

# YEAR 3: ENGLISH READING: AUTUMN 1: FICTION: KRINDLEKRAX

## What I already know:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - > discussing the sequence of events in books
- understand both the books that they can already read accurately and those that they listen to by
  - > making inferences
  - > answering and asking questions
  - > predicting what might happen
- participate in discussion about texts, that are read to them and those that they can read for themselves
- explain and discuss their understanding of texts

## Key Vocabulary

Community, mystery, cliff-hanger, urban, sewer, relationship, description, persuasion, play, quirk, character, beast, monster, lurk, climax, bully,

L.O. To express ideas and preferences about a text

L.O. To identify the features of persuasive language



L.O. To give reasons from a character's point of view

L.O. To recreate a setting based on descriptions from the text

L.O. To identify and give reasons for characters emotions during stages of a text



## What I need to remember:

Features of persuasive language  
Give reasons for characters actions based on reading  
Give reasons for characters feelings based on reading  
Create detailed setting descriptions  
Recount events from a text

Book review



# YEAR 3: ENGLISH READING: AUTUMN 1: NON-FICTION: KAPOK TREE - THE RAINFOREST BOOK

## What I already know:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - > listening to, discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently
  - > being introduced to non-fiction books that are structured in different ways
  - > discussing and clarifying the meanings of words
- understand both the books that they can already read accurately and fluently and those that they listen to by
  - > checking that the text makes sense
  - > answering and asking questions
- participate in discussion about texts, that are read to them and those that they can read for themselves
- explain and discuss their understanding of texts

## Key Vocabulary

Rainforest, rainfall, Tropical, Temperate, Climate, species, plants, insects, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, jungle, fungi, forest floor, understory layer, canopy layer, emergent layer, timber, logging, deforestation, ecosystem

L.O To locate information in a text

L.O To infer from the text

L.O. To predict what will happen next in the text

L.O. To summarise views and information from the Great Kapok Tree

L.O. To analyse the author's use of literary features

L.O. To analyse a character's feelings

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

## What I need to remember:

- Locating information about rainforests in a text
- Making inferences based on reading
- Summarising information about rainforests into own words
- Making predictions about rainforests based on clues in the text



# YEAR 3: ENGLISH WRITING: AUTUMN 1: FICTION: KRINDLEKRAX

## What I already know:

Pupils have learned to:  
Write simple first person recounts linked to topics of interest or to personal experience.  
Use past and present tense throughout writing  
Use progressive forms of verbs.  
Use conjunctions for co-ordination and subordination.  
Use noun phrases which are expanded by adjectives, including comparatives.  
Use a wider range of time connectives to sequence ideas/events in order. Start to group related sentences into paragraphs.

## Key Vocabulary

Community, mystery, cliff-hanger, urban, sewer, relationship, description, persuasion, play, quirk, character, beast, monster, lurk, climax, bully, persuasion, features, letter, reasons, desire,

L.O. To explore the qualities and personality traits of what makes a character a hero.

L.O. To learn the structure of a persuasive text.

L.O. to understand the features of persuasive writing.



L.O. To recall details from a text using a pictorial prompt

L.O. To give reasons from a character's point of view



L.O. to plan a persuasive letter.

L.O. to edit and improve a persuasive letter.

## What I need to remember:

- Features of a persuasive letter
  - > Emotive language
  - > Rhetorical questions
  - > Conjunctions to add detail
  - > Adverbial openers
- Relating reasons for characters actions to the text
- Planning a letter



# YEAR 3: ENGLISH WRITING: AUTUMN 1: NON-FICTION: KAPOK TREE - THE RAINFOREST BOOK

## What I already know:

Pupils have learned to:

- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use coordinating conjunctions (for example, and, or, and but) and some subordinating conjunctions (for example, when, if, that, and because) to join clauses
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

## Key Vocabulary

Rainforest, rainfall, Tropical, Temperate, Climate, species, plants, insects, natural medicines, oxygen, carbon dioxide, photosynthesis, undergrowth, sunlight, leaf canopy, vines, shrubs, trees, jungle, fungi, forest floor, understory layer, canopy layer, emergent layer, timber, logging, deforestation, ecosystem

L.O. To answer recall questions from a text  
Read Kapok Tree and answer questions

L.O. To use technical language  
Describe diets of different rainforest creatures using subject specific vocabulary

L.O. To add headings to given information  
Read info on the importance of rainforests and add headings



L.O. To plan pages of an information booklet

- Importance
- Types of animals
- Layers
- Researched animal

L.O. to research a rainforest animal, recording facts not opinions



L.O. To write an information booklet

L.O. to edit and improve an information booklet

## What I need to remember:

- Features of an information booklet
- Importance of rainforests
- Types of animals
- Layers of the rainforest
- Researching an animal and recording facts in own words



# YEAR 3: English Writing/Reading: Learning Journey: Autumn 1: Poetry: Rainforest Riddles

## What I already know:

Pupils have learned to:

- To discuss and express views about a wide range of poetry.
- To recognise simple recurring literary language in poetry
- To write longer poems using single words and short sentences.
- To sequence sentences into verses.
- Start to explore poetic devices such as alliteration and rhyme

## Key Vocabulary

Rainforest, creatures, animals, habitat, rhyme, rhyming petters, riddle, clues, features, rhythm, poetry detective, analyse, pattern

L.O To answer questions based on clues from reading

L.O. To complete riddles with rhyming patterns



L.O To analyse the structure of riddle poems

L.O. To plan a riddle

L.O. To write a rhyming riddle



## What I need to remember:

- Features of an information booklet
- Importance of rainforests
- Types of animals
- Layers of the rainforest
- Researching an animal and recording facts in own words

L.O. To edit and improve own poems, giving feedback to peers



# YEAR 3: ENGLISH READING: LEARNING JOURNEY: AUTUMN 2: FICTION: JUNGLE ADVENTURE

## What I already know:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - > listening to, discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently
  - > recognising simple recurring literary language
  - > discussing and clarifying the meanings of words
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - > making inferences
  - > answering and asking questions
- explain and discuss their understanding of texts

## Key Vocabulary

Jungle, adventure, moral, lesson, magic compass, fault/ flaw, character, Omar, snake, viper, hazzards, patience, crociodile, slow and steady

Summarize the main points in a text.

Beginning to use **text marking** to support retrieval of information

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

Beginning to **scan texts** to locate specific information.

Identify **language** the author has chosen to use to capture the reader's interest

**Quote directly** from the text to answer questions. (R)



identify the **differences** between Formal and Informal Speech

## What I need to remember:

- Use of text marking to check answers
- Scanning techniques to answer questions
- Language used for effect
- Identifying morals/lessons learned
- Differences between formal and informal speech



# YEAR 3: English Reading: Learning Journey: Autumn 2: Non-Fiction: Lost in the Jungle

## What I already know:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - > listening to, discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently
  - > recognizing simple recurring literary language
  - > discussing and clarifying the meanings of words
- understand both the books that they can already read accurately and fluently and those that they listen to by
  - > checking that the text makes sense
  - > answering and asking questions
- explain and discuss their understanding of texts

## Key Vocabulary

Creature, explorer, discovery, features, characteristics, insect, amphibian, mammal, life cycle, food chain, predator, prey, habitat

L.O to answer questions located in the text

L.O. to identify noun phrases

verb  
adverb  
noun  
pronoun  
adjective  
vowel  
consonant

L.O. to identify commas in lists

L.O to define unfamiliar words



## What I need to remember:

Powerful phrases to describe jungle creatures  
Setting up and using commas in lists  
Pausing at punctuation for clarity when reading  
Recall definitions of unfamiliar words  
Features of non-chronological reports

L.O. to compose a riddle about the red eyed tree frog





# YEAR 3: ENGLISH WRITING: LEARNING JOURNEY: AUTUMN 2: FICTION: JUNGLE ADVENTURE

## What I already know:

Pupils have learned to:  
Write simple first person recounts linked to topics of interest or to personal experience.  
Use past and present tense throughout writing  
Use progressive forms of verbs.  
Use conjunctions for co-ordination and subordination.  
Use noun phrases which are expanded by adjectives, including comparatives.  
Use a wider range of time connectives to sequence ideas/events in order. Start to group related sentences into paragraphs.

## Key Vocabulary

Jungle, adventure, moral, lesson, magic compass, fault/ flaw, character, Omar, snake, viper, hazzards, patience, crociodile, slow and steady

L.O. To structure direct speech

L.O. to use 4 sentence types

L.O. to compose a detailed simile poem



L.O. to use descriptions from a text to recreate a setting

L.O. To explain contractions with apostrophes



## What I need to remember:

- > Punctuating speech
- > Difenet sentence types
- > 'like' similes to describe by comparing objects
- > Contraction apostrophes
- > Story maps for plaing stages of an adventure with a moral

L.O. to plan a jungle adventure with a theme (not littering)

L.O. To write a rainforest adventure.





# YEAR 3: ENGLISH WRITING: AUTUMN 2: NON-FICTION: LOST IN THE JUNGLE

## What I already know:

Pupils have learned to:

- Write about real events, recording these simply and clearly
- Delineate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use coordinating conjunctions (for example, and, or, and but) and some subordinating conjunctions (for example, when, if, that, and because) to join clauses
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

## Key Vocabulary

Creature, explorer, discovery, features, characteristics, insect, amphibian, mammal, life cycle, food chain, predator, prey, habitat

To identify the features of a nonchronological report

To gather information for a non-chronological report

To write the content for a non-chronological report

To know how to organise information into a plan for a non-chronological report



To edit the content of a non-chronological report



To organise and present a non-chronological report

## What I need to remember:

- Features of an information booklet
- Importance of rainforests
- Types of animals
- Layers of the rainforest
- Researching an animal and recording facts in own words



# YEAR 3: English Writing/Reading: Learning Journey: Autumn 2: Poetry: Sensory Stroll

## What I already know:

Pupils have learned to:

- To discuss and express views about a wide range of poetry.
- To recognise simple recurring literary language in poetry
- To write longer poems using single words and short sentences.
- To sequence sentences into verses.
- Start to explore poetic devices such as alliteration and rhyme

## Key Vocabulary

Rainforest, creatures, animals, habitat, rhyme, features, senses, atmosphere, powerful, noun phrases

L.O to read with expression and intonation

L.O. to answer questions about the text



L.O. to identify and define unfamiliar language

L.O to plan a senses poem.

L.O to create descriptive noun phrases



L.O to write a senses poem.

L.O. To edit and improve own poems, giving feedback to peers

## What I need to remember:

- Reading with intonation,
- Pausing at punctuation for clarity
- New rainforest vocabulary
- Description of the senses in the rainforest



# YEAR 3 (MATHS - PLACE VALUE) - Learning Journey (Autumn)

## What I already know:

### Pupils have already learned:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
  - recognise the place value of each digit in a two-digit number (tens, ones)
  - identify, represent and estimate numbers using different representations, including the number line
  - compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
  - read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

## Key Vocabulary:

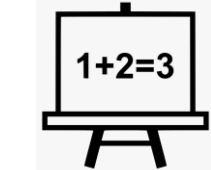
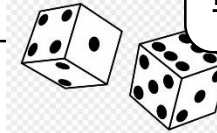
Ones, tens, hundreds, thousands, zero, place value, place value holder, value, digit, numeral, identify, represent, representations, estimate, partition, part-whole model, expanded form, divide, interval, midpoint, multiples, relationship, generalise, more, less, exchange, inequality symbols, order, compare, ascending, descending, Roman numerals, rounding,

Represent numbers to 100

Partitioning Numbers to 100

Number line to 100

Represent numbers to 1,000



Number line to 1000

Find 1 10 or 100 more or less

Flexible partitioning of numbers to 1000

Partition numbers to 1,000

Estimate on a number line to 1000



Compare numbers to 1000

Order numbers to 1000

## What I need to remember:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

Count in 50s



# YEAR 3 (MATHS - Addition and Subtraction) - Learning Journey (Autumn)

## What I already know:

Pupils should be taught to:

- solve problems with addition and subtraction:
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Key Vocabulary:

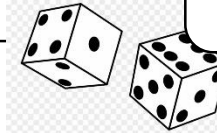
Sum plus add total (of) increased by \* more (than)  
 raise combined altogether less (than) minus  
 decrease more than difference reduce lost left  
 remain (der) (ing) how much more how much less  
 diminished subtract from fewer

Add and subtract  
10s and 100s

Spot the pattern

Add 1s across a  
10

Add 10s across a  
100



$$1+2=3$$

Subtract a 2-digit  
number from a 3-  
digit number

Add 2-digit and  
3-digit numbers

Add and subtract  
two numbers  
(across a 100)

Add and subtract  
two numbers (no  
exchange)

Complements to  
100

Estimate  
answers

Inverse  
operations

Make decisions

## What I need to remember:

- add and subtract numbers mentally, including:
- a three-digit number and 1s
- a three-digit number and 10s
- a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction



# YEAR 3 (MATHS MULTIPLICATION AND DIVISION) - Learning Journey (Autumn)

## What I already know:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- write using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

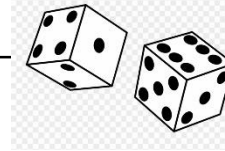
## Key Vocabulary:

multiplication multiply multiplied by multiple, groups of, times product, repeated addition, division, divide, divided into, remainder grouping, sharing, share equally, doubling, halving, array, row, column, multiplication table, multiplication fact, division fact

Multiplication – equal groups

Multiples of 2

Multiples of 5 and 10



Sharing and grouping

$$1+2=3$$

Divide by 4

Multiply by 4

Divide by 3

Multiply by 3

Multiply by 8



Divide by 8

The 2, 4 and 8 times-tables



## What I need to remember:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division

# YEAR 3 GEOGRAPHY - Our Place in the World - Learning Journey (Autumn)

## What I already know:

- Children can Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Children understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Children use basic geographical vocabulary to refer to: key physical features

## Key Vocabulary:

- 1 Continent: Large land mass made up of several countries. There are 7 continents in the world.
- 2 Line of latitude: Lines of latitude are horizontal lines which tell us how North or South places are of the equator.
- 3 Line of longitude: Lines of longitude are vertical lines which tell us how East and West places are of London.
- 4 Ocean: Large bodies of water. Oceans cover 70% of Earth.
- 5 The Equator: An imaginary line around the centre of the world. It is marked as 0°. The closer a country is to the equator, the warmer the climate.

Where are we in the world?



Continents and Oceans



Our Local Area

Using Maps of our Local Area



Assessment:

## What I need to remember:

- Children will remember:
- The names of the oceans and continents
  - The UK's location in the world
  - Alnwick in relation to Newcastle and other features of the UK

# YEAR 3 HISTORY - The STONE AGE - Learning Journey (Autumn)

## What I already know:

What prior knowledge needs to be used? From prior learning the children will need to use their awareness of the past and their understanding that people and events fit within a chronological framework, identifying similarities and differences between ways of life in different periods/changes over time and the impact on the future. They should be able to use some historical vocabulary/terms and be able to ask and answer questions which demonstrate their understanding. They should also understand some of the ways that we find out about the past and identify ways in which it is represented.

## Key Vocabulary:

Archaeologists, Artefact, Neolithic , B.C., Chronology, Tribal , Hunter-gatherers , Shelter , Civilization , Settlement , Prey, Mesolithic, Neolithic,

**Prehistory –  
what does this  
mean?**



**Survival in the  
Stone Age –  
dwellings**



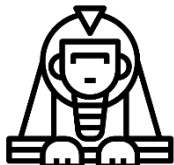
**Survival in the  
Stone Age –  
Hunter  
gatherers**

**Survival in the  
Stone Age -  
beliefs**

**Farming in the  
Stone Age**



**Case Study -  
Skara Brae  
(2 lessons)**



## What I need to remember:

- Know what the term 'prehistory' means
- Know the names of the three periods of prehistory
- Understand how we know about the prehistoric past
- Know when people first come to Britain and where they lived.
- Know what life was like in the different 'Ages'.
- Know when and why people in Britain started farming



# YEAR 3 SCIENCE - ROCKS, SOILS AND FOSSILS - Learning Journey (Spring)

## What I already know:

### Children have learned:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Key Vocabulary:

Photosynthesis: When plants use light to make their food.

Petal: Attracts insects to flowers.

Sepal: Protects the flower when it is a bud.

Pollen: Produced by male part of a flower.

Pollination: When pollen enters the stigma.

Dispersal: When seeds spread.

Seedling: A plant that has just started growing.

Germination: When a plant breaks out of its seed and begins to grow.

Nectar: A sugar solution that insects can feed on, which is made by flowers.

Parts of plants



Plant growth and water transport



Flowers

Plant life cycle

Seeds and dispersal



Assessment



## What I need to remember:

- the names of the parts of a plant
- The functions of parts of a plant
- The function of flowers
- A life cycle of a plant
- Different types of seed dispersal

# YEAR 3 SCIENCE - HEALTH AND MOVEMENT - Learning Journey (Autumn)

## What I already know:

Children have Learned:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Key Vocabulary:

Humans, nutrition, balanced diet , healthy, skeletons, invertebrates, muscles, herbivores, carnivores, omnivores

To identify that humans get the nutrition they need from what they eat.

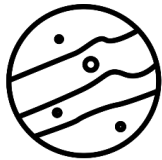


To identify that a balanced diet is needed in order to stay healthy.



To investigate which foods different animals eat.

To explore human and animal skeletons.



To carry out an investigation to find out what pets eat.

To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported.



To find out what muscles are and how skeletal muscles help us to move.

## What I need to remember:

- food and nutrition
- Parts and benefits of a balanced diet
- Diets of herbivores, carnivores and omnivores
- Names of common bones
- Functions of a skeleton
- How muscles and bones aid in movement

# YEAR 3 COMPUTING - CONNECTING COMPUTERS - Learning Journey (AUTUMN)

## What I already know:

This unit progresses learners' knowledge and understanding of technology by focusing on digital and non-digital devices, and introducing the concept of computers connected together as a network. Following this unit, learners will explore the internet as a network of networks.

## Key Vocabulary:

digital device, input, process, output, computers, wires, tablets, Wi-Fi, networks, information, server, wireless access points, network infrastructure

1 How does a digital device work?

2 What parts make up a digital device?



3 How do digital devices help us?

4 How am I connected?

5 How are computers connected?

6 What does our school network look like?

## What I need to remember:

- understand what a digital device is
- name parts of digital devices
- understand input and output
- Understand how computers are connected in a network
- Name the parts of the school network



# YEAR 3 COMPUTING - CREATING MEDIA - ANIMATION - Learning Journey (AUTUMN)

## What I already know:

This unit progresses students' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations.

## Key Vocabulary:

animation , animation techniques , flip books , stop-frame animation , storyboard , settings , events , media , effects , music , text

1 Can a picture move?

2 Frame by frame



3 What's the story?

4 Picture perfect

5 Evaluate and make it great!

6 Lights, camera, action!

## What I need to remember:

- Creating simple animation techniques
- create own animations in the style of flip books
- making a stop-frame animation using a tablet
- adding other media and effects into animations, such as music and text



# YEAR 3 DESIGN TECHNOLOGY - RAINFOREST DIARAMA - Learning Journey (AUTUMN)

## What I already know:

Pupil have learned to:

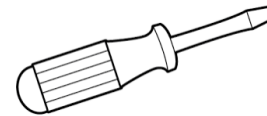
- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools, materials and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable

## Key Vocabulary:

Plan, make, cut, model, stick, glue, saw, material, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism

make labelled sketches of the effective parts of rainforest dioramas

use layering techniques to prepare a diorama box

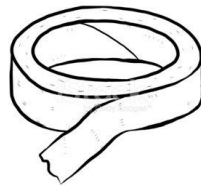


experiment with cutting and fastening techniques to make trees

choose own tools and cutting and sticking techniques to make props for diorama

plan a diorama using sketching and labelling

consider their design as they construct and be willing to alter the design



evaluate the successes of a design and suggest improvements of product



## What I need to remember:

- Effective features of dioramas,
- Layering techniques for fore grounds and back grounds
- Cutting and fastening techniques for strength and stability

# YEAR 3 ART AND DESIGN - TROPICAL RAINFORESTS - SKETCHING - (AUTUMN)

## What I already know:

Pupils have been taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Key Vocabulary:

Sketch, colour, tone, blend, light, dark, oil paint, ink, paper, canvas, background, foreground, midground, mood, compare, pattern, realism, abstract, create, compose, environment.

To use outline in drawing.  
To use line to show surface features and details of objects.

To experiment with different grades of pencil and other implements to create lines and marks.



To make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels,

L.O To plan rainforest artwork using previous work for inspiration.



L.O. to give feedback and make improvements



L.O to reflect on finished pieces, saying what stands out

## What I need to remember:

- how to hold a sketch pencil
- different shading techniques
- How to sketch an inanimate object
- How to replicate / innovate a piece of art

# YEAR 3 FRENCH - FAMILY (AUTUMN 1)

## What I already know:

This is the first unit of work.  
Pupils will share their knowledge of France and record in a formative assessment.

## Key Vocabulary:

mon père, ma mère, mon frère, ma soeur  
mon grand-père, ma grand-mère, mon oncle, ma tante  
**Mon** grand-pere est appelé, **ma** grand-mère s'appelle  
**Mon** pere est appelé, **ma** mère s'appelle

Additional session:  
Classroom  
Instructions

My family 1  
Dad, mum,  
brother, sister



My family 2  
Dad, mum,  
brother, sister  
**are called**

Extended Family 1  
Granddad, grandmother,  
aunty, uncle



Extended Family 2  
Granddad, grandmother,  
aunty, uncle **are called**



**Summative Assessment**  
Draw family and label with  
names, include sentences from  
extension tasks

## What I need to remember:

- french terms for family memberS
- french for my \_\_\_ is called
- use of ma and mon for masculine and feminine



# YEAR 3 FRENCH - ANIMALS (AUTUMN 2)

## What I already know:

Pupils have been taught:

- French terms for family members
- French for my \_\_\_ is called
- use of ma and mon for masculine and feminine

## Key Vocabulary:

mon chien, mon chat, mon lapin, mon hamster  
un perroquet, un singe, un serpent, un tigre  
quel animal as-tu? what pet do you have?  
j'ai un ... I have

## Pets 1

mon chien, mon chat,  
mon lapin, mon hamster

## Pets 2

What pet do you have?  
I have a ...



## Wild animals 1

un perroquet, un  
singe, un serpent,  
un tigre

## Wild animals 2

French colours to  
describe animals



## Poem

Tu as un animal  
Read and identify key  
terms studied



## Feelings about animals

j'ai peur de - I am scared of  
Je suis intéressé par – i am interested in  
J'aimerais avoir – i would love to have

## Summative Assessment

Draw and label split scene with  
different animals covered. Include  
sentences from extension tasks

## What I need to remember:

- French names of key animals
- Colours to describe animals
- Asking about pets
- Describing feelings about pets

# YEAR 3: MUSIC: Food and Drink - Learning Journey (Autumn 1)

## What I already know:

Pupils have learned to use their voices expressively and creatively by singing songs and speaking chants and rhymes  
They have learned to play tuned and untuned instruments musically  
Children can listen with concentration and understanding to a range of high-quality live and recorded music  
Pupils can experiment with, create, select and combine sounds using the inter-related dimensions of music

## Key Vocabulary:

Accompaniment, beat, rhythm, patterns, percussion, score, combining sounds, musical textures, verse and chorus, drone, ostinato parts

Banana mango  
Say and play a rhythm chant

Go bananas  
Learn to sing and perform the actions of Go bananas



Breakfast calypso  
Learn a round in three parts

Shortnin' bread  
Learn a song with a verse and chorus

Dinner time  
Sing Dinner time and accompany it with instruments



Shortnin' players  
Accompany a song with drone and ostinato parts

## What I need to remember:

A feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!

Summative Assessment  
Fizz pop! Jelly Chant a rhythmic accompaniment to a song



# YEAR 3: MUSIC: Time - Learning Journey (Autumn 2)

## What I already know:

Pupils have learned to use their voices expressively and creatively by singing songs and speaking chants and rhymes  
They have learned to play tuned and untuned instruments musically  
Children can listen with concentration and understanding to a range of high-quality live and recorded music  
Pupils can experiment with, create, select and combine sounds using the inter-related dimensions of music

## Key Vocabulary:

rhythm, percussion, score, combining sounds, musical textures, verse and chorus, drone, ostinato parts, metre, body percussion, steady beat, staff notation

### Many metres

Identify the strong beat in different metres

### What's the metre?

Exploring metre in 2s, 3s and 4s in a song



### Mixed metres

Combining instrumental parts in different metres



Carillon ~ ding dang dong  
Learn to sing the Carillon pattern

Carillon  
Identify the metre of Carillon from L'Arlésienne by Bizet

### Keep in time

Identify the metre of a song and improvise verses and actions

## What I need to remember:

The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.

### Keep in time with instruments

Perform rhythm notations on instruments

