St Peter's C.E
Swinton

My Year Three Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year Three topics for this year.

Autumn 1	Stone age to the Iron age
Autumn 2	Super Swinton
Spring 1	Roman Britain
Spring 2	Roman empire and its impact on Britain
Summer 1	Ancient Egypt
Summer 2	Where in the world are we?

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

Being a reader

- I can read further exception words including words that do not follow spelling patterns.
- I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir -), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.
- I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.
- I can read a wide range of books, including fairy stories and retell some of them to others.
- I can tell you what a book that I am reading is about.
- I can ask questions about the texts that I have read to help me understand them.
- I can work out what a character in a book is feeling by the actions they take and can explain how I know.
- I can predict what might happen from clues in what I have read.
- I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
- I can tell someone about the main ideas in a paragraph.

A Year Three Child English

Being a speaker

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

Being a writer

- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- I can spell:
  - -words containing the 'I' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.
  - -words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
  - -words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
  - -words with the 'sh' sound spelt 'ch' e.g. chef, machine.
  - -words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- I can write so that most of my letters are easy to read, all the same way up and the same size. My writing is spaced properly so that my letters don't overlap.
- I can draft and write descriptive work that creates settings, characters and plots.
- I can proof-read my work by reading aloud and putting in full stops. I can also add commas, question marks, exclamation marks and speech marks where needed.
- I can understand when to use 'a' or 'an' in front of a word.
- I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
- I can use headings and sub-headings.
- I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.

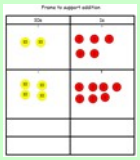
Being a mathematician
Number

- I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words.
- **I can count from 0 in multiples of 4, 8, 50 and 100.**
- **I can find 10 and 100 more or less than a given number.**
- **I can recognise the value of each digit in a 3 -digit number.**
- **I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.**
- **I can write and find fractions for a set of data and can recognise fractions with small denominators.**
- **I can identify and show equivalent fractions**
- I can add and subtract fractions with a common denominator.
- **I can derive and recall multiplication facts for 3, 4 and 8x tables.**
- **I can add and subtract numbers in my head:**
  - **including a three digit number and ones.**
  - **including a three digit number and tens.**
  - **including a three digit number and hundreds.**
- I can add and subtract numbers with up to 3-digits using formal written methods.
- I can write and calculate mathematical statements for multiplication and vision using the 2x, 3x, 4x, 5x, 8x and 10x tables.
- **I can calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.**
- **I can solve number and word problems using one and two step problems**

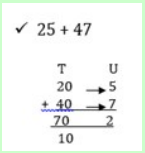
A Year Three Child Mathematics

Addition strategies

Using an addition frame

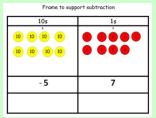


Expanded column



Subtraction strategies

Using a subtraction frame



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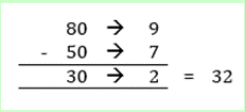
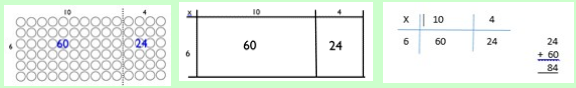


Multiplication strategies

Arrays linking to Grid Multiplication

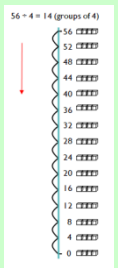
14 x 6



Division strategies

Division by grouping
12 ÷ 3

Grouping/ early 'chunking'



Being a mathematician
Measurement, geometry & statistics

- **I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle.**
- **I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn**
- I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- **I can tell and write the time on a clock face. I can do this if I use Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.**
- **I can measure, compare, add and subtract using common metric measures:**
  - **lengths (m/cm/mm)**
  - **mass (kg/g)**
  - **volume and capacity (l/ ml)**
- **I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.**
- **I can interpret and present data using bar charts, pictograms and tables.**

Being a scientist

Working scientifically:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support his/her findings

Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

A Year Three Child

Being a geographer

Locational Knowledge:

- Can they name a number of countries in the Northern Hemisphere?
- Can they name and locate some well-known European countries?
- Can they name the areas of origin of the main ethnic groups in the UK & in their school?
- Are they aware of different weather in different parts of the world, especially Europe?

Place Knowledge:

- Can they name a number of countries in the Northern Hemisphere?
- Can they name and locate some well-known European countries?
- Can they name the areas of origin of the main ethnic groups in the UK & in their school?
- Are they aware of different weather in different parts of the world, especially Europe?

Human and Physical geography:

- Can they explain why people may choose to live in a village rather than a city?
- Can they explain how a locality has changed over time with reference to human features?
- Can they find different views about an environmental issue? What is their view?
- Can they suggest different ways that a locality could be changed and improved?
- Can they describe the main features of a well-known city?
- Can they describe the main features of a village?
- Can they describe the main physical differences between cities and villages?
- Can they use appropriate symbols to represent different physical features on a map?

Being a historian

Chronological understanding

- To describe events and periods using the words: BC, AD, decade, ancient and century.
- To describe events from the past using dates when things happened.
- To be able to use a timeline within a specific time in history to set out the order things may have happened.
- To use their mathematical knowledge to work out how long ago events would have happened.
- To be able to set out on a timeline, within a given period, what special events took place.
- To begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.

Knowledge and interpretation:

- To show an appreciation that the early Brits would not have communicated as we do or have eaten as we do.
- To begin to picture what life would have been like for the early settlers.
- To recognise that Britain has been invaded by several different groups over time.
- To realise that invaders in the past would have fought fiercely, using hand to hand combat.
- To know the difference between ancient and modern.
- To be able to locate Egypt on the map and describe its landscape.
- To be able to suggest what an artefact was used for and who used it.
- To know why artefacts are so important in helping us learn about the past.
- To have an appreciation that wars start for specific reasons and can last for a very long time.
- To know why the Rosetta stone was such an important discovery.

Historical enquiry:

- To recognise the part that archaeologists have had in helping us understand more about what happened in the past.
- To be able to use various sources of evidence to answer questions.
- To be able to use various sources to piece together information about a period in history.
- To research a specific event from the past.
- To use their 'information finding' skills in writing to help them write about historical information.
- To be able to, through research, identify similarities and differences between given periods in history.

Being a scientist

Plants:

- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Forces and magnets:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Light:

- Recognise that he/she needs light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes
- Recognise that light from the sun can be dangerous and that there are ways to protect eyes
- Find patterns in the way that the size of shadows change

Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Being an artist

Collage:

Children are able to cut accurately.
Begin to overlap materials to experiment with different final looks.
Experiment using different colours.
Begin to use mosaic and montage.

Use of ICT:

Use printed images taken with a digital camera and combine with other media to produce artwork.
Use ICT programs to create a piece of work that includes their own and that of others (using web)
Use the internet to research an artists' style of art.

Knowledge:

Compare different artists of the same style
Explore work from different cultures and time periods
Understand others points of view by looking at images of people and understand how they are feeling and what an artist is trying to express in their work.

Sketch books

Children can use their sketch book to express their feelings, likes and dislikes about a subject.
Make notes in sketchbooks about techniques used by artists.
Suggest improvements to work by keeping notes in their sketch books.

Being a designer

Design:

Share and clarify ideas through discussion.
Use a step by step plan to show the order and what equipment and tools are needed.
Communicate design ideas in different ways (e.g. verbally, written, in a labelled diagram).
Use computer-aided design to develop and communicate their ideas.
Generate realistic ideas, focusing on the needs of the user and a range of requirements.
Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
Describe the purpose of their products
Indicate the design features of their products that will appeal to intended users
Explain how particular parts of their products work
Gather information about the needs and wants of particular individuals and groups
Develop their own design criteria and use these to inform their ideas

Make:

Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
Describe the purpose of their products
Indicate the design features of their products that will appeal to intended users
Explain how particular parts of their products work
Gather information about the needs and wants of particular individuals and groups
Develop their own design criteria and use these to inform their ideas

Evaluate:

Own ideas And products.
Identify the strengths and areas for development in their ideas and products.
Consider the views of others, including intended users, to improve their work.
Refer to their design criteria as they design and make.
Use their design criteria to evaluate their completed products

A Year Three Child

Being an artist

Drawing:
Show facial expressions in drawings.
Use small sketches to produce a final piece of work.
Write an explanation of sketches.
Use different grades of pencil shade to show different tones and texture.
Use different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, and spiral).
Use different pressures to create hard and soft lines.

Painting:
Mix colours with accuracy.
Know where the colours are on the colour wheel (primary and secondary)
Create a background using a wash then add detail.
Use a range of brushes to create different effects, shape, texture, pattern and line.
Explore links between colours and feelings.
Use artists' work as a starting point and create work in the style of different artists.
Work as an individual or part of a group

Printing:
Make and print card blocks in 2 colours.
Make texture blocks and print (sponge rollers) onto paper and fabric.
Explore shape and pattern creating designs for printing.
Replicate patterns from observations in observed and natural environment.

3D:
Add onto their work to create texture and shape. by manipulating and moulding materials.
Work with life size materials Use nets to make cubes, cuboids etc and use in models.
Create pop ups.

Textiles:
Use more than one type of stitch.
(Cross/back stitch?)
Join fabric together to form a quilt using padding.
Use sewing to add detail to a piece of work. e.g. work back into prints with stitching, sequins, buttons etc
Look at the work of other artists to generate ideas.

Being a computer user

- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can write simple programs that accomplish specific goals, debugging where necessary.
- I can work with various forms of input and output.
- I can search for information on the web in different ways.
- I can design and create content.
- I can present information, including digital images I have manipulated or improved.
- I use technology respectfully and responsibly.
- I can use a range of software for similar purposes.

Being a linguist

- Ourselves and our family.
- Celebrations (Intercultural Understanding)
- School
- Weather
- Hobbies and sports
- Holidays and travel

Being a designer

Food:
Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
Healthy and varied diet
Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in the eat well plate
Know that to be active and healthy, food and drink are needed to provide energy for the body

Textiles:
Evaluate a range of textile products.
Generate realistic ideas through discussion and design criteria for an appealing/functional product fit for purpose and specific user/s.
Produce annotated sketches, prototypes, final product sketches and pattern pieces.
Plan the main stages of making.
Select and use a range of appropriate tools with some accuracy e.g. cutting, joining, and finishing.
Select fabrics and fastenings according to their functional characteristics. E.g. strength and aesthetic qualities e.g. pattern.
Know how to strengthen, stiffen or reinforce existing fabrics,
Understand how to securely join two pieces of fabric together.
Understand the need for patterns and seam allowances.
Know how to use technical vocabulary relevant to the project.

Structures:
Experience using different joining, cutting, and finishing techniques with paper and card.
Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the purpose of the product.
Develop ideas through analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.
Select and use appropriate tools to measure, mark out, cut, score, shape, and assemble with some accuracy.
Use finishing techniques suitable for the product they are creating.
Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
Test and evaluate their own products against design criteria and the intended user and purpose.
Develop and use knowledge of how to construct strong, stiff shell structures.
Develop and use knowledge of nets, cubes, and cuboids, and where appropriate, more complex 3D shapes.
Know and use technical vocabulary relevant to the project.

A Year Three Child

Being a musician

- I can sing a tune with expression.
- I can play clear notes on instruments including the glockenspiel.
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I am beginning to understand and use staff notation.
- I can use musical words to describe what I like and don't like about a piece of music.
- I can recognise the work of at least one famous composer. (Carnival of the animals – Saint-Saens)
- I can improve my own work; explaining how it has been improved.
- Traditions – pentatonic, folk, jazz, blues, baroque, Latin
- I can improvise and compose music for a range of purposes using the inter-related dimensions of music.

PSHEC Themes

- It's our world
- Say No!
- Money Matters
- Fair Trade
- People around us
- Growing up
- Daring to be different
- Dear Diary
- Joining in
- We're all stars
- Be friendly, be wise
- Live long, live strong

RE Themes

- Rules for living
- The Old Testament – Called by God
- Visit to St Peter's Church
- Harvest – whole school
- Christmas – God with us
- Jesus the Man who changed lives
- Easter – Joy, Sadness, Joy
- Holy Week – whole school
- Rules for living - Islam/Judaism/ Hinduism
- Proverbs

Being a sportsperson

Games

- I can throw and catchwith control
- I am aware of space and use it to support team-mates and to cause problems for theopposition
- I know and use rules fairly

Dance

- I can improvise freely and translate ideas froma stimulus into movement
- I can share and createphases with a partner and small group
- I can repeat, rememberand perform phrases

Athletics

- I can run fast, mediumand slow speeds; changing speed and direction
- I can take part in a relay, remembering when to run and whatto do

Swimming

- I can swim confidentlyto at least 25m.
- I can use a range of strokes effectively.
- I can perform safe self rescue.