Learning Journey

Year 3 - Spring 1

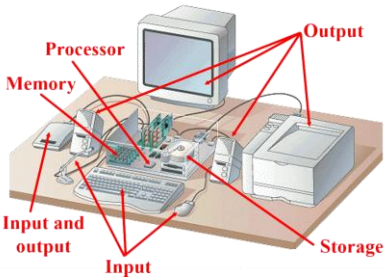
Areas of learning

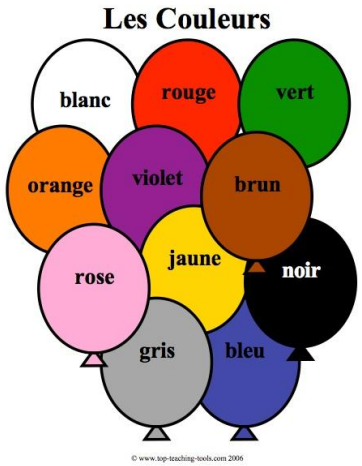
As geographers we will learn about the region in the North of England, Yorkshire. In D&T we will be faced with the challenge of creating a healthy lunch. As scientists, we will be begin learning about light sources and the absence of light. In French, we will be learning to count to twenty and name the colours. Within computing, we will be learning about the system that connects all our devices together and how this works. Lastly, in PE we will be learning skills in gymnastics and Tag rugby. A busy half and exciting half term!

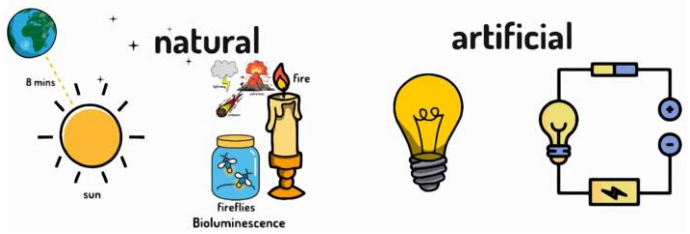












4Bs focus
Be a learner
Be safe
Be respectful
Be responsible

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words, including dis- / mis- / in- / il- / im- / ir- / -ly.
Read further exception (tricky) words including words that do not follow spelling patterns.
Maintain positive attitudes to reading and read different types of books.
Maintain positive attitudes to reading by reading aloud poems.
Discuss words that capture the reader's interest and imagination.
Understand what they have read and check it makes sense to them.
Draw inferences e.g. about characters' feelings, thoughts and motives from their actions.
Make predictions based on what has been read so far.
Identify how language, structure and presentation contribute to meaning e.g. paragraphs, headings, subheadings, inverted commas to punctuate speech.</td><td>Grammar
Past and present tense
Irregular verbs
Adjectives (use expanded noun phrases)
Adverbs and time adverbials (e.g. often / quickly / very - for cohesion / detail)
Using ? and !
Coordinating conjunctions (e.g. use or / and / but)
Subordinating conjunctions (e.g. some use of when / as / if / that / because)
Imperative verbs
Prepositions</td></tr>
<tr><td>Writing
Use . / , for lists / ? / ! / ' for contractions and singular possession.
Write coherent narratives with simple openings and closings.
Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.
Create settings, characters and plot in narrative.
Select nouns, verbs and adjectives for precision and impact.
Make simple additions, revisions and proof-reading corrections to their writing.
Write in a range of non-narrative forms, identifying purpose, audience, language and layout.
Use the range of punctuation taught up to and including Yr 3 mostly correctly: commas in lists, before 'but' or 'or', with fronted adverbials, in complex sentences; uses " ", uses apostrophes for contraction and singular possession.
Use some prepositions (e.g. near, at the station) for cohesion.</td><td>Spelling
Suffix ure
Suffix th
Prefix re, auto, anti
Prefix mis, dis, dif
Prefix inter
Y3 and 4 HRS words
Handwriting
Introducing joining b and p:diagonal join, no ascender pi, pu
Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter ba, bo, pa, po</td></tr>
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<table>
<tr><th colspan="2">MATHS</th></tr>
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<td>Securing mental strategies: calculations up to 999
Known partitioning strategies for adding two-digit numbers within 100 can be extended to the mental addition of two-digit numbers that bridge 100, and addition of three-digit numbers.
Transforming addition calculations into equivalent calculations can support efficient mental strategies.
Subtraction calculations can be solved using a ‘finding the difference’ strategy; this can be thought of as ‘adding on’ to find a missing part.
The order of addition and subtraction steps in a multi-step calculation can be chosen or manipulated such as to simplify the arithmetic.</td>
<td>Column Addition
Any numbers can be added together using an algorithm called ‘column addition’.
The digits of the addends must be aligned correctly before the algorithm is applied.
In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left).
If any column sums to ten or greater, we must ‘regroup’.
The numbers within each column should be added in the most efficient order.</td>
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<tr>
<td>SCIENCE - Light
What is light and how does it behave?</td>
<td>D&T - Cooking
I want a healthy lunch I can eat on a school trip</td>
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<tr>
<td>• Know that dark is the absence of light
• Know that light is needed in order to see
• To know that light is reflected from surfaces
• Know and demonstrate how a shadow is formed and explain how a shadow changes shape
• Know about the danger of direct sunlight and describe how to keep protected
• Dark is the absence of light
• Shadows are formed when an opaque object blocks the light
• Can everything make a shadow?
• To record findings in various ways using simple scientific language, drawings and labelled diagrams
• To know that light can be reflected from surfaces
• We should protect our eyes and skin from the sun
• To use results to draw simple conclusions
• Take measurements using thermometers and data loggers</td>
<td>• Some foods are healthy, and some are unhealthy. Bread is healthy as part of a balanced diet.
• Understand where bread (carbohydrate), spreads (dairy, fats) and sandwich fillers (protein, fats, vitamins and minerals) fit into the balanced plate.
• Bread is produced from plants.
• Knives must be used safely when slicing using the claw hold.
• A sandwich consists of two or more slices of bread or a split roll with a filling in between. They can also be open, wraps, stacked, pinwheel or grilled.</td>
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Computing – Computing Systems and Networks

- To understand that digital devices accept inputs, follow processes and produce outputs
- To understand the relationships between input, processes and outputs
- To be able to recognise similarities and differences between using digital devices and using non-digital tools
- To be able to explain how a computer network can be used to share information
- To know that the computers in the classroom are part of a school network: connected by wires (or wirelessly) to a main computer called the server
- To understand the role of a switch, server, and wireless access point in a network
- To be able to recognise the physical components of a network
- To know that the server is connected to the Internet which is made up of a global network and is able to communicate with other servers to share resources and data.

PSHE – Dreams and Goals

- L1 – To choose a realistic goal and think about how to achieve it
- Knowledge – To know what a realistic goal is and 2 steps towards achieving it
- L2 - To be able to carry on trying (persevering) even when I find tasks difficult
- Knowledge – To give an example of a time when I had to persevere and explain how I felt.
- L3 – To be able to work well in a partner or a group
- Knowledge- to give 3 useful tips for how to work well with others
- L4 – To work well in a group to create an end project
- Knowledge- to use the 3 useful tips when I work in a group
- L5 – To be able to explain some of the ways I worked well to create my project
- Knowledge – I can reflect and give 2 examples of what worked well when I worked in a group
- L6 - To share success with other people

Geography – *What is special about Yorkshire and the Humber and why do people visit?*

Locational Knowledge

- Name and locate these cities of the UK:
  London Birmingham, York, Edinburgh, Glasgow, Cardiff, Belfast
- Name and locate these counties of the UK:
  Greater London, West Midlands, North Yorkshire

Place Knowledge

- Yorkshire and the Humber is a region in the North of the UK
- North Yorkshire is a county in the North East of England
- Malham, North Yorkshire, is popular with tourists because of its scenic physical features including Malham Cove, Gordale Scar and Janet's Foss Waterfall.
- Skipton is the nearest town to Malham.
- Malham's economy is supported through tourism

Human and Physical Geography

- Key physical features of the UK are: mountain ranges, rivers and coast lines

Geographical Map Work

- Use maps, atlases, globes and digital mapping to locate counties in England, including Greater London, North Yorkshire, West Midlands, Greater Manchester
- Know and name the eight points of a compass
- Use 4 compass points follow/give directions
- Begin to understand standard symbols on an OS and why a key is needed

Geographical Fieldwork

- To design and use a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to visit the tourist destination of Malham in North Yorkshire)

Music – Latin dance

Listen and appraise

• Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features

• To know that *Cuban music* has been influenced by the music of Spain and West Africa. It uses a special rhythm called the *clave rhythm*

Sing and Play

• Sing the syncopated rhythms in *Latin dance* and recognise a verse/chorus structure

• To know that an *ostinato* is a repeating pattern which can be a rhythm or a melody

• Play a one-note part contributing to the chords accompanying the verses

Improvise and compose

• To know that a *drone* is a note or chord that is continuously sounded throughout a piece

• Working in small groups, sing a call-and-response song with an invented drone accompaniment.

French – Coleurs/Nombres	Art - **Working with Shape and Colour** Print Making Collage
• To be able to understand and say the numbers 1-20 • To be able to understand and say the colours (as above) • To be able to answer the question C'est quel coleur? C'est…… • To be able to read and write the numbers from 1-20 • To be able to label colours using a scaffold. • To be able to write a sentence saying what colour something is Eg: Le un est orange. Or C'est orange. • To be able to read an instruction about colours and numbers and respond accordingly eg : coleur le un orange. • To know that in French 17, 18 and 19 are made by saying 10 and the number eg: dix sept (10, 7 = 17) • To know that although 6 is spelt six, it is pronounced 'cease'. • To know that C'est is ce est (it is) contracted. **Phonics** • 'e' before two consonants as in vert (t is a silent letter) • 'au' as in jaune • 'ou' as in rouge • 'an' as in orange • 'r' as in 'rouge' and 'rr' as in 'marron' • 'eu' as in 'bleu' • 'q' as in cinq • 'in' as in cinq • un	**Practical -** (colour) Reds, oranges and yellows are warm and dark green, blues and purples are cool colours **Theoretical –** Monoprinting is a where the image can only be made once **Disciplinary –** How do artists make decisions about how their work is composed and displayed? 1. To learn about Matisse, composition and "painting with scissors" 2. To know reds, oranges and yellows are warm and dark green, blues and purples are cool colours (shapes of Egypt) 3. To be able to explore creating patterns and images by monoprinting (Shapes of Egypt) 4. To be able to explore creating patterns and images by monoprinting (Shapes of Egypt) 5. To create the background layers of a collage choosing appropriate colour, shape and composition. 6. To create simple collage composition using warm & cool colours
PE – Dance and Ball Skills	
Outdoor PE – Tag Rugby • To develop throwing, catching and running with the ball. • To develop a basic understanding of tagging rules. • To begin to pass the ball to a team mate. • **Sending & receiving:** know that pointing my hand to my target on release will help me to send a ball accurately. • To dodge a defender and move into space when running towards the try line • To develop defending skills. • To apply the rules and skills you have learnt and play in a tag rugby match. • **Rules**: know the rules of the game and begin to apply them	Indoor- Gymnastics • To be able to create interesting point and patch balances. • To be able to develop point and patch balances on apparatus • To develop stepping into shape jumps with control. I can complete actions with increasing balance and control. • To develop stepping into shape jumps using equipment • To develop the straight, barrel, and forward roll. • To perform a sequence of rolls using apparatus - Work cooperatively and effectively in small groups - Give and receive constructive feedback within a group Use appropriate positive words (sportsmanship)