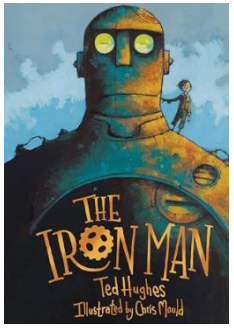
St Mary's Medium Term Planning

Year group: 3 **Term:** Autumn 2 **Topic:** Settlements and Land Use

Literacy	**Book: The Iron Man - Author: Ted Hughes**  **Character Description – The Iron Man.** **Immerse** • Exploring and making comparisons across the genre • Identifying different characters and their profiles • Summarising a characters experiences and feelings – hot seating • Explaining a characters physical external apperance, using evidence from the text **Skills** • Discussing writing within the same genre to learn structure, vocabulary and grammar • Building a range of varied vocabulary to support descriptions

- Creating pronouns to avoid repetition
- Using alliteration to describe features, using correct punctuation
- Creating and using similes to describe

Analyse

- Planning paragraphs around a theme
- Drafting and writing, organised around a theme
- Proof reading and editing against a checklist

Newspaper

Immerse

- Exploring a wide range of newspaper articles
- Discussing writing within the same genre to learn from structure, vocabulary and grammar
- Why are newspapers written?

Skills

- Identifying features of the genre
- Creating and using headlines and subheadings for further information
- The use of the 5W's
- Recognising and using pronouns for a subordinate clause
- Identifying and using direct and indirect speech
- Recognising the difference between past and present tense

Analyse

- Planning paragraphs around a theme

	• Drafting and writing, organised around a theme • Proof reading and editing against a checklist
Maths	**Graphs** •Collect, interpret and present data using charts and tables **Addition & Subtraction** Develop and use a range of mental calculation strategies • Illustrate and explain formal written methods – column method **Perimeter & Length** • Measure, draw and compare lengths • Add and subtract lengths • Calculate perimeter
Science	**Rocks** **Lesson 1:** **What are rocks?** • Earth's crust is made of rock. • The mantle below the crust is mostly molten rock. • Rocks are made of minerals. • There are three types of rock: sedimentary, igneous, and metamorphic. • Each type of rock is formed in a different way. Working scientifically • Make careful observations.

	• Record findings using simple scientific language, drawings, and labelled diagrams. **<u>Lesson 2:</u>** **What are different types of rock?** • There are three types of rock: sedimentary, igneous and metamorphic. • Each type of rock is formed in a different way. • Weathering is the breaking down of rocks by water, plant roots, or chemicals. • Erosion is the transport of those sediments away by ice, the wind, or water. • Some rocks are more durable (hard-wearing) than others. Working scientifically • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. **<u>Lesson 3:</u>** **What are some of the properties of different types of rock?** • Different rocks have different properties. • You can investigate the properties of different types of rock. Working scientifically • Use a range of equipment.

	• Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. **Lesson 4:** **How can we use different rocks?** • The properties of different rocks make them suitable for different uses. • You can research the uses of different types of rock. Working scientifically • Ask relevant questions and use different types of scientific enquiries to answer them. **Lesson 5:** **What are fossils and how are they formed?** • Fossils are the remains or trace of a plant or an animal from a long time ago. • Most fossils only occur in sedimentary rock, but some are found in other natural materials. • They can help us to find out about the organisms that lived in the past. • A palaeontologist searches for and investigates fossils. Working scientifically • Ask relevant questions and use different types of scientific enquiries to answer them. • Make careful observations.

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Lesson 6:

What is soil?

- Soil is made up of small bits or grains of rock.
- The small bits of rock combine with decaying organisms (mostly decaying plants).
- There are different types of soil.
- The type of soil depends on the type of rock from which it is formed.
- Different types of soil absorb different amounts of water.

Working scientifically

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw conclusions and make predictions.

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<tr><td>History/Geography</td><td>

Settlements and Land Use

What is the land like in the UK and how do we use it?

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<tr><td>Lesson 1

Where are mountains and hills in the UK?</td><td>• Raised land is known as hills or mountains.
• Mountains are taller and steeper than hills.
• There are hills and mountains in each country of the UK.
• Parts of the UK are more mountainous than others.</td></tr>
<tr><td>Lesson 2</td><td>• An ocean is a large body of water.
• A smaller ocean is called a sea.</td></tr>
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	Which seas and oceans surround the UK?	• The land at the coast is called the coastline. • The United Kingdom is an island. • Three seas and one ocean surround the United Kingdom. These are the North Sea, the Irish Sea, the English Chann Ocean.
	Lesson 3: ***Where are rivers located in the UK?***	• There are many rivers flowing through the UK. • A river has three different parts: the upper course, the middle course, and the lower course. • The longest river in the UK is the River Severn.
	Lesson 4 ***Where have people chosen to settle in the UK?***	• A settlement is where people have chosen to live. • Settlements can be in rural or urban areas. • Types of settlements are cities, towns, villages, and hamlets. • Cities are the largest settlements, and hamlets are the smallest.
	Lesson 5 ***What are the counties of the UK?***	• The council is responsible for looking after the local services for the people who live there. • There are many different counties in England, Scotland, Wales, and Northern Ireland. • Each county contains different cities, towns, villages, and hamlets within it.
	Lesson 6 ***How is land used in the UK?***	• The land in the United Kingdom is used for farming, building, leisure, and conservation. • The countryside is used mostly for farming and conservation. • Built-up land is land used mostly for building and leisure. • 84 per cent of the population live in a town or city in the UK.
Art/DT	<u>Art - Sculpture & 3D – Abstract Art</u> Lesson 1: Structural shapes To join 2D shapes to make 3D structures. Lesson 2: Constructing in 3D To join materials in different ways when working in 3D. Lesson 3: Seeing space To develop ideas for 3D artwork.	

	Lesson 4: Abstract sculpture To apply knowledge of sculpture when working in 3D. Lesson 5: Surface decoration To evaluate and improve an artwork.
Computing	**N/A**
PE	**Dodgeball** Physical: throw, catch, dodge, jump Social: respect, communication, collaboration Emotional: honesty, perseverance Thinking: comprehension, make decisions, select and apply skills **Gymnastics** Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills
RE	**Prophecy and Promise – Branch 2**

	Hear By the end of this unit of study, pupils will know: • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass. For Advent: • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). **Celebrate** By the end of this unit of study, pupils will know: • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel). **Believe** By the end of this unit of study, pupils will know that the Church teaches: • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy Spirit. **Live** By the end of this unit of study, pupils will know: • Some ways that Christians prepare for the coming of Christ during Advent. • Representations in art around the world, connecting to the prophecies of Christ's coming. **Prophecy and Promise – Branch 2**
RSE	**Year 3- Module 2- Unit 1- Session 1- Jesus My Friend** The unit is about The Prodigal Son. Linking to human dignity and how we must all show love and care in everyday relationships.
Computing	**Autumn 2 - Introduction to Purple Mash** This unit introduces children to Purple Mash, who are new to the software or as a refresher. Children will be familiar with logging into the platform, managing work and accessing 2Dos. **Touch typing** Children learn correct posture, finger positioning and typing techniques to develop speed and accuracy, while understanding how these skills support safe and effective computer use.
Immersive Events/Visits/ Dates for diary	• St Mary's showcase open afternoon - Friday 6th November at 2:15pm • Non-Uniform Day – Friday 20th November • St Mary's Christmas Fayre - Friday 4th December

	• Year 3 and 4 Nativity - Tuesday 15th December 10am • Christmas Dinner Day & KS2 Christmas Party Day – Thursday 17th December • Friday 18th December – Schools closes at 2pm for Christmas Holidays