être
I would like to be



Extension:

she is a - elle est un,
they are a - ils sont un
he is a - il est un

Extension:

Combine the phrases to describe the jobs matching masculine and feminine

Jobs 2

le boucher, la libraire, le facteur, la pharmacienne



What I need to remember:

Selection of occupations in French.

J'aimerais être
I would like to be

Summative Assessment

Draw and label people in work uniforms, adding learned words and phrases, Inc. extension task work from this and other units

YEAR 3: MUSIC: China - Learning Journey (Summer 1)

What I already know:

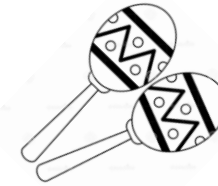
Pupils have learned to use their voices expressively and creatively by singing songs and speaking chants and rhymes
They have learned to play tuned and untuned instruments musically
Children can listen with concentration and understanding to a range of high-quality live and recorded music
Pupils can 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

White snow in sunny spring
Listen to a piece of Chinese
pentatonic music played on the
pipa

Playing pentatonic melodies
Play then compose pentatonic
melodies on tuned percussion



Pentatonic bricks
Recognise pentatonic
pitch movement in a
listening game

Gung Hay Fat Choy
Learn to sing with a
pentatonic melody

Build your own
Compose and perform
pentatonic melodies



New Year accompaniments
Learn percussion
accompaniments to perform
with the song



Summative Assessment
Gung Hay Fat Choy performance
Explore additional percussion
sounds to perform with the song

What I need to remember:

The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.

YEAR 3: MUSIC: Ancient Worlds - Learning Journey (Summer 2)

What I already know:

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

Key Vocabulary:

tuned and untuned
percussion, soothing,
repetitive music, ostinati,
percussion ostinati, musical
phrases, melodic imitation,
rounds, Echo

The story of Orpheus

Listen to lyre music and discover why Orpheus joined the Argonauts

Soothing the dragon

Combine musical ideas to create music to soothe the dragon



The story of Echo

Learn about Echo and sing a song that uses melodic echoes

The story of Theseus

Learn about Theseus and sing his song

Mirror echoes

Sing Mirror mirror in two vocal parts



Story accompaniments

Rehearse an accompaniment to Three songs for Ancient Greece

What I need to remember:

Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. The children perform a song cycle and a round, and compose their own ostinati.

Summative Assessment

Three songs for Ancient Greece
Combine three songs in a round with an ostinato accompaniment

