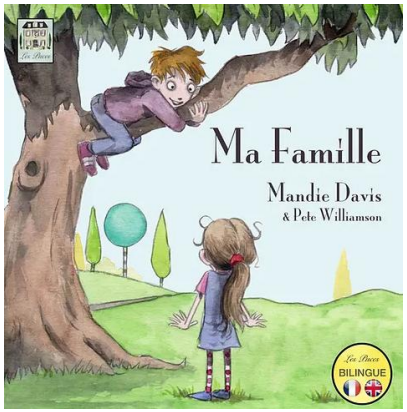
Learning Journey Year 3 - Spring 2

Areas of learning

This half term, we will begin our history unit looking at the Ancient Egyptians! As scientists we will be continue learning about light and how it travels and then we will begin looking at rocks. In RE, we will be learning about the significance of signs and symbols and in French we will be learning about our families. In PSHE, we will be learning about how to look after our bodies and know what to do in an emergency. Within computing we will be learning how to use and create a database. Lastly, in PE we will be doing gymnastics and cricket. A busy 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</td></tr>
<tr><td rowspan="2">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
Root morpheme – quest
Root morpheme: press
Suffixes: -ion, -ian
Letter string: ough</td></tr>
<tr><td>Handwriting
Relative size and consistency: ly, less, ful
Relative size and consistency: capitals
Speed and fluency practice: er, est</td></tr>
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<tr><th colspan="2">MATHS</th></tr>
<tr>
<td>Column Addition and Column Subtraction
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.
One number can be subtracted from another using an algorithm called ‘column subtraction’; the digits of the minuend and subtrahend must be aligned correctly; the algorithm is applied working from the least significant digit (on the right) to the most significant digit (on the left).
If there is an insufficient number of any unit to subtract from in a given column, we must exchange from the column to the left.
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<td>Unit 6 –Multiplication and Division: 2, 4, 8 times table
Counting in multiples of four can be represented by the four times table. Adjacent multiples of four have a difference of four. Facts from the four times table can be used to solve multiplication and division problems with different structures.
Products in the four times table are double the products in the two times table; products in the two times table are half of the products in the four times table.
Counting in multiples of eight can be represented by the eight times table. Adjacent multiples of eight have a difference of eight. Facts from the eight times table can be used to solve multiplication and division problems with different structures.
Products in the eight times table are double the products in the four times table; products in the four times table are half of the products in the eight times table. Products that are in the two, four and eight times tables share the same factors.
Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by two, four or eight.
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<td>SCIENCE – Rocks
What is the Earth made from and how does it change?</td>
<td>Art- <u>Working with Shape and Colour</u>
Matisse, Claire Willberg</td>
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<td>
Compare and group rocks based on their appearance and physical properties, giving reasons To make careful observations
To record findings in various ways using simple scientific language, drawings and labelled diagrams
Know how soil is made and how fossils are formed
Know about and explain the difference between sedimentary, metamorphic and igneous rock
The names of the 3 types of rocks (sedimentary, metamorphic and igneous)
Weather can change rocks over time
Fossils can be moulds of plant or animal remains preserved in rock
Soils are made from rocks and organic matter
Reporting on Rocks
Report on findings from enquiries, including oral and written explanations
Use results to order the rocks
Begin to use results to draw simple conclusions. Identify differences, similarities or changes related to simple scientific ideas and processes.

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<td>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?
To learn about Matisse, composition and “painting with scissors”
To know reds, oranges and yellows are warm and dark green, blues and purples are cool colours (shapes of Egypt)
To be able to explore creating patterns and images by monoprinting (Shapes of Egypt)
To be able to explore creating patterns and images by monoprinting (Shapes of Egypt)
To create the background layers of a collage choosing appropriate colour, shape and composition.
To create a collage exploring colour, shape and composition
To create simple collage composition using warm & cool colours
To be able share my work with my class and reflect on shape, colour and space

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Computing – What is a database and how can I use it to organise my information?	RE - Signs and Symbols Why are symbols important for different groups of people?
• To understand the terminology around databases • A database is a collection of data stored in a logical, structured and orderly manner • To be able to compare paper and computerised databases • Computerised databases allow us store larger amounts of information and quickly search for information. • To be able to sort, filter and interpret data • Filtering displays only the information that is specified or selected • Sorting arranges items by order or into categories • Use a spreadsheet to record data and produce graphs • To know how to represent data in different ways • Use a spreadsheet to record data and produce graphs • To be able to sort data for a purpose	• Look at stories, signs and symbols associated with key events in Judaism and Christianity • To know what symbols are • To identify some Christian Symbols • To know that the Dove is a symbol of peace • To know that the rainbow is a symbol of God's promise • To know that the cross reminds Christians that Jesus was crucified • Revisit Noah's Arc and identify symbols – (From Judaism in year 1) • I can recognise and describe some of the symbols found in Christianity and explain their meaning
PSHE – How are we all part of an online community?	**History - What does the evidence tell us about life in Ancient Egypt and what did Ancient Egypt have in common with other civilizations?**
L1 – To understand how exercise affects my body L2 – To know that the amount of calories, sugar and fat I put in my body can affect my health Knowledge- identify the fat / sugar area on a healthy plate. Discuss why the section is smaller than other areas and how if affects us. L3 – Know that there are different types of drugs Medicine and drugs that keep people healthy and drugs that aren't good for you. L4 – To identify things, people and places I need to keep safe from, and strategies for keeping myself safe Online safety link Knowledge- In case of emergency call 999 (Ambulance/police/fire station/ lifeboat) L5 – To recognise when something feels safe or unsafe Knowledge- to give an explanation of what is safe and unsafe and give 2 examples of these. L6 – To know how complex my body is and how important it is to take care of it Online safety link Knowledge - I can look after my body if I: Choose Healthy foods, Be active, Tell someone if you feel unwell, Stay safe	1. To know that Ancient Egyptians lived around 3000 years ago and were an Ancient civilisation HS - Ask questions and find answers about the way of life and actions of the Ancient Egyptians 2.To know that the River Nile was essential to life in Ancient Egypt for fishing, farming, trade, building and making paper S&D– to describe and make links between life in Stone Age Britain and life in Ancient Egypt within the same time period S&E - Use visits to museums and galleries as evidence about how the Ancient Egyptians lived 3.To know that the Egyptians were ruled by a Pharoah 3.To know that Tutankhamun was a famous Egytptian pharaoh S&E – Use documents, printed sources, the internet, pictures and photographs as evidence about Tutankhamun HS – Identify Tutankhamun and Howard Carter as historically significant people 4.To know that people believed in many Gods and the afterlife. S&E - Use documents, printed sources, the internet, pictures and photographs as evidence about Egyptian gods 5.To be able to explain the process of mummification and know why it was important to the Egyptians C&C – to describe how the process of mummification changed within a time period 6. To know that the Rosetta Stone was written in hieroglyphs. Examine hieroglyphics and the Rosetta Stone as non-written sources of evidence about the past S&E - use information from a range of sources to communicate ideas about the past 6.To understand the importance of hieroglyphs in our understanding of Ancient Egypt HI - Identify different ways in which the past is represented.

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<u>Cricket – Outdoor PE</u>
• To develop overarm throwing and catching.
• To develop underarm bowling.
• To learn how to grip the bat and develop batting technique.
• To be able to field a ball using a two handed pick up and a short barrier.
• To develop overarm bowling technique.
• To play apply skills learnt to mini cricket.
• I am able to bowl a ball towards a target.
• I am beginning to strike a bowled ball after a bounce.
• I am developing an understanding of tactics and I am beginning to use them in game situations.
• I am learning the rules of the game and I am beginning to use them honestly.
• Work cooperatively and effectively in small groups
• Give and receive constructive feedback within a group
• Use rules (safely, fairly and honestly)
• Use appropriate positive words (sportsmanship)
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<td>
<u>Gymnastics – Indoor PE</u>
• To be able to transition smoothly into and out of balances.
I can choose actions that flow well into one another.
• To be able to transition smoothly into and out of balance using apparatus
• To create a sequence with matching and contrasting actions and shapes
• To create a sequence with matching and contrasting actions and shapes, using equipment.
I can move in unison with a partner. I can choose and plan sequences of contrasting actions.
• To create a partner sequence incorporating equipment.
- Work cooperatively and effectively in small groups
- Give and receive constructive feedback within a group
- Use appropriate positive words (sportsmanship)
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<tr><th colspan="2">French - Ma Famille</th></tr>
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Ma famille
Ma mère
Mon père
Ma sœur
Mon frère
Il - he
Elle- she
a - has
Il s’appelle – link back to Je m’appelle
Elle s’appelle
Il a…ans – link back to J’ai…ans
Ella a …ans
As-tu des frère ou des sœur?
Comment s’appelles ta mère
How many brothers/sisters they have
eg: J’ai deux sœurs
Voici – here voici ma, mon)
Un/une – a (masc and fem)
</td>
<td>
As-tu ? have you ?
Je n’ai pas….I do not have

Speaking and listening
To be able to ask and answer questions about family members eg: as tu un frere ou des seours? J’ai une seour…
To start to form the negative with ne…pas
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