

Aspley Guise: Year 3 Overview

Subject	<b>Autumn: Light and Dark</b>	<b>Spring: From Cave Man to Modern Man</b>	<b>Summer: Are you a sun worshipper?</b>
Class Reader	Goodnight Mr Tom by Michelle Magorian When Hitler Stole Pink Rabbit by Judith Kerr	The boy who grew dragons by Andy Shepherd Stig of the Dump by Clive King	Hero Twins by Dan Jolley and David Witt <b>Me, Frida and the Peacock Ring by Angela Cervantes</b>
Intent	To listen to and discuss 'classic' fiction To discuss fiction related to WW2 To examine language used for effect and character descriptions To discuss language of third person narratives	To listen to and discuss fictional fantastical stories To discuss language of first person narratives	To experience graphic novels based in history To listen to and discuss mystery stories and use of language to create suspense To listen to fiction based on real people and places
English To Non Fiction	Instructions – to make torch or air raid shelter  Diaries – from WW2	Recounts – Easter story <b>Faith Tour very other year</b>	NonChronological reports Aztecs/Mexico Auto-Biography – Using <b>Frida Khalo</b> as a starter
English – Fiction	Playscripts based in WW2  <b>Festival poetry</b>  Class readers – Diary of a Killer Cat or Anne Frank	Adventure story To Stig of the Dump  Poetry on a theme – Plant, Growth and Spring  Class readers – Ice Monster by David Walliams and The Boy Who Grew Dragons by Andy Shepherd	<b>Stories based in Mexico or Aztec myths – Princess and the Warrier by Duncan Tonatiuh</b>  Performance poetry related to the body, including raps and The Tummy Beast  Class reader – Hero Twins by Dan Jolley and David Witt. A Mayan myth  <b>Me, Frida and the Secret of the Peacock Ring by Angela Cervantes</b>
Intent	To understand and use the structure and language of instructions including numbering and adverbs  To understand how we can write in first person and the language features associated with first person and be able to use it consistently when writing a diary.  To have opportunities to improvise, devise and script drama for one another  To write and perform play scripts understanding the features of a playscript and including them in our writing.	To recognise a recount and its features and be able to write thoeir own successfully.  To discuss and use the features consistently  To know what time connectives are. To understand the importance of paragraphs and write pieces that include them.  To recognise different forms of poetry and how their features determine the form.  To know that stories include settings, characters and plot and to include these features in own story writing.	To retrieve and use information from texts.  To use more complex structures of information texts  To prepare poems to read aloud and to perform To retrieve and record information from non fiction  To use simple organisational devices

<p>Maths</p>	<p>Place value and regrouping  Counting on and back in ones, tens and hundreds  Estimation, magnitude and rounding  Measures – comparison, estimation and magnitude  Mental Fluency – Addition and subtraction  Fact Families and applying the inverse  Written Addition and subtraction  Problem Solving – Worded Problems  Statistics – Interpreting Bar Charts and Tables  Angles, right angles and estimation  Perpendicular, parallel lines, vertical and horizontal lines  2D shape properties and drawing  Perimeter of simple shapes, measure and calculation</p>	<p>Multiplication – 3, 4 and 8 Times Tables including counting  Division – 1, 2, 3, 5, 4 and 8 Times Tables  Multiplication – Strategy, associative and distributive laws  Statistics – Pictograms and Scaled Bar Charts  Worded multiplication and division problems  Fractions – Finding fractions of discrete and continuous quantities  FractionsTo ordering and comparing  FractionsTo Adding and subtracting with the same denominators  Fractions – Problem Solving with Unit and NonTo Unit Fractions  Multiplication – Multiplying multiples of ten  Multiplication – Formal Written Multiplication</p>	<p>Division Problem Solving – Sharing and Grouping  Division – Two and ThreeTo Digit Numbers by OneTo Digit Numbers including Halving  Multiplication, division and fractions – Scaling and Correspondence Problems  Division – Long Division  Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years, telling the Time (Analogue and Digital), estimation and duration  Securing the Four Operations with Whole Number including Problem Solving  Place Value and Decimals – Ten Times Greater and Ten Times Smaller  Place Value and Decimals – Regrouping, estimation, comparing and rounding  Measures – Measuring and Problem Solving  3To D Shape – Building and Identifying Properties</p>
<p>Maths across the curriculum</p>	<p><b>R.E.</b> – telling the time for Islamic prayer, symmetrical Rangoli patterns for festivals</p>	<p><b>R.E.</b> – days of the week  <b>Computing</b> – using spreadsheet as calculator  <b>Science</b> – measuring plants  <b>P.E.</b> – measuring throws and jumps</p>	<p><b>Computing</b> – creating and using graphs  <b>Science/DT</b> – measuring healthy ingredients in cookery  <b>History</b> – Aztec patterns  <b>P.E.</b> – measuring throws and jumps</p>
<p><b>R.E</b></p>	<p>How do festivals and worship show what matters to Muslims?  What are the deeper meanings of religious festivals?</p>	<p>Where, how and why do people worship/How and why do people try to make the world a better place  (alternating each year to coincide with Faith Tour)  Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>How is faith expressed in Sikh communities and traditions?  How do festivals and family life show what matters to Jewish people?</p>
<p>Intent</p>	<p>To identify and describe core Muslim beliefs  To make links between Muslim stories, teachings and how Muslim people live.  To describe how Muslim people show their beliefs  To identify similarities and differences between the Muslim and other religions  To consider, explain and give reasons how their own beliefs are effected by their studies</p>	<p>To identify, describe and compare how people show their beliefs and how they worship  To make links between beliefs and practices studied  To consider, explain and give reasons how their own beliefs are effected by their studied  To make simple links between stores, teachings and concepts studied and how Christians live  To identify modern inspirational people and understand how they have a positive influence on our lives.</p>	<p>To identify and describe core Sikh/Jewish beliefs  To make links between Sikh/Jewish stories, teachings and how Sikh/Jewish people live.  To describe how Sikh/Jewish people show their beliefs  To identify similarities and differences between the Sikh/Jewish and other religions  To consider, explain and give reasons how their own beliefs are effected by their studies</p>

Computing	Purple Mash unit 3.1 Coding 3.2 Online Safety 3.3 Spreadsheets	3.4 Touch Typing 3.5 Email 3.6 Branching Databases	3.7 Simulations 3.8 Graphing
Intent	Children will learn to code including simulating a physical system, “repeat” and “if” functions, and debugging. Children will learn to keep passwords safe. Is everything on the internet true? – Fake news (Digital Literacy) Use simple search technologies and recognise that some sources are more reliable than others. To create pie charts and bar graphs. Use the tools “more than”, “less than”, “equals”. Introduce coordinates.	Children will learn to: -improve typing speed and skill. -Open and respond to email. Emailing safely. Adding an attachment. -Sort objects using Yes/No questions. -Complete and create own databases using 2Question.	Children will learn: -To explore a simulation. -Test predictions. -Analyze and evaluate a simulation – is it fit for purpose? - To enter data into a graph and answer questions. -To solve an investigation and present the results in graphic form.
E-safety throughout the year	Understand the difference between the World Wide Web and the Internet Knows that what they say online is the same as saying it face to face Can state what they are agreeing to in the Acceptable Use Agreement (as in the Home School Agreement/Online Safety Policy) Distinguish between acceptable and unacceptable behavior online Know that passwords must be kept private Know that information given online can be accessed by lots of people		
Intent	We want our children to become good online “citizens”, mindful of what it means to have good relationships with others and know what to do when others don’t follow this principle. The children should know the details of these rules and their own part in ensuring the safety of themselves and others.		
Science	Electricity Light	Rocks and Soils Plants – Roots and Shoots!	Animals including Humans Healthy Eating
Intent	How is electricity produced? What are the different forms of energy? What is the impact of producing electricity? Where does light come from? What is reflection and how can it help us? How will we produced electricity in a more sustainable way? Use straightforward scientific evidence to answer questions or to support his/her findings. Ask relevant questions	What are the different types of rock and how are they formed? How does soil differ from area to area and what are it’s properties? To look at what plants need, how they grow and what each part is responsible for. Set up simple scientific enquiries, comparative and fair tests Make systematic and careful observations	To learn about the human bones in the skeleton. To look at the make up of other animals bodies and how they differ. To understand why we and other living things need to eat and how our bodies change after eating. Identify differences, similarities or changes related to simple scientific ideas and processes
History	WWII	Stone Age to Iron Age	Aztecs
Intent	What were the antecedants of WWII? How did it impact on the life of ordinary people? How did it affect where we live? What values were at stake? Why and how did Britain face it’s “Darkest Hour?”	What are the characteristics of the Stone Age and how did it become the Iron Age? How did people live?	Who were the Aztecs and why are they not still a civilisation? What did they give us?

Geography	Where is Europe?	Local Study: Where is Aspley Guise in the world?	<b>Mexico</b>
Intent	To understand where Europe is in relation to Britain, both geographically and also at a simple political level. What differences are there between the countries that make up Europe such as climate, terrain, culture? What countries make up Europe? How has Europe changed politically since WWII?	To understand the geographical features of in Aspley Guise  To consider ways in which the local environment could be improved environmentally and for the people who live and work there.	Where is Mexico? How is it different to where we live? What special features does it have? Locate other countries in the world
Music (Using Charanga Music School)	Charanga Musical School LET YOUR SPIRIT FLY.	<b>RECORDERS</b> Introducing the initial notes gradually B, A and G.  Playing with backing tracks, piano accompaniments and in parts.	<b>RECORDERS</b> Focusing on whole class continuing to learn the recorder. Getting confident with the initial notes. Reading from the musical stave and adding C and E notes.  <b>BRINGING US TOGETHER:</b> a disco song about friendship, peace, hope and unity.
Intent	The children will understand what makes a song R and B in style. They will practice it, then perform it as a 2 part duet, as well as playing an accompaniment to go with it. They will find beats/pulse to go with music. Listen with direction to a range of high quality music Find the pulse within the context of different songs/music with ease Play and perform in solo or ensemble contexts with confidence	. All of Year 3 children to start to learn to play the recorder. To know how to hold the recorder and learn the initial notes (B A G) with the correct fingerings. Develop an understanding of formal, written notation which includes crotchets and rests Children to learn about pitch and tempo in their recorder playing.	To be able to play the initial notes of B, A and G confidently on the recorder. To play C and E notes. To read these notes from the music stave and understand simple musical rhythmic notation. Play and perform in solo or ensemble contexts with confidence Children will learn what is needed to make disco style music. Children will know how dynamics, sound colour and expression are important in the music they are playing.
Art and Design	Lowry To look at the work of an artist and how they develop their ideas and where they take their inspiration from.	Cave Paintings How people communicated in the past.	Aztec Patterns Looking at geometric shapes and colours. Aztec printing  <b>Self portraits by Frida Kahlo</b>
Intent	Introducing sketching onto a prepared background and watercolour as a medium. To look at the work of an artist and how they develop their ideas and where they take their inspiration from	What natural materials can be used to make a substance to mark make with.  To be able to experiment with natural materials to complete a piece of work.	To explore the idea of repeating patterns. To understand the artistic style of Frida Kahlo

Design Technology	Design a torch	Create moving flower and 3D flower pot	Mexican cookery including salsa, tortilla, nachoes,
Intent	Looking at a product for a specific Intent. To use experience of making a circuit with a switch to create a torch.  To be able to safely measure, mark out, cut, assemble and join with some accuracy. To be able to make sensible choices from a wide range of tools and plan when to use them. To be able to make a circuit To investigate and analyse existing product and their own considering factors.	To make something move with the power of pneumatics. Use 2Design and Make on Purple Mash to design To understand how mechanical systems, create movement To use knowledge of existing products to design their own functional product To create design using annotated sketches, cross sectional drawings and make a 3d pot.	To be able to name foods from all food groups To understand food has to be farmed, grown, caught in Europe and the wider world. To be able to safely prepare and cook a variety of foods pare and cook a verietiy of foods
P.S.H.E (Personal, Social, Health and Economics)	New Beginnings & Growth Mindset  Getting on and Falling Out	Going for Goals  Good to be Me	Relationships  Changes
Intent	To be able to share their own considered point of view To listen to others opinions To be able to offer solutions when there are disagreements To be able to recognise the challenges parents have	To be able to set realistic goals based on experience To know how to achieve them. To recognise what makes them special To celebrate differences between each other  To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability..	To know who we have relationships with and who is important to us  To know that we grow up and things change, To know that as we get older, we get better at doing things we once struggled with.
SRE intent within P.H.S.E	To understand the bullying/cyberbullying and how it affects others	SRE To be able to demonstrate simple decision-making strategies. To be able to be assertive	To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability. To understand the bullying/cyberbullying and how it affects others. To understand how they and others are growing and changing
P.E.	Netball & Tag Rugby Christmas Play practice & Gymnastics	Dance & Hockey Athletics – running, throwing, jumping & Gymnastics	Swimming & Cricket Athletics and Gymnastics
Intent	Begin to influence events in attack/defend games To copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination Improvise freely on my own and with a partner Translate ideas from a variety of stimuli into movement To articulate a change in heart rate, temperature and breathing rate	To control and move with a ball To apply compositional ideas to sequences alone and with others To compare, develop and adapt movement and motifs to create longer dances. To use dance vocabulary to compare and improve my work To run at a speed appropriate to the distance run To take running jumps To articulate the principles of working safely	To accurately pass to someone else To describe their own and others work noting similarities and differences and make suggestions for improvements To demonstrate a range of throwing actions using a variety of objects To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively

			Perform safe self-rescue in different water-based situations To articulate changes in the body and give reasons why PE is good for health.
French	Commands, greetings, numbers to 10 Classroom objects, colours, Nativity play	Foods, days of the week, more commands	Rhymes & recap
Intent	To foster the enjoyment of learning a new language. To be able to repeat words and phrases.	To learn about the culture of French people and how they live their lives.	To be able to have a simple conversation with another person in French.

Turquoise highlighting indicates opportunities in the curriculum taken to reinforce diversity, respect and the desire for equality across all communities