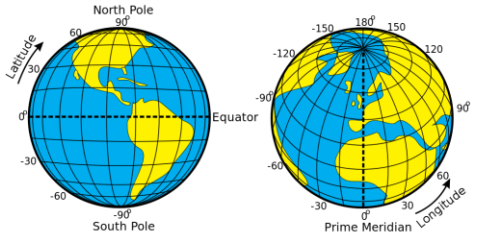
Learning Journey

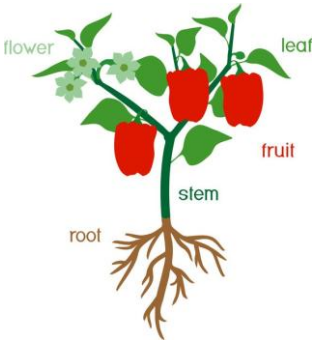
Year 3 – Summer 2

Areas of learning

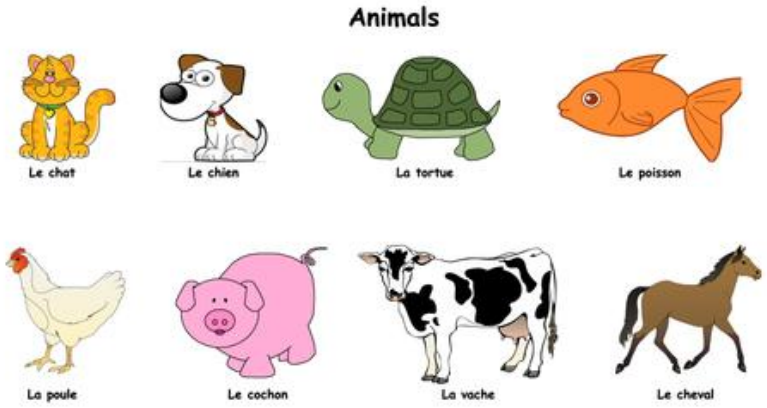
The final half term is jam packed with exciting learning opportunities in Year 3! In science, we will begin learning about plants and the function of different parts of a plant. In Geography, we will be looking at climates around the world and the impact of climate change. In computing, the children will be learning about online safety. In PE, we will be swimming each week and also having tennis lessons, focusing on developing their racket and ball control. In PSHE, we will be looking at how our bodies change as we get older and also preparing for the transition to Year 4. In French, we will be speaking, writing and reading all about animals. Lastly in D&T, we will be designing and making our own desk organisers!











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: hap
Possessive plurals
Focus: y as /i/
Letter string: ou
Root Morpheme: cert</td></tr>
<tr><td>Handwriting
Form capital and lower case letters correctly.
Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant).
Join letters with diagonal and horizontal strokes.</td></tr>
</table>

MATHS	
Parallel and Perpendicular sides in polygons • Make compound shapes by joining two polygons in different ways (same parts, different whole) • Investigate different ways of composing and decomposing a polygon (same whole, different parts) • Draw polygons on isometric paper • Use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides • Make and draw compound shapes with and without parallel and perpendicular sides • Learn to extend lines and sides to identify parallel and perpendicular lines • Make and draw triangles on circular geoboards • Make and draw quadrilaterals on circular geoboards • Draw shapes with given properties on a range of geometric grids	**Fractions (continued)** • 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.
Time • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events [for example to calculate the time taken by particular events or tasks].	

Art – Telling Stories through Drawing and Making ***Why do people make art?***	**Geography – Climate** ***How and why is climate change affecting the world we live in?***
Practical knowledge – *Pieces of clay can be joined using the 'scratch and slip' technique.* ***Theoretical knowledge –*** *Artists can be influenced by their experiences such as the stories they read.* ***Disciplinary knowledge –*** *Why do people make art? Being an artist is a job for some people.* • To know many makers use other art forms as inspiration, such as literature, film, drama or music • To be able to reflect upon the artists' work, and share your response verbally • To know how to use exaggeration as a tool to convey the intention of a drawing • To use clay to model characters • To respond to a piece of literature in 3D sculpture form • To produce more intricate surface patterns/textures to add detail • To be able to discuss the problem which came up during the process and how they were solved.	**Locational Knowledge** • To know the northern and southern hemispheres divide the world into two equal halves • To know the position of lines of latitude and longitude • To know that climate is the average weather patterns in one area over a long period of time, usually around 30 years. • To know the main climate zones around the world including: polar, temperate, desert, Mediterranean and tropical **Place Knowledge** • Power is generated in the UK in different ways: • Fossil fuels - Gas fired power stations, nuclear power and burning coal • Renewable power is generated by using the wind, sun or water to generate energy **Human and Physical Geography** • To know that climate change means a long-term change in temperatures and weather patterns. • To know that climate change is affecting the UK by causing extreme weather(droughts and floods) • To identify a range of possible actions that could be taken against climate change. **Geographical Map Work** • To select and use atlases to locate countries and describe their lines of latitude and longitude. • To locate and label the northern and southern hemispheres on a world map. • Locate places on larger scale maps e.g. map of Europe. • Begin to spatially match places eg recognise UK on a small scale and larger scale map **Geographical Fieldwork** • To ask and respond to questions about places and environments. • To make connections between my own life and the wider world.

PSHE – Changing Me	SCIENCE – *How do plants grow and survive?*
• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • To understand that as boys and girls grow, their bodies change on the outside, and these changes help bodies become able to make babies. • To understand how boys' and girls' bodies change on the inside as they grow, and why these changes help bodies become able to make babies. • Understand that during puberty it is important to keep clean and healthy, and know simple ways to do this. • To start to recognise stereotypical ideas I might have about parenting and family roles • To be able to identify what I am looking forward to when I move to my next class	• Know the function of different parts of flowering plants and trees • Know how water is transported within plants • To know how much Water Do plants need? • To make careful observations and Take measurements and to begin to use results to suggest improvements • Know the plant life cycle. • Identify the parts of flowering plants: flower, stem/ trunk, leaves, roots • The **stem** holds up the plant and transports water and nutrients • To make careful observations • The **flower** makes sees to grow new plants • **Leaves** make food for the plant using sunlight and carbon dioxide • The **stem** holds the plant up. It also transports water and nutrients around the plant • The **roots** anchor the plant into the ground. They • absorb water and nutrients from the soil. • New plants are created by flowers attracting pollinators and forming and dispersing seeds.
Computing – Online Safety	
• To know that the internet can be used to share beliefs, opinions and facts and that not all information on the internet is true • To know that we need to ask permission before sharing content online • To identify the effects that the internet can have on people's feelings • To know what to do if something on the internet has upset me • To know that devices can communicate with the internet to share personal information and data • Privacy settings limit who can access important personal information, such as names, ages, gender etc • To know that social media sites have age restrictions because younger people may not understand the risks or responsibilities that come with using them	

DT - Problem: I keep losing all my equipment on my desk at home	**PE** Tennis
• To be able to use ICT to design a net (Google Draw) • To generate some realistic ideas by drawing on their own experience • Use sketches and prototypes with key parts labelled to communicate ideas • To know how to assemble and evaluate 3D shapes using squares, rectangles, equilateral triangles and hexagons • To know how to stiffen and strengthen sheet materials Sheet materials can be stiffened and strengthened by a) Laminating – gluing together several layers of card b) Corrugating – zig zag a piece of paper or card and glue in between two layers of card c) Ribbing – Glue layers of straws between layers of card • To know how to score, cut out and assemble nets and the materials and tools needed • To use all skills I have learned to make my desk tidy • Plan by describing what to do next verbally or written. • Select tools appropriate to the task. • Select materials and components suitable for the task according to their characteristics. • To investigate different shell structures including packaging • To evaluate existing products and nets to determine which designs are the most effective • Use their own design criteria to say what is good about your product and what needs improving.	• To develop racket and ball control. • To develop returning the ball using a forehand groundstroke. • To be able to rally using a forehand. • To develop the two handed backhand. • To learn how to score. To develop playing against an opponent. • To work collaboratively with a partner and compete against others. • I am learning the rules of the game and I am beginning to use them to play fairly. • I can provide feedback using key words. • I can return a ball to a partner. • I can use basic racket skills. 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
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	