



# Topic Overview: Year 3 Spring 1



Year Group: 3

Our Topic is: Brazil

Term: Spring 1

## Literacy

### Stories in Imaginary Worlds:

Our text focus for this unit is:  
**Fantastic Mr Fox by Roald Dahl**

As part of this unit the children will:

- Develop their comprehension skills by asking and answering questions about the text
- Explore the characters in Fantastic Mr Fox and their importance using role play
- Make comparisons between the film version and the book
- Explore character descriptions and the story in depth
- Plan and discuss a story in the style of Fantastic Mr Fox
- Develop their understanding of how to punctuate dialogue and apply their understanding to their own story
- Use the past form of verbs including the past progressive
- Explore and use the past perfect form
- Draft their own story using their own planning
- Edit and proof read their work for mistakes

## Maths

### Multiplication and Division:

As part of this unit the children will be able to:

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

### Recounts:

Our focus for this unit is:

**The Lighthouse by Charlie Short and Ming Hsiung**

**The Present by Fabio Coala**

As part of this unit the children will:

- Draw inferences and make predictions based on what they have seen in the videos
- Use adverbs (and adverbials) to express manner
- Identify adverbs which express time, place and manner
- Identify the purpose of a recount and the steps needed to create a recount
- To create their own recount for the media they have been using
- Discuss the features and purpose of diaries
- Plan and write their own diary recount based on the media they have been using
- Edit and proof read their work for mistakes

### Poetry:

Our focus for this unit is:

**Over in the Jungle by Marianne Collins Berkes**

As part of this unit the children will:

- Use role play to perform the poem to develop their understanding
- To research rainforest animals they could use in their own poem using the internet
- Create their own rainforest poems in the style of *Over in the Jungle* using similar features and ensuring it is appropriate for their intended audience

### Measurement:

As part of this unit the children will be able to:

- Tell and write the time from an analogue clock, including using Roman numerals, 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute

Children will also have weekly opportunities to practice their times tables and mental maths skills using weekly tests to track their progress.

| History   | Geography   | DT / ART  | Science  |
|---|---|---|--|
| <p><b><u>Brazil:</u></b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the Amazon Rainforest</li> <li>• Identifying what daily life is like in Brazil</li> </ul>  | <p><b><u>Brazil:</u></b></p> <ul style="list-style-type: none"> <li>• Identifying the location of Brazil on the map</li> <li>• Locate the countries within South America and their relationship with Brazil</li> <li>• Identify the characteristics of the Amazon Rainforest</li> <li>• Identify the climate and weather conditions typical of Brazil</li> </ul>  | <ul style="list-style-type: none"> <li>• Explore the work of Henry Rousseau (rainforest animals and birds)</li> <li>• Explore the use of different mediums (pastels, paint, oils, pencil and crayon) to create a piece of artwork</li> <li>• To create a rainforest scene or animal using a choice of materials</li> <li>• To develop their understanding of Brazil carnivals and create a carnival mask</li> </ul> | <p><b><u>Forces &amp; Magnets:</u></b></p> <ul style="list-style-type: none"> <li>• To identify what a force is and what type of force is acting on an object to make the object move (pushes and pulls)</li> <li>• To investigate the effect of friction on a range of different surfaces</li> <li>• To sort magnetic and non-magnetic materials</li> <li>• Test the strength of a magnetic using a scientific investigation</li> <li>• Explore magnetic poles</li> <li>• Show their understanding by creating a magnetic game</li> </ul> |
| Computing   | RE  | PE  | PSHCE  |
| <p><b><u>We are Bug Fixers:</u></b></p> <ul style="list-style-type: none"> <li>• Debug programs that accomplish specific goals</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <p><b><u>Christianity:</u></b></p> <ul style="list-style-type: none"> <li>• Explain who founded Christianity and where it was founded</li> <li>• To explain the main beliefs of Christianity</li> <li>• Identify Christian special places and explain why they are special</li> <li>• Name and explain the main Christian festivals</li> <li>• Understand how the Bible is organised</li> <li>• Name and explain the key Christian symbols</li> </ul> | <p><b><u>Carnival Dancing:</u></b></p> <ul style="list-style-type: none"> <li>• To learn a selection of moves linked to Brazil carnival dancing</li> <li>• To create own sequences and routines using the taught moves</li> <li>• Create my own moves to incorporate into my routine</li> <li>• Work in collaboration with others</li> <li>• Evaluate my own and others performances</li> </ul>                     | <p><b><u>Getting on and Falling Out:</u></b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Seeing something from someone else's point of view</li> <li>• Working together</li> <li>• Managing feelings - anger</li> <li>• Resolving conflict</li> </ul> <p>This topic runs for the entire Spring Term (B1 and B2)</p>   |

| <b>Music</b>  | <b>MFL</b><br>(Target Language: French)   | <b>SMSC</b><br>(Social, Moral, Spiritual and Cultural Studies) | <b>Enriching the curriculum</b><br>(Visits, Visitors, Special Days)   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To listen to a range of Brazil carnival music</li> </ul> | <ul style="list-style-type: none"> <li>To be able to order and say the months of the year in French</li> <li>To be able to say how old they are in French and how old someone else is</li> <li>To develop their understanding of the French alphabet and the letter sounds</li> </ul> |  | <ul style="list-style-type: none"> <li>Remembrance Day - Children will swap with other classes to collaborate making poppy artwork</li> </ul> |