



St. Josephs Curriculum Overview, Year 3: Spring 1 2022



Spring One Theme – Lost in the Jungle/Marvin’s Magnets

In Geography, children explore biome/climate of tropical rainforests and where these are located in the world. Children consolidate word classes and develop figurative language to describe a setting and write a narrative of a journey through the jungle. This figurative language can then be used to write jungle themed poems.

In D&T, children design and create their own head dress for a carnival. In Science, Marvin the magician needs help with his magic show. His tricks work by using magnetism but he doesn't understand how magnets work. Children investigate magnetism and write an explanation for Marvin. In addition, children work scientifically to set up and record a fair test, examining magnet strength.

Learning Challenge Questions:

Do the areas of the world look the same?

What are the different areas of the world?

Why should we take care of the different biomes?

Can we make things move without touching them?

Core Subjects

READING

Across the half term we will be studying a range of fiction and non fiction texts as well as themed poetry.

- Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words.
- Read further exception words.
- Note unusual correspondence between spelling and sound and where these occur in the word.
- Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories.
- Read books that are structured in different ways.
- Perform poems/playscripts for audience (starting to use appropriate intonation, tone, volume and action)
- Recognise different forms of poetry
- Begin to discuss words and phrases that capture the reader's interest.

WRITING

This half term we will be writing stories about journey through the jungle as well as writing jungle poetry. We will then move onto writing like a scientist.

- Use a wider range of subordinating conjunctions (before, after, while, when, if, because, although).
- Express time, place and cause using conjunctions, adverbs and prepositions.
- Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration.
- Vary sentence openers for effect.
- Use similar writing to identify and understand vocabulary and language.
- Create settings.
- Discuss words and features of texts that capture the reader's interest.
- Recognise themes eg good over evil, magical devices
- Discuss and record ideas
- Draw on examples of writing when planning own work
- Use simple organisational devices.
- Organise paragraphs around a theme: use paragraphs/sections to help organise content.

SCIENCE

This half term we will be learning about magnets and how magnetic force acts at a distance.

Scientific Knowledge

- 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 repel and attract and predict whether magnets will repel or attract based on poles.
- Compare and group everyday materials depending on whether they are magnetic or not, and identify some magnetic materials.
- Describe magnets as having two poles.

Working Scientifically

- Ask relevant questions and suggest how to answer
- Develop different types of scientific enquiry
- Set up simple, practical enquiries
- Understand fair and comparative tests
- Use range of equipment to measure accurately eg data loggers
- Develop skills of systematic observation
- Gather, present & record data in a variety of ways
- Report findings orally and in writing using scientific language
- Use results to draw simple conclusions, make predictions and raise further questions

	<ul style="list-style-type: none"> · Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure. · Suggest changes to grammar and vocabulary · Proof-read work for spelling/punctuation errors · Assess others' and own writing, suggesting improvements. 	<ul style="list-style-type: none"> · Identify similarities and differences and changes related to scientific processes and ideas
<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>Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass</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. · 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. · Ensuring I'm completing Accelerated Reader quizzes at home on my iPad. 	<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. · 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. · Talk to me about and encourage me to use the word of the day where appropriate. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> · Investigate where magnets are used at home. · Look for different types of magnets around the home.
<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we learn how to multiply and divide larger 2 digit numbers that are out of the usual times table range. We will then</p>	<p style="text-align: center;"><u>RE</u></p> <p>RE this half term begins be learning about the Liturgical year. We think about the celebrations in our own lives and the major</p>	

<p>move onto learning about addition and subtraction of money and finally learn how to draw and interpret graphs.</p> <ul style="list-style-type: none"> 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 (and interpreting remainders), including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Continue to recognise and use the symbols for pounds (£) and pence (p) and understand that the decimal point separates pounds/pence Recognise that ten 10p coins equal £1 and that each coin is $\frac{1}{10}$ of £1 <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <ul style="list-style-type: none"> Solve problems involving money. Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	<p>celebrations in the Church. We then start to learn about the Eucharist and what happens during this part of the Mass.</p> <p><u>Journeys</u></p> <ul style="list-style-type: none"> To ask questions about what they and others wonder about how we help one another on the journey through the year. To make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days. To describe some how prayer leads to good actions. To use developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year <p>To make links between some scripture and what Christians believe</p> <p><u>Listening and Sharing</u></p> <ul style="list-style-type: none"> To ask questions about what they and others wonder about the joys and difficulties of listening and sharing. To use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist. To describe some ways in which Christians share the Good News of Jesus. To give reasons why Christians want to share God's love with others 	
<p style="text-align: center;">Key Vocabulary</p> <p>Multiply, divide, scale, pounds, pence, change, tally chart, pictogram, bar chart, data, table, information.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>calendar, seasons, liturgical, journey, ordinary time</p> <p>listening, sharing, Eucharist, Mass, gathering, Liturgy of the Word, Liturgy of the Eucharist, Holy Communion, Good News, ambo</p>	
<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Help me to learn my times tables off by heart. Encourage me to use TT Rockstars to increase my speed of answers. Allow me to pay for small amounts of shopping and check I'm being charged the correct amount and I've been given the correct change. 	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> Take me to Mass so I can see what happens and begin to join in with the responses and prayers. Talk to me about the different celebrations in the Church year. 	
<p>Foundation Subjects</p>		

<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will be trying to answer the question - What keeps us safe? The children will learn:</p> <ul style="list-style-type: none"> · To recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe · To help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers · That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable · To recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) · How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) · How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns · What to do in an emergency, including calling for help and speaking to the emergency services. 	<p style="text-align: center;"><u>DESIGN TECHNOLOGY</u></p> <p>In design technology we will learn how to design and create our own carnival headdress.</p> <ul style="list-style-type: none"> · Select from and use a wide range of tools, equipment, materials and components accurately. · Evaluate own ideas and designs against given design criteria a consider the views of others to improve their work. · Investigate a range of existing products that address real / relevant problems. · Communicate ideas using different strategies. · Use research to inform design. 	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>During our geography lessons we will explore tropical biomes and find out where they are located in the world.</p> <ul style="list-style-type: none"> · Begin to explain geographical similarities and differences (N/S America) · Name and locate the world's seven continents and five oceans · Locate some of the countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities · Begin to describe some key aspects of physical geography (climate zones, biomes & volcanoes) · Confidently use world maps, atlases and globes and begin to use digital mapping
<p style="text-align: center;">Key Vocabulary</p> <p>Safe, hazard, emergency, injury, accident, hygiene, medicines, allergies, protect</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Plan, evaluate, design, cut, join, accurate, feature symmetry, material</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Topography, hemisphere, longitude, latitude, Equator, biome, tropical rainforest, humidity, Northern, Southern, vegetation, canopy, flora, fauna, climate, weather.</p>
<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> · Remind why it's important to wear safety gear when riding my bike/scooter. · Encourage me too keep up with the Catch It, Kill It, Bin It message during the winter months to avoid the spread of illnesses. · Talk to me about what I should do if others are encouraging me to do something that isn't safe. 	<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> · Let me find out more about carnival masks. · Watch footage of a carnival together or maybe even visit one! · Help me to create a different mask of my own - maybe use recycled materials. 	<p style="text-align: center;">Help me at Home by</p> <ul style="list-style-type: none"> · Talk to me about where in the world the rainforests are. · Discuss with me why it is important that we protect the rainforest. · Watch a documentary about Rainforests together
<p style="text-align: center;"><u>PE</u></p> <p>In PE this half term we will be developing our invasion games skills through netball and creating our own dances.</p> <ul style="list-style-type: none"> · To perform dances using a range of movement patterns. · To use running, jumping, throwing and catching in isolation and in combination. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>In music we will be learning how to sing and play the The Carnival song.</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 	<p style="text-align: center;"><u>MFL</u></p> <p>French this half term sees us learning the names of instruments in French as well as reinforcing the masculine and feminine terms.</p> <ul style="list-style-type: none"> · Listen attentively to spoken language and show understanding by joining in and responding.

<ul style="list-style-type: none"> · To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. · To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · 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. · 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. · 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>Balance, base, control, leap, precision, travel, stretch, sequence.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Crotchet, minim, quaver, stave, treble clef, pulse, beat, rhythm, pitch, melody, tempo, dynamics, timbre, texture, structure</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Le, la les, la trompette, la batterie, la guitare, la flute à bec, la clarinette, la harpe, le piano, le triangle, le violon, les cymbales, Je joue (du, de la, des)</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Taking me to watch a netball or basketball game</p> <p style="text-align: center;">Playing invasion games together in the garden</p> <p style="text-align: center;">Watch sport together and talk about the principles of attacking and defending.</p>	<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"> · Encourage your child to practice their new French phrases and words. · Practicing my French by using the Language Angels games.
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p>Visit to Lancaster Butterfly House to experience a tropical climate and learn about animals from a tropical climate.</p>		