



St. Josephs Curriculum Overview (Cycle B) Year 3: Autumn 1



Autumn One Theme – Great Britons

Throughout this half term we will be looking back at some British high - fliers and achievers in the field of science. This will include learning about Alan Turing, Ada Lovelace and Rosalind Franklin.

Learning Challenge Questions:

Which Britons have changed history?

What did they contribute to society?

How has their contribution changed the world today?

What would the world be like without their discoveries?

Core Subjects

<u>READING</u>	<u>WRITING</u>	<u>COMPUTING</u>
<p>Across the half term we will be reading a range of fiction and non-fiction texts both for pleasure and study.</p> <ul style="list-style-type: none"> Identify the main events from a story in sequence by saying what happened at each stage Orally retell stories including all main events in sequence. Prepare poems to read aloud by text marking, colour coding and annotating to support rehearsal and performance. Choose favourite words and phrases from a range of texts. Identify unfamiliar words and discuss possible meanings. Use the first two letters to locate words in a dictionary. Use expression when reading aloud. Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark. Discuss their understanding of the text using tentative language. Raise own questions during the reading process to deepen understanding. Draw inferences around characters actions. Make predictions based on details stated. 	<p>This half term we will be using the following texts to help inspire our own writing: How Lighthouses Work to write our own information text, Leon and the Place Between to write our own fantasy story and Old Possum's Book of Practical Cats based on TS Eliot's poems.</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Create complex sentences using a range of conjunctions. Use a comma to separate clauses. Use prepositions in sentences. Use adverbs in sentences. Identify speech within a text. Use a range of methods to plan written work. Develop characters in stories. Improve and edit a paragraph. Check my own work for errors. Form and use the basic handwriting joins. Write legibly. 	<p>This half term we will be developing our programming skills by making animations using the SCRATCH software. We will be following the DARES approach which stands for Design, Apply, Refine, Evaluate, Share.</p> <ul style="list-style-type: none"> Create algorithms. Decompose projects into steps to create and algorithm. Understand abstraction is focusing on important information. Design a program. Create a program using a design. Create a sequence of code.
<p style="text-align: center;">Key Vocabulary</p> <p>Vocabulary, infer, inference, predict, explain, retrieve, summarise, discuss, pleasure</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Conjunction, adverb, clause, main clause, subordinate clause, inverted commas (speech marks), prepositions, complex sentences, comma, paragraph</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Algorithm, code, decompose, sequence, debug, design, pattern, repetition, abstraction,</p>
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Listening to me read for at least 20 minutes every night. Reading books to me. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Encourage me to write my own stories based on ones I've already read. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Use the BBC Bitesize website to find out more about algorithms.

<ul style="list-style-type: none"> • Talking about the books we are reading. • Joining the library so I can have access to even more books. • Talking to me about the books I like. • Helping me complete the reading scrapbook when it is sent home. • Completing AR quizzes at home. 	<ul style="list-style-type: none"> • When writing notes/ cards etc encourage me to form my letters correctly. • When reading talk about the plot of stories (beginning, middle, end – what problem did the characters overcome? How did the story end?). • Talk about the language used in the stories I read – encourage me to use these words where appropriate in my own writing. 	<ul style="list-style-type: none"> • Using apps on my iPad such as SCRATCH and Purple Mash to create my own algorithms. • Discuss some of the many areas of life where programming is vital – traffic light signals, satnav, search patterns on Netflix and Amazon.
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we will be building on our place value knowledge from Year 2. This will then enable us to begin to learn how to add and subtract using standard column methods.</p> <ul style="list-style-type: none"> • Read and write numbers up to 1000 in numerals and in words • Identify, represent and estimate numbers using different representations • Recognise the place value of each digit in a three-digit number • <i>Partition numbers in different ways</i> • Compare and order numbers up to 1000 • Find 1, 10 or 100 more or less than a given number • <i>Choose an appropriate strategy to solve a calculation based upon the numbers involved.</i> • <i>Select a mental strategy appropriate for the numbers involved in the calculation.</i> • <i>Understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context.</i> • <i>Recall/use addition/subtraction facts for 100 (multiples of 5 and 10)</i> • <i>Derive and use addition and subtraction facts for 100</i> • <i>Derive and use addition and subtraction facts for multiples of 100 totalling 1000</i> • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds • Add and subtract numbers with up to three 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 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In science this half term we will be learning about electricity, it's uses as well as it dangers. We will also be learning about creating circuits and applying the knowledge to our DT work.</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Observe changes in circuits according to materials used to conduct, number of cells used. • Sort materials into conductors and non-conductors. • Conduct simple investigations and make predictions about results. • Record findings from simple investigations using scientific vocabulary. • Use results from investigations to consider if predictions were accurate. 	<p style="text-align: center;"><u>RE</u></p> <p>In our homes topic we learn about how God is present in every home and we can experience God's love both in the good times and the bad times.</p> <p>In our promises topic we learn about the promises made at Baptism and how people respond to God's call and are welcomed into the church. In our other religions work we learn about places of worship for Sikhs</p> <ul style="list-style-type: none"> • Ask and respond to questions about what makes a house a home. • Retell the advice offer by St. Paul about living as a family. • Describe ways in which Christians live as people of God. • Make links between scripture and the belief that God can make a difference in everyday lives. • Ask and respond to questions about promises. • Make links between actions and promises. • Retell the story of Jesus' Baptism. • Describe the actions and symbols used at Baptism. • Give reasons for these symbols and actions. • Give reasons for the promises made and how Christians live as followers of the light of Christ. • Discover how Sikhs welcome people to the gurdwara. • Discover what a langar is and why it is important to Sikhs. • Show respect for special places of worship for Sikhs such as the Golden Temple at Amritsar.
<p style="text-align: center;">Key Vocabulary</p> <p>Ones, tens, hundreds, thousand, zero, partition, place value, worth, compare, order, greater than, less than, more, less, digit, add, total, plus, sum, altogether, difference, subtract, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts</p>	<p style="text-align: center;">Key Vocabulary</p> <p>cell (battery), wire, bulb, bulb holder, buzzer, motor, switch (open/closed), circuit, electrical conductor, electrical insulator, connection, component, break, devices, appliances, mains electricity, safety</p>	<p style="text-align: center;">Key Vocabulary</p> <p>home, love, family, difference, respect, joys, sorrows, community, rules, promise, actions, anointing, symbols, rite, Sacrament, commitment, faith, welcome, church ceremonies, Chrism, Trinity, Welcome, khanda Langar, karad prasad Amritsar</p>
<p style="text-align: center;">Help me at Home by:</p>	<p style="text-align: center;">Help me at Home by:</p>	<p style="text-align: center;">Help me at Home by:</p>

<ul style="list-style-type: none"> Counting in 100's starting from different points i.e. 345, 445, 545. Put a set of 3 digit numbers in order from smallest to largest or largest to smallest. Ask your child what is 1, 10 or 100 more or less than an number ie what is 10 more than 392, what is 1 less than 200. Use the videos available on Seesaw to help practice column addition and subtraction. 	<ul style="list-style-type: none"> Find examples of how electricity is used in the home. Talk about different ways of generating electricity (solar, wind). Talk to me about being safe using electrical items at home. 	<p>Talk about how families can all be different. If your child is Baptised, have a look at their Baptism candle and certificate. Talk about the promises made a Baptism.</p>
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Foundation Subjects

<u>PHSE</u>	<u>HISTORY</u>	<u>DESIGN TECHNOLOGY</u>
<p>This half term we will be trying to answer the question – How can I be a good friend.</p> <ul style="list-style-type: none"> Understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded Learn how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>In history we will be learning about Great Britons who have made a significant contribution to life in our country and in deed the world.</p> <ul style="list-style-type: none"> Use specialist dates and terms, and place topics studied into different periods. Understanding <i>some</i> of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – achievement of mankind e.g. electricity. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may</i> exist. 	<p>In design technology we will be applying our learning from our science lessons to create lighthouses.</p> <ul style="list-style-type: none"> Plan a sequence of actions to make a product. Think ahead about the order of work and the tools and materials required. Use tools with accuracy. Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques. Create a frame structure. Strengthen frames with diagonal struts. Make structures stable by giving them a wide base. Incorporate a circuit into a model. Use electrical systems such as switches, bulbs and buzzers.
<p>Key Vocabulary</p> <p>friendship, argument, dispute, resolve, reconcile, support</p>	<p>Key Vocabulary</p> <p>Social, society, culture, impact, achievements, primary source, primary evidence, events, Britain, British, national, significant,</p>	<p>Key Vocabulary</p> <p>Rigid, support, stiffen, sturdy, stable, strengthen, structure, join, accurate, circuit, bulb, wire, switch</p>
<p>Help me at Home by</p> <ul style="list-style-type: none"> Talk to me about my friends. Talk about what it means to be friends with someone. Discuss what healthy friendships should be like. 	<p>Help me at Home by</p> <ul style="list-style-type: none"> Talking to me about some of the significant British people I have learnt about. Read some of the Little People Big Dreams books about the individuals we have studied. Create a fact file about a different Great Briton and bring it in for our display. 	<p>Help me at Home by</p> <ul style="list-style-type: none"> Look for structures/buildings which have diagonal pieces to strengthen them (bridges, pylons, piers). Talk about the uses of electricity at home.
<u>PE</u>	<u>MUSIC</u>	<u>MFL</u>
<p>This half term sees us developing our indoor athletics skills. We will be focusing on: throwing, running and jumping.</p>	<p>Throughout this half term we will be looking to answer the question – How does music bring us close together? We will be listening to a</p>	<p>This half term we will learn about where France is and some of the major towns and cities. Then we will progress onto introducing ourselves and asking someone else's name as well as asking how</p>

<ul style="list-style-type: none"> • Perform the pull throwing action. • Explore different running techniques. • Perform the sling throw. • Develop jumping actions. • Select an appropriate running technique for distance. • Perform a push throw. • Perform a start in a sprint type race. • Throw for distance using three different throws. • Perform a hop, step and jump. • Pass a baton successfully in a race. • Perform 5 different jumps. • Perform in athletic type competitive events (run, jump and throw). • Evaluate own success. 	<p>range of styles of music from different eras and using them to influence our own compositions and performances.</p> <ul style="list-style-type: none"> . Find and keep a steady beat . Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests . Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC . Share thoughts and feelings about music. . Find the beat or groove of the music. . Identify some instruments you can hear playing. . Identify if it's a male or female voice. . Talk about the style of the songs . Sing as part of a choir. . Sing unit songs from memory and/or from notation. . Sing with awareness of following the beat. . Sing with attention to clear diction. . Sing expressively, with attention to the meaning of the words. . Sing in unison. . Understand and follow the leader or conductor. . Copy back simple melodic phrases using the voice. . Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. . Begin to use Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves. . Reading and respond to minims, crotchets, and quavers. . Identify: stave, treble clef, time signature. . Rehearse and learn to play a simple melodic instrumental part by ear or from notation. . Explore improvisation within a major scale. . Create a simple melody using crotchets and minims. . Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence. 	<p>they are and responding ourselves. Finally we will learn numbers to 10 and some common colours.</p> <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. • 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. • 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. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • 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.
<p style="text-align: center;">Key Vocabulary</p> <p>Push throw, pull throw, sling throw, sprint, baton, hop, step, jump, discus, javelin, shot put, pace, technique,</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Crotchet, minim, semibreve, quaver, semiquaver, stave, treble clef, time signature, major scale, pulse, beat, metre, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Un, deux, trois, quatre, cinq six, sept huit, neuf dix, rouge, bleu, blanc, orange, gris, noir, vert, violet, marron, jaune ca va, comment tu t'appelle, je m'appelle, comme ci comme ca, ca va mal, ca va bien,</p>
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Encourage me to be active at home. • Practicing my throwing skills using small balls or beans bags. • Practicing my running technique – using my arms properly. • Practicing my jumping technique – hop, step and jump. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Talk to me about the music I hear on radio, TV etc. • Listen to different styles of music (hip hop, classical, country). • Share your own musical preferences and why you like them. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Help your child to find out more about France – maybe try some French food. • Encourage your child to practice their new French phrases and words – maybe they could ask you how you are.
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p>A visit to Manchester Science and Industry Museum.</p>		