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

Literacy	**Class Text:** The Iron Man by Ted Hughes **<u>Journey 1:</u> Writing a character description** • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured) **<u>Journey 2:</u> Writing a fictional narrative opening and build up** • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured) **<u>Journey 3:</u> Writing a Fictional Narrative** • Session 1 – **immerse** • Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story) • Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation) • Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing** • Session 9 – independent **write**, whole text in IWB • Session 10 – **edit** (structured)
Maths	**<u>Addition and Subtraction:</u>**

	• Add two numbers (no exchanging) • Subtract two numbers (no exchanging) • Add two numbers across ten • Add two numbers across a hundred • Add 2-digit and 3-digit numbers • Subtract a 2-digit number from a 3-digit number **Multiplication and Division (A):** • Multiplication- equal groups • Use arrays • Multiples of 2 • Multiples of 5 and 10 • Sharing and regrouping • Multiply by 3 • Divide by 3 • The 3 times tables • Multiply by 4 • Divide by 4 • The 4 times tables • Multiply by 8 • Divide by 8 • The 8 times tables • The 2,4,8 times tables.
Science	**States of Matter:** **Pupils should be taught to:** • compare, and group together different kinds of rocks based on their appearance and simple physical properties.

	• describe how fossils form and that soils are made from rocks and organic matter **In this unit children will work scientifically by:** • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw conclusions • Make careful observations. • Plan simple scientific enquiries • Use a range of equipment **Pupils will acquire the following scientific knowledge throughout this unit of work:** • what rocks are and how they can be classified as either sedimentary, igneous or metamorphic • the properties of different types of rocks – in particular, durability and permeability • how different rocks can be used and how those uses are based upon their properties • what fossils are and what they can tell us about the past • who Mary Anning was • the process of fossilisation and the different types of fossil • what soil is, what soil is made from and whether all soils are the same
History	**N/A This half term.**
Geography	**In this unit, pupils will know and understand** • There are hills and mountains in each country in the UK. • Some parts of the UK are more mountainous than others. • The UK is an island, surrounded by seas. Seas and oceans represent a body of water • Where the land meets the sea, it is called a coast. • Rivers change along the course. • Distinct features can be found along the course of a river and are shaped by different processes. • Settlements of different sizes can be found across the UK. • Some settlements are located in rural areas whilst others are located in urban areas. • There are lots of different counties or regions in England, Scotland, Wales, and Northern Ireland.

	• Each county has different sized settlements. • A council is responsible for looking after the local services for the people who live there. • The land in the UK is used for farming, building, leisure, and conservation. • The countryside is used mostly for farming and conservation. • Built up land is used mostly for buildings and leisure. **Fieldwork Opportunities** Children are to complete fieldwork to investigate their local area focusing on how land is used and the types of settlements within the area. Children should be reading OS maps of the local area and using maps to investigate types of settlements in the UK. Field sketches are to be used of key features within the local area e.g. river.
Art	**Drawing: Growing Artists** Pupils who are secure will be able to: To recognise how artists, use shape in drawing: Recognise and draw simple shapes in objects. Identify both organic and geometric shapes. Use shapes to form the basis of drawings. **To understand how to create tone in drawing by shading:** Recognise that tone refers to the light and dark areas of an object or artwork. Use the side of a pencil so that the lead is flat to the paper.

	Shade in one direction, with no gaps and straight edges. Blend from light to dark to create smooth tones. **<u>To understand how texture can be created and used to make art:</u>** Create different textures on paper by using a rubbing technique. Apply the technique of another artist. Change the tool or colour to alter how rubbing looks. Tear and shape my rubbings to create a final piece. **<u>To apply observational drawing skills to create detailed studies:</u>** Use simple shapes to sketch the form of an organic object. Add detail using careful observation. Add tone using shading skills. **<u>To explore composition and scale to create abstract drawings:</u>** Select an interesting composition. Draw in a large scale. Experiment with drawing skills and tools.

Design Technology	**N/A This half term.**
Computing	**iProgramme** **National Curriculum links** • Design, write, and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. • 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. **Success criteria** • The children program sprites to move on screen. • The children program sprites to move using coordinates. • The children program sprites to change costumes. • The children program sprites to move to music. • The children use the pen tool to draw shapes. • The children combine sound, motion, and images to create an animation about themselves.
PE	**Orienteering:** • To develop co-operation and teamwork skills. • To develop trust and teamwork. • To involve all team members to work towards a shared team goal. • To develop trust whilst listening to others and following instructions • To identify objects, draw and follow a simple map. • To draw a route using directions, orientate a map and navigate around a grid.
RE	**Prophecy and Promise:** **Understand** • Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.

	• Give a simple description of how Catholics celebrate the Mass. • Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. • Recognise how Joseph puts his trust in God when the angel appears. • Make links between the angel's message about Jesus and the words of the prophet Isaiah. • Recall that angels bring God's message in the gospels of St Matthew and St Luke. **Discern** • Talking, asking, and answering questions about their experiences of liturgies and the Mass. • Consider how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action. • Talking, asking, and answering questions about Joseph and Mary trusting in God. • Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians. **Respond** • Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels. • Reflecting on what Sunday Mass means for Christians
Spanish	**I Am Learning Spanish (Aprendo español)** By the end of the unit, pupils will have the knowledge and skills to be able to introduce themselves, say how they feel, and have a wider appreciation for the country/countries where Spanish is spoken. **Pupils who are secure will be able to:**

	• Find Spain on a map of the world. • Repeat all their personal details in Spanish and ask for the same information back without help. • Say numbers 1-10 clearly in Spanish and spell some of these numbers. • Say 10 key colours in Spanish and spell some of these colours
Music	N/A This half term.
RSE	We Don't Have to Be the Same. Respecting Our Bodies.
Immersive Events/Visits/Vistors etc	**N/A**