



Moorgate Primary School



Year 3 INTENT

Overview 2020/2021

Class Teacher: Phillip Mansfield

Date Completed: July 2020



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Year 3 Yearly Overview – Teacher: Phillip Mansfield



Year 3 Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	Healthy Me	Dungeons and Dragons	Bolton: Now and Then	Long Ago in Egypt	Green Fingers
Wow Factor	Fruit Tasting Party Visit from Oral Health	Dragon Egg outside	A Bolton Walk: A Victorian building hunt. Visit to Lowry Museum Salford	Bolton Museum Egyptian Experience	Visit to a garden centre Sunflower growing competition
English	George's Marvellous Medicine <i>Roald Dahl</i> The True Story of the 3 Little Pigs <i>Jon Scieszka</i> Hey, Little Ant <i>Phillip and Hannah Hoose</i>	How to Train Your Dragon <i>Cressida Cowell</i> The Boy Who Grew Dragons <i>Andy Shepherd</i> Pandora's box <i>Hesiod</i> Meet the Ancient Greeks <i>James Davies</i>	Arthur and the Golden Rope <i>Joe Todd Standen</i> Billy and Minpins <i>Roald Dahl</i> <i>Victorians:</i> <i>Fair's Fair</i> <i>Leon Garfield</i> Reel History: Working life in Bolton cotton mills	The Scarab's Secret <i>Nick Would</i> The Time-travelling Cat and the Egyptian Goddess <i>Julia Jarman</i> Egypt Magnified <i>David Long</i> Tadeo Jones <i>(Literacy Shed)</i>	<i>Toby Alone</i> <i>Timothee de Fombelle</i> Jim and the Beanstalk <i>Raymond Briggs</i> Jack and the Baked Beanstalk <i>Colin Stimpson</i> I am the Seed that Grew the Tree <i>Fiona Waters</i>
	Instructions Persuasive writing Recipes Letters Stories with persuasive themes	Myths and Legends Narrative Writing Character emotions 1st person retelling Non Chronological report Poetry Information Text Diary Entry Informal Letter	Diary Entry Recount Concrete poetry, carving chosen words for feelings/ performance poetry Adventure Stories	Character, plot and setting. Information Texts Non-Chronological reports Setting description Diary writing	Information texts Traditional Stories Instructions Poetry – Shape poems



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Maths	Place Value Number: Addition and Subtraction	Number: Multiplication and division	Number: Multiplication and division Measure: Money Statistics	Measurement: Length and perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
Science	Animals including humans	Rocks	Forces and Magnets	Light	Plants	
Geography	Locate world's countries using a map	Locating countries – globe work (Greece)	Satellite images – changes in settlement and land use	Mountains Map Skills		
History		Ancient Greece: Influence on Western World	Bolton Local History Study: Introduction to the Cotton Trade Victorians	Ancient Egypt	Early Islamic civilization	
D&T	Making Smoothies	Baking dragon biscuits		Design an Egyptian water carrying system		
Art	Drawing fruit bowls	Greek Urns	L.S. Lowry		Van Gogh Flowers	
RE	Creation	People of God	Jewish festivals Jesus' world	Make the world a better place	Muslim festivals	
PE	Games	Games	Gymnastics/Dance	Games: Outdoor and Adventure	Games: Athletics	
Computing	Digital Citizenship/Online Safety	Digital Literacy	Computer Science	Information Technology	Greater Depth Project Digital Literacy/Computer Science/STEM	
PSHCE	Families and Friendships Safe relationships	Respecting ourselves and others Belonging to a community	Media Literacy and Digital resilience Money and Work	Physical health and Mental wellbeing Growing and Changing	Keeping Safe	



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Music	Healthy Me	Dungeons and Dragons	Bolton: Then and Now	Long Ago in Egypt	Green Fingers
	Baroque Era (1600-1750)				
MFL	Listen and Explore	Engage in Conversations	Develop Pronunciation	Read and Broaden Vocabulary	Understand Basic Grammar and Write Phrases



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	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<u>Healthy Me</u>	<u>Dungeons and Dragons</u>	<u>Bolton: Now and Then</u>	<u>Long Ago in Egypt</u>	<u>Green Fingers</u>
Enquiry Question	How can you live a healthy lifestyle?	What would the world be like if myths were real?	What would Bolton have been like when your grandparents were your age?	What did the Egyptian's ever do for us?	Why can a cactus survive in a desert, when a Dandelion cannot?
Wow Factor	Fruit Tasting Party Visit from Oral Health	Dragon Egg outside	A Bolton Walk: A Victorian building hunt. Visit to Lowry Museum Salford	Bolton Museum Egyptian Experience	Visit to a garden centre Sunflower growing competition – who can grow the tallest sun flower?
English	<u>See English Intent Subject Overview</u>				
	George's Marvellous Medicine <i>Roald Dahl</i> The True Story of the 3 Little Pigs <i>Jon Scieszka</i> Hey, Little Ant <i>Phillip and Hannah Hoose</i>	How to Train Your Dragon <i>Cressida Cowell</i> The Boy Who Grew Dragons <i>Andy Shepherd</i> Pandora's box <i>Hesiod</i> Meet the Ancient Greeks <i>James Davies</i>	Arthur and the Golden Rope <i>Joe Todd Standen</i> Billy and Minpins <i>Roald Dahl</i> <i>Victorians:</i> <i>Fair's Fair</i> <i>Leon Garfield</i> Reel History: Working life in Bolton cotton mills https://www.bbc.co.uk/news/av/uk-england-manchester-13561630/reel-history-working-life-in-bolton-cotton-mills	The Scarab's Secret <i>Nick Would</i> The Time-travelling Cat and the Egyptian Goddess <i>Julia Jarman</i> Egypt Magnified <i>David Long</i> Tadeo Jones <i>(Literacy Shed)</i>	<i>Toby Alone</i> <i>Timothee de Fombelle</i> Jim and the Beanstalk <i>Raymond Briggs</i> Jack and the Baked Beanstalk <i>Colin Stimpson</i> I am the Seed that Grew the Tree <i>Fiona Waters</i>



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	<p>Instructions Persuasive writing Recipes Letters Stories with persuasive themes</p>	<p>Myths and Legends Narrative Writing Character emotions 1st person retelling Non Chronological report Poetry Information Text Diary Entry Informal Letter</p>	<p>Diary Entry Recount Concrete poetry, carving chosen words for feelings/ performance poetry Adventure Stories</p>	<p>Character, plot and setting. Information Texts Non-Chronological reports Setting description Diary writing</p>	<p>Information texts Traditional Stories Instructions Poetry – Shape poems</p>	
Maths	<u>See Maths Intent Subject Overview</u>					
	<p>Place Value Number: Addition and Subtraction</p>	<p>Number: Multiplication and division</p>	<p>Number: Multiplication and division Measure: Money Statistics</p>	<p>Measurement: Length and perimeter Number: Fractions</p>	<p>Number: Fractions Measurement: Time</p>	<p>Geometry: Properties of Shape Measurement: Mass and Capacity</p>
Science	<u>Animals including humans</u>	<u>Rocks</u>	<u>Forces and Magnets</u>	<u>Light</u>	<u>Plants</u>	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 	<ul style="list-style-type: none"> Recognise that they need 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 their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object 	<ul style="list-style-type: none"> 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 Investigate the way in which water is transported within plants 	



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			<ul style="list-style-type: none"> • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> • Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Geography	<u>Locate world's countries using a map</u>	<u>Locating countries – globe work (Greece)</u>	<u>Satellite images – changes in settlement and land use</u>	<u>Mountains Map Skills</u>	
	<ul style="list-style-type: none"> • Name and locate countries and cities in UK • Geographical regions and physical characteristics (hills, rivers and coasts) • Identify: <ul style="list-style-type: none"> - Equator - hemispheres 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Compare region of UK to a region in: <ul style="list-style-type: none"> - Europe (Greece) 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, and mountains. 	
History		<u>Ancient Greece: Influence on Western World</u>	<u>Bolton Local History Study: Introduction to the Cotton Trade Victorians</u>	<u>Ancient Egypt</u>	<u>Early Islamic civilization</u>
		<ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • A local history study 	<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history



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Art	<u>Drawing fruit bowls</u>	<u>Greek Urns</u>	<u>L.S. Lowry</u>	<u>Van Gogh Flowers</u>
	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	<ul style="list-style-type: none"> To learn about great artists, architects and designers in history. 	<ul style="list-style-type: none"> To learn about great artists, architects and designers in history.
DT	<u>Making Smoothies</u>	<u>Baking dragon biscuits</u>	<u>Design an Egyptian water carrying system</u>	
	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Investigate and analyse a range of existing products 	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including 	



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	<ul style="list-style-type: none"> • Select from and use a wider range of materials and components, ingredients, according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 		<ul style="list-style-type: none"> • construction materials, textiles, according to their functional properties and aesthetic qualities • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
RE	<u>Creation</u>	<u>People of God</u>	<u>Jewish festivals</u> <u>Jesus' world</u>	<u>Make the world a better place</u>	<u>Muslim festivals</u>
	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) 	<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating 	<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. 	<ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and Ibadan (e.g. how God is worth worshiping; how Muslims submit to God) • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship



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	<ul style="list-style-type: none"> • Describe how and why Christians might pray to God, say sorry and ask for forgiveness. • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 		<p>forgiveness, salvation and freedom at festivals)</p> <ul style="list-style-type: none"> • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. <hr/> <ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Suggest ideas and then find out about what Jesus' actions 	<p>individuals and organisations)</p> <ul style="list-style-type: none"> • Identify some differences in how people put their beliefs into action • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views 	<p>(e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas
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			<p>towards outcasts mean for a Christian</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 		
PE	<u>Games</u>	<u>Games</u>	<u>Gymnastics/Dance</u>	<u>Games: Outdoor and Adventure</u>	<u>Games: Athletics</u>
	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns • Develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team 	<ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Develop flexibility, strength, technique, control and balance
Computing	<u>Digital Citizenship/Online Safety</u>	<u>Digital Literacy</u>	<u>Computer Science</u>	<u>Information Technology</u>	<u>Greater Depth Project Digital Literacy/Computer Science/STEM</u>
	<ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide 	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 	<ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; 	<ul style="list-style-type: none"> • Possible Project: • Keep fit video • Animation, Stop motion animation



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	<p>web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	
PSHCE	<p><u>Families and Friendships</u> <u>Safe relationships</u></p>	<p><u>Respecting ourselves and others</u> <u>Belonging to a community</u></p>	<p><u>Media Literacy and Digital resilience</u> <u>Money and Work</u></p>	<p><u>Physical health and Mental wellbeing</u> <u>Growing and Changing</u></p>	<p><u>Keeping Safe</u></p>
	<p>Children will learn:</p> <ul style="list-style-type: none"> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 	<p>Children will learn:</p> <ul style="list-style-type: none"> • To recognise respectful behaviours e.g. helping or including others, being responsible • How to model respectful behaviour in different situations e.g. at home, at school, online 	<p>Children will learn:</p> <ul style="list-style-type: none"> • How the internet can be used positively for leisure, for school and for work • To recognise that images and information online can be altered or adapted and the reasons for why this happens 	<p>Children will learn:</p> <ul style="list-style-type: none"> • About the choices that people make in daily life that could affect their health • To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • What can help people to make healthy choices and 	<p>Children will learn:</p> <ul style="list-style-type: none"> • How to identify typical hazards at home and in school • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen



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	<ul style="list-style-type: none"> • That being part of a family provides support, stability and love • About the positive aspects of being part of a family, such as spending time together and caring for each other • About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone upset or worried • What to do and whom to tell if family relationships are making them feel unhappy or unsafe • What is appropriate to share with friends, classmates, family and wider social groups including online • About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 	<ul style="list-style-type: none"> • The importance of self-respect and their right to be treated respectfully by others • What it means to treat others, and be treated, politely • The ways in which people show respect and courtesy in different cultures and in wider society • The reasons for rules and laws in wider society • The importance of abiding by the law and what might happen if rules and laws are broken • What human rights are and how they protect people • To identify basic examples of human rights including the rights of children • About how they have rights and also responsibilities • That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<ul style="list-style-type: none"> • Strategies to recognise whether something they see online is true or accurate • To evaluate whether a game is suitable to play or a website is appropriate for their age-group • To make safe, reliable choices from search results • How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication • About jobs that people may have from different sectors e.g. teachers, business people, charity work • That people can have more than one job at once or over their lifetime • About common myths and gender stereotypes related to work • To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • About some of the skills needed to do a job, such as teamwork and decision-making • To recognise their interests, skills and achievements and 	<ul style="list-style-type: none"> • what might negatively influence them • About habits and that sometimes they can be maintained, changed or stopped • The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • That regular exercise such as walking or cycling has positive benefits for their mental and physical health • About the things that affect feelings both positively and negatively • Strategies to identify and talk about their feelings • About some of the different ways people express feelings e.g. words, actions, body language • To recognise how feelings can change overtime and become more or less powerful • That everyone is an individual and has unique and valuable contributions to make 	<ul style="list-style-type: none"> • About fire safety at home including the need for smoke alarms • The importance of following safety rules from parents and other adults • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
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	<ul style="list-style-type: none"> • That bullying and hurtful behaviour is unacceptable in any situation • About the effects and consequences of bullying for the people involved • About bullying online, and the similarities and differences to face-to-face bullying • What to do and whom to tell if they see or experience bullying or hurtful behaviour 		<p>how these might link to future jobs</p> <ul style="list-style-type: none"> • How to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> • To recognise how strengths and interests form part of a person’s identity • How to identify their own personal strengths and interests and what they’re proud of (in school, out of school) • To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
Music	<u>Healthy Me</u>	<u>Dungeons and Dragons</u>	<u>Bolton: Then and Now</u>	<u>Long Ago in Egypt</u>	<u>Green Fingers</u>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music: The Baroque Era 					



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MFL	<u>Listen and Explore</u>	<u>Engage in Conversations</u>	<u>Develop Pronunciation</u>	<u>Read and Broaden Vocabulary</u>	<u>Understand Basic Grammar and Write Phrases</u>
	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. 	<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing.