

# My Learning Journey



**Name:**

**Year: 3**

# A Year 3 Mathematician

## **Place Value:**

1. I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
2. I can count from 0 in multiples of 4, 8, 50 and 100.
3. I can recognise the value of each digit in a 3-digit number.

## **Addition and subtraction:**

4. I can add and subtract mentally combinations of 1-digit, 2-digit and 3 - digit numbers.
5. I can add and subtract numbers with up to 3-digits using formal written methods.
6. I can estimate and use the inverse to check answers.
7. I can solve number problems using one and two step operations including missing number problems.

## **Multiplication and Division:**

8. I can derive and recall multiplication facts for 3, 4 and 8x multiplication tables.
9. I can use mental and written strategies to multiply and divide including 2-digit number with a 1-digit number and solve problems.

## **Fractions:**

10. I understand and count in tenths, and find the fractional value of a given set.
11. I can add and subtract fractions with a common denominator.
12. I can recognise and show equivalent fractions using diagrams.
13. I can compare and order unit fractions and fractions with the same denominator.
14. I can solve fraction problems.

## **Measurement:**

15. I can measure the perimeter of 2D shapes.
16. I can add and subtract money to give change.
17. I can tell time to nearest minute and use specific vocabulary: seconds, am and pm (analogue, 12hr and 24hr clocks) and solve duration problems.
18. I know number of seconds in a minute, days in month, year, leap year.
19. I can measure, compare, add and subtract using common metric measures.

## **Geometry:**

20. I can draw 2D shapes and make 3D shapes.
21. I can identify right angles; compare other angles to being greater or smaller than a right Angle.
22. I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## **Statistics:**

23. I can solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables.

Autumn

Spring

Summer

# Exceeding Year 3 Maths

1. I know all multiplication facts up to  $10 \times 10$  and am able to instantaneously answer questions such as, how many 7s in 42?
2. I can add and subtract numbers with any number of digits using formal written methods.
3. I begin to have an understanding about negative numbers recognising they are smaller than zero.
4. I can multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'.
5. I can find fractional values (from  $\frac{1}{2}$  to  $\frac{1}{10}$ ) of amounts up to 1000.
6. I can use knowledge of number to solve problems related to money, time and measures.
7. I know that the total internal angles of a triangle measure  $180^\circ$  and can measure each.
8. I can relate knowledge of time to problems related to timetables.
9. I can measure, compare, add and subtract more complex problems using common metric measures set out in Kg, gms; Kl, litres; Km and metres, etc.

Autumn

Spring

Summer

# A Year 3 Reader

## Word Reading

1. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
2. I read a range of fiction, poetry, plays, and non-fiction texts.
3. I can discuss the texts that I read.
4. I can read aloud and independently, taking turns and listening to others.

## Comprehension.

5. I can explain how non-fiction books are structured in different ways and use these features e.g. an index, subheadings to retrieve information.
6. I can ask relevant questions to get a better understanding of a text.
7. I can predict what might happen based on details I have.
8. I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
9. I can use a dictionary to check the meaning of unfamiliar words.
10. I can identify the main point of a text.
11. I can discuss words and phrases that capture my interest and imagination.
12. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Autumn

Spring

Summer

# Exceeding Year 3 Reader

1. I can skim materials and note down different views and arguments.
2. I can pause appropriately in response to punctuation and/or meaning.
3. I can justify predictions by referring to the story.
4. I can begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.
5. I can read ahead to determine direction and meaning in a story.
6. I can investigate what is known about the historical setting and events and their importance to the story.
7. I can deduce from the evidence in the text what characters are like.
8. I can explore figurative language and the way it conveys meaning succinctly.

# Speaking and Listening Descriptors.

- 1.I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- 2.I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
3. I take a full part in paired and group discussions.
- 4.I show that I know when Standard English is required and use it (beginning)
- 5.I can retell a story using narrative language and add relevant detail.
- 6.I can show that I have listened carefully because I make relevant comments.
- 7.I can present ideas or information to an audience.
- 8.I recognise that meaning can be expressed in different ways, depending on the context.
- 9.I can perform poems from memory adapting expression and tone as appropriate.

# A Year 3 Writer

Full stops/Capital	?, !	Spelling of common
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## Spelling and Handwriting

1. I can independently use prefixes and suffixes in my extended writing.
2. I can regularly spell the homophones in the Year 3 example spelling list.
3. I can use the first two or three letters of a word to check its spelling in a dictionary.
4. I can spell the words on the year 3 list – even the tricky ones!
5. My handwriting is consistent in size and always legible.

## Composition

6. I can vary the sentence structure in my writing.
7. I can write a narrative with a clear structure, setting, characters and plot.
8. I can use headings and sub-headings to organise my writing.
9. I can suggest improvements to my own writing and that of others and I can up level my work after feedback.
10. I can use a range of sentences with more than one clause by using a range of conjunctions.
11. I can proof-read to check for errors in spelling and punctuation.
12. I am starting to use paragraphs.

## Grammar and Punctuation.

13. I can express time, place and cause by using con junctions, adverbs and prepositions.
14. I can use the right tense consistently in my writing.
15. I can correctly use inverted commas to punctuate direct speech.

Autumn

Spring

Summer

# Exceeding Year 3 Writing

1. I can use a variety of appropriate adjectives and adverbs with confidence.
2. I can carefully plan and proof read my writing.
3. I can be creative and experiment with using new vocabulary.
4. I can use powerful verbs to show character or add impact.
5. I can vary sentences, adding phrases to make the meaning more precise.
6. I can include descriptions of events and characters in a variety of styles and can sometimes contain humour.
7. I can describe characters and include feelings and emotions when needed.
8. I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.
9. I can check punctuation and use inverted commas and apostrophes accurately.

Autumn

Spring

Summer

# Science skills

## **Skill 1: Questioning**

1. I can ask questions which have a clear scientific purpose.

## **Skill 2: Planning an enquiry**

2. I can use different types of scientific enquiry to answer questions eg observing changes over time, grouping and classifying and carrying out a comparative test.

3. I can plan in detail the main steps in an enquiry, making careful observations.

4. I can set up a fair test, knowing what to change and what to keep the same.

5. I can predict outcomes and suggest reasons using my own scientific knowledge and understanding.

## **Skill 3: Recording information**

6. I can make accurate measurement using standard units and a range of equipment.

7. I can present results clearly using tables and charts eg stick and line graphs.

8. I can report on my findings using oral and written explanations.

## **Skill 4: Interpreting information**

9. I can use my results to draw simple conclusions, make predictions for a new test and suggest improvements.

# Science Knowledge

## Autumn 1— Forces and Magnets

- 1) I can suggest reasons why a moving object travels differently on different surfaces.
- 2) I can explain that magnetic forces can act at a distance and compare this to other kinds of force.
- 3) I can understand that magnets have two poles and describe how magnets attract and repel each other, and are attracted to some materials but not others.
- 4) I can test and sort magnetic and non-magnetic materials.

## Spring 1— Rocks and Soil

- 1) I can compare and group different kinds of rocks based on their appearance and simple properties.
- 2) I can describe how fossils are formed.
- 3) I can describe the formation of soil from rocks and organic matter.

## Spring 2— Light

- 1) I can explain that we need light in order to see and that dark is the absence of light.
- 2) I can explain how light is reflected from surfaces, and understand that light travels in straight lines.
- 3) I can recognise that the sun can be dangerous and can give examples of ways to protect the eyes from damage.
- 4) I can explain why shadows are formed when the light from a light source is blocked by an opaque object.
- 5) I can explain how and why the size of a shadow changes.

## Summer 1— Plants

- 1) I can identify the parts of a flowering plants and describe what they do.
- 2) I can describe what different plants needs to grow well and give reasons.
- 3) I can explain how water is transported through plants.
- 4) I can describe the life cycle of flowering plants and functions of flowers.

## Summer 2— Animals Including Humans

- 1) I can identify that animals, including humans, need the right types of nutrition.
- 2) I can identify that humans and some other animals have skeletons for support, protection and movement.
- 3) I can identify that humans and some other animals have muscles for movement.

# Autumn Term Topic

## Big Questions

What are forces and magnets?

What everyday materials are magnetic?

How are the human and physical features of Huntingdon and Rome similar?

How do you use a map and an atlas?

What influences did Leonardo da Vinci have on the modern world?

## English Outcome

To use non-fiction texts to guide my writing structure.

To take inspiration from the National Theatre trip to create my own script.

## STEM Outcomes

To conduct an investigation

To investigate which materials are magnetic.

## Arts Outcomes

To draw inspiration from William Morris printing to create a print.

## Wellbeing Outcomes

To manage risks effectively and to understand differences between communities.

## KUW Outcomes

To explore how Huntingdon and Italy are different by collecting and recording evidence.

To plan for our allotment.

# Enrichment



**We have an exciting visitor coming to school linked to drama.**

The Chol theatre group will be taking up residency at HPS to deliver drama workshops based around imaginary worlds. We will use what we have learnt to create our own film using the puppets we make in art.

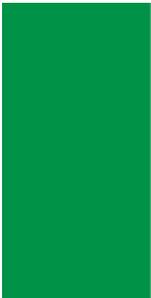


**We will be completing geography field work.**

**Where we will learn:**

- Map skill
- Compass skills
- Recording evidence

We will then use what we have found about Huntingdon to compare it to a place in Italy.



# Spring Term Topic

## Big Questions

How are rocks and fossils formed?

What impact did Thomas Edison have on science?

What tools were used in the Stone Age and why?

What were the significant events from Stone Age to Iron Age?

What influences the decisions of the people from Stone Age and Iron Age?

## English Outcome

To use a modern classic to influence our writing.

To write a diary about the life of a cave man.

## STEM Outcomes

To investigate Thomas Edison's contributions to science.

To understand how rocks are formed and to investigate soil.

## Arts Outcomes

To create art based on cave art and to make a sculpture influenced by the Stone Age.

To perform a Christmas song.

## Wellbeing Outcomes

To resolve conflicts effectively and to understand what bullying is.

## KUW Outcomes

To use a variety of sources to understand how tools changed over time.

To order events from Stone Age to Iron Age on a timeline.

# Enrichment



To introduce our topic we will have workshops where we get to immerse ourselves in the life through the Stone Age to the Iron Age.

- We will handle different object to help us explore life from that time period.



**As part of our RE topic we will visit a local Church. We will explore:**

- The Church
- Prayer
- Communion

# Summer Term Topic

## Big Questions

Why do humans and some other animals have skeletons and muscles?

How do plants grow?

What are the similarities and differences between Ancient Greece and the present day?

How have the Olympics evolved?

What are the main beliefs of Sikhism?

What does on behind the scenes at a theatre?

## English Outcome

To write my own Greek myth.

## STEM Outcomes

To gain an understand of animals including humans.

To investigate what plants need to grow.

## Arts Outcomes

To sketch a Greek building with a mosaic background.

To create a digital piece of music on Garageband.

## Wellbeing Outcomes

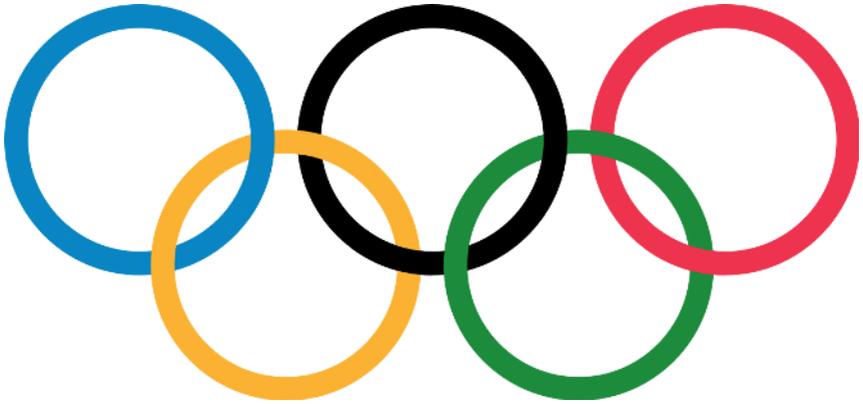
To understand how to manage change.

## KUW Outcomes

To compare the life of an Ancient Greek child to my own life.

To research how the Olympics have changed over time.

# Enrichment



**To start our topic we will have a Greek day. We will:**

- Dress up as a person from the Ancient Greek times.
- Try Greek food.
- Compete in a mini Olympics.

**For our trip we will be visiting the University Museum of Zoology. We will complete a workshop where we will:**

- Explore animal skeletons
- Learn how skeletons work
- Handle skeletons to look at what bones are made of.
- Explore the galleries



# Computing and e-safety

## e-Safety

I can talk about what makes a secure password and why they are important

I can use the safety features of websites as well as reporting concerns to an adult

I can recognise websites and games appropriate for my age

I can make good choices about how long I spend online

I ask an adult before downloading files and games from the Internet

I can post positive comments online.

## Programming

I can break an open-ended problem up into smaller parts.

I can put programming commands into a sequence to achieve a specific outcome

I keep testing my program and can recognise when I need to debug it.

I can use repeat commands

I can describe the algorithm I will need for a simple task

## Handling Data

I can talk about the different ways data can be organised

I can search a ready-made database to answer questions.

I can collect data to help me answer a question

I can make a branching database

I can use a data logger to monitor changes and can talk about the information collected.

## Multimedia

I can combine a mixture of text, graphics and sounds to share my share my ideas

I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker.

I can evaluate my work and improve its effectiveness

I can use an appropriate tool to share my work online

## Technology in our Lives

I can save and retrieve work on the Internet, the school network or my own device

I can talk about the parts of a computer

I can tell you ways to communicate with others online.

I can describe the World Wide Web as the part of the internet that contains websites.

I can use search tools to find and use an appropriate website

I think about whether I can use images that I find online in my own work.

# Evidence

# Music

1. I can sing from memory with accurate pitch and stay in tune.
2. I can play notes on an instrument with care so they are clear.
3. I can perform with control and awareness of others.
4. I can improvise and compose music for a range of purposes.
5. I can choose, order, combine and control sounds to create an effect.
6. I can use digital technologies to compose pieces of music.
7. I can recognise the notes EGBDF and FACE on the musical staff.
8. I can recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent.
9. I can describe music using the terms: duration, timbre, pitch, beat, tempo, texture.
10. I can develop an understanding of the history of music.

# PE

1. I can throw and catch with control and accuracy.
2. I can strike a ball and field with control.
3. I can choose appropriate tactics and cause problems for the opposition.
4. I can follow the rules of the game and play fairly.
5. I can maintain possession.
6. I can lead others and act as a respectful team member.
7. I can plan, perform and repeat sequences to create a dance.
8. I can move in a clear, fluent and expressive manner.
9. I can travel in a variety of ways and change direction.
10. I can sprint over a short distance and conserve energy over a long distance.
11. I can throw with accuracy.
12. I can jump in a number of ways.
13. I can compete with others and aim to improve personal best performances.

# Art and DT

1. I can use a number of brush techniques.
2. I can experiment creating mood with colour.
3. I can mix colours effectively.
4. I can sketch lightly.
5. I can use shading to show light and shadow.
6. I can measure, mark and cut materials accurately.
7. I can prepare ingredients hygienically.
8. I can measure ingredients accurately to nearest gram.
9. I can follow a recipe .

# MFL — French

1. I can read and understand the main points of a short written texts.
2. I can write a few short sentences using familiar expressions.
3. I can write short phrases from memory.
4. I understand the main points from spoken passages.
5. I can ask and answer simple questions and talk about interests.
6. I can take part in discussions.
7. I can make comparisons between life in countries and communities where the language is spoken.

# ASSERTIVE MENTORING



How well are you doing?

<b>Being Ready (to learn)</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Uniform</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Behaviour</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Effort</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			
<b>Attendance</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Self-assessment			
Teacher assessment			

	Target	Assessment			Signature	
Autumn						
Spring						
Summer						