Learning Journey Year 3 – Summer 1

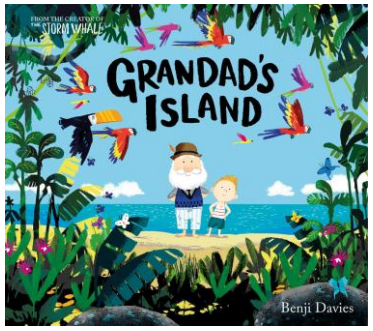
Areas of learning

This half term is jam packed with exciting learning opportunities in Year 3! In science, we will be learning about rocks and fossils, looking at the formation and how they change over time. In History, we will be continuing our learning on Ancient Egypt, focusing on the gods, the Rosetta Stone and Egyptian Pharaohs. In computing, we will be having a go at creating our own programmes. In PE, we will be swimming each week and also having athletics lessons, focusing on both field and track events. Lastly, in PSHE we will begin looking at relationships, the different types we have in our life and how we care for each other.











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
Letter string: ear
Letter string: ere
Prefixes: sub, super, sur
Prefix in-</td></tr>
<tr><td>Handwriting
Relative size and consistency: capitals
Consistency in spacing: mis, anti, ex
Consistency in spacing: non, co
Consistency in spacing: apostrophes</td></tr>
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MATHS

Column Subtraction

- 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.

PSHE – Relationships

- To be able to identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females Knowledge – I can give at least 2 examples of the responsibilities my family have.
- To identify and put into practice some of the skills of friendship Knowledge – I can explain that good friendship skills are taking turns and being a good listener
- I understand how people around the world help and influence my life and that media doesn't always show complete information (gaming and apps) Knowledge - To give an example of how to be safe when using online games and an example of how apps / media may not always show the truth
- I understand how people around the world help and influence my life and that media doesn't always show complete information (cultures) Knowledge – I can appreciate different cultures and question stereotypes I might see in photos or information
- I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes Knowledge – To give an example of how a child's life in another part of the world may be different to mine and say who I can talk to if I need support.
- To know how to express my appreciation to my friends and family Knowledge – I can suggest 2 ways that I could show appreciation to friends and family and explain how they are different.

Fractions

- Any element of a whole is a part; if a whole is defined, then a part of this whole can be defined.
- A whole can be divided into equal parts or unequal parts.
- The relative size of parts can be compared.
- If one of the equal parts and the number of equal parts are known, these can be used to construct the whole.
- A whole can be divided into any number of equal parts.
- Fraction notation can be used to describe an equal part of the whole. One equal part of a whole is called a unit fraction. Each unit fraction has a name.
- Fractional notation can be applied to represent one part of a whole in different contexts.
- Equal parts do not need to look the same.
- Unit fractions can be compared and ordered by looking at the denominator. The greater the denominator, the smaller the fraction.
- If the size of a unit fraction is known, the size of the whole can be worked out by repeated addition of that unit fraction.

SCIENCE – Rocks

What is the Earth made from and how does it change?

- 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
- 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.

Computing – Programming	RE – Islam Why and how do Muslims stop and pray?
1. To be able to explain how a sprite moves in an existing project 'Events' sense 'inputs', which then trigger scripts to run 2. To know how to create a program to move a sprite in four directions 3. To know how to adapt a program to a new context Set up is the process of setting starting values for a program, so that the program starts in the same way each time 4. To know how to develop my program by adding features 5. To be able to identify and fix bugs in a program A bug is an error in the design or the coding of the program Debugging is finding and fixing bugs 6. To know how to design and create a maze-based challenge	• Important times - Prayer; in the home and at the Mosque • Religious dress for Prayer – Hijab • Know what the 5 pillars of Islam are: 1) their belief 2) Prayer 3) Looking after people 4) Fasting 5) Going on a pilgrimage • Muslims pray five times a day • Muslims always pray towards Mecca • Muslims always wash before praying – this is called wudu • Women wear a Hijab to pray • The story of Bilal • Why is prayer important to Muslims? • I can use religious vocabulary to describe and begin to interpret key religious beliefs
Music – Nao chariya de/Mingulay boat song	**Music - Just three notes**
Listen and appraise • Begin to develop an understanding and appreciation of music from different musical traditions • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. • Use some music vocabulary to describe these things • To know that *folk songs:* - are often traditional songs that have been passed around for such a long time that no one knows who originally wrote them - they were passed down by ear so there are often many variations of each song - belong to the people of a particular place - they often tell a historical story	**Improvise and compose** • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece • Notate, read, and follow a 'score'. **Listen and appraise** • Recognise and copy rhythms and pitches C-D-E **Notation** • To recognise the pitch notes C,D & E • To know the note names and values of crotchets, quavers, semiquavers and a crotchet rest • To know that *composing* is creating your own music and writing it down • To know that a *score* is printed music of a piece written down for several instruments

History – Egyptians What does the evidence tell us about life in Ancient Egypt?	French – Ma Famille
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. S&E – Examine hyeroglyphics 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 To know that the Indus Valley, Shang dynasty, Ancient Sumer were happening at the same time as the Ancient Egyptians To know one thing that they had in common: • All had forms of writing • Permanent buildings organised into streets • All near a river which helped to grow crops S&D – To see patterns and develop historical understanding	Ma famille Ma mère Mon père Ma sœur Mon frère How many brothers/sisters they have eg: J'ai deux sœurs Je n'ai pas….I do not have • 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 • To know that J' is Je, but when it comes before a vowel in the next word the 'e' is replaced by an apostrophe to become 'J'' • To understand that there is masculine and feminine in french and ma is feminine and mon is masculine (ie: ma mère, mon père, ma sœur, mon frère). Une is fem and un is masculine • To know that there is also a plural : mes • To understand how negative phrases are made up ie: with ne…pas. • To be able to translate information about someone's family by reading sentences • To be able to write sentences about my own family eg: J'ai……Voici ma…..

PE	
Swimming • To develop an understanding of buoyancy and balance in the water. • To develop independent movement and submersion. • To develop gliding and crawl legs. • To develop front crawl breathing. • To develop gliding and backstroke. • To develop rotation, sculling and treading water. I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Social: communication Social: supporting and encouraging others Social: keeping myself and others safe Emotional: confidence	Athletics • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use key points to help me to improve my sprinting technique. I can use different take off and landings when jumping. -Work well in small groups -Give and receive positive feedback within a group -Use simple rules (safely, fairly and honestly) -Co-operate in groups -Use appropriate words (sportsmanship) Rules: know the rules of the event and begin to apply them.