Year group: 3	**Term:** Autumn 2	**Topic:** UK land and settlements

Literacy	**Book talk** **Book:** The Iron Man **Author:** Ted Hughes • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what he/she reads independently by predicting what might happen from details stated. • Retrieve and record information from non-fiction. **Writing** **Writing Genre**: Character description Immerse • To understand character's perspectives. • To generate vocabulary that describes and specifies. • To group together related material. Analysis • To identify language and layout features of a character description. Skills • To develop ideas. • To use paragraphs to group related materials. • To use fronted adverbials to express place. • To spell words that start with the prefix mis-. Plan • To draft and write a character description featuring prepositions and expanded noun phrases.

	Write • To write a character description with developed ideas. • To write a character description using paragraphs to group ideas. • To write a character description using fronted adverbials to express place. • To write a character description with words that start with the prefix mis-. Edit and Review • To assess the effectiveness of our own and others' writing and suggest imporvements. **Writing Genre**: Science –fiction narrative Immerse • To generate topic specific vocabulary- setting • To generate topic specific vocabulary- characters Analysis • To identify layout and language features of a science fiction narrative. Skills • To write in the past progressive tense. • To use fronted adverbials to express time. • To use possessive approstophes accurately. • To apply spelling rules to using the suffix –ing. Plan • To draft and write in narratives, creating settings, characters and a plot. Write • To write the opening for a science-fiction narrative using fronted adverbials to express time. • To write the build-up for a science-fiction using possessive approstophes. • To write the problem for a science-fiction narrative in the past progressive tense. • To write the resolution for a science-fiction narrative using the suffix –ing. • To write the ending for a science-fiction narrative with consideration for the audience. Edit and Review • To assess the effectiveness of our own and others' writing and suggest imporvements. Assessed writing opportunity: Character description Creative writing opportunities: Remembrance Day letter of thanks to soldiers Creative writing opportunities: Diary entry

Maths	**Addition and Subtraction:** Children will learn: • To Add and subtract 1-digit and 3-digit numbers • To Add 3-digit numbers to multiples of ten • To subtract multiples of ten from 3-digit numbers • To Add or subtract multiples of 100 and 3-digit numbers • To Add or subtract 3-digit numbers • To consolidation and review • To applying rounding for estimating • To add two 3-digit numbers with regrouping • To subtract 3-digit numbers, regrouping tens to ones • To subtracting 3-digit numbers, regrouping hundreds to tens • To subtracting 3-digit numbers, regrouping in multiple columns • To complete addition and subtraction word problems • To complete word problems with tricky unknown values • To consolidation and review **Length and perimeter:** Children will know and understand: • To measure length to the nearest centimetre and millimetre • To measure and draw lines in mixed units (centimetres and millimetres) • To estimate length using comparisons • To calculate the perimeters of 2-D shapes in centimetres or millimetres • To calculate the perimeters of 2-D shapes in mixed units (centimetres and millimetres) • To measure and compare lengths in mixed units • To calculate the perimeters of 2-D shapes in mixed units (metres and centimetres • To apply problem-solving strategies in the context of length. Times tables focus: 5 and 3 times table Arithmetic focus: multiplication and division strategies
Science	**Rocks and fossils:** Pupils will know and understand: • 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. · • 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. • Different rocks have different properties. · • You can investigate the properties of different types of rock. • The properties of different rocks make them suitable for different uses. • You can research the uses of different types of rock. • 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. • 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:** • To use a range of equipment. • To make careful observations. • To record findings using simple scientific language, drawings, and labelled diagrams. • To ask relevant questions and use different types of scientific enquiries to answer them. • To record findings using simple scientific language, drawings, and labelled diagrams. • To use results to draw conclusions and make predictions. **<u>Pupils will learn:</u>** • To explain what rocks are. • To identify different types of rocks. • To investigate the properties of different types of rock. • To explain how we can use different rocks. • To explain what fossils are, and how they are formed. • To explain what soil is.
History	Remembrance Day: • Writing a letter of thanks to soldiers.

Geography	**UK Settlements and Land Use:** Children will know and understand: • 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. • An ocean is a large body of water. • A smaller ocean is called a sea. • 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 Channel, and the Atlantic Ocean. • 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 • 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. • 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. • 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. **Children will learn:** • To locate where mountains and hills are in the UK. • To locate seas and oceans surrounding the UK. • To locate where rivers are in the UK. • To find out where and why people have chosen to settle in the UK. • To locate and name countries of the UK. • To explain how land is used in the UK.
Art	**Christmas card craft** **Children will learn:** • To create handmade paper and use additives to create a background to water colour paint.

Design Technology	**<u>Cooking and nutrition: Eating seasonally</u>** Children will know and understand: **Design** • Create a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. **Make** • Know how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Follow the instructions within a recipe. **Evaluate** • Establish and use design criteria to help test and review dishes. • Describe the benefits of seasonal fruits and vegetables and the impact on the environment. Suggest points for improvement when making a seasonal tart. **Knowledge** • To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. **<u>Children will learn:</u>** • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food that has been brought into the country.
Computing	
PE	**<u>Dance</u>**

Children will know and understand:

- To create actions in response to a stimulus and move in unison with a partner.
- To create actions to move in contact with a partner or interact with a partner.
- To select and link appropriate actions and dynamics to show our dance idea.
- To remember, repeat and create actions to represent an idea.
- To share ideas of actions and dynamics to create a dance that shows a location.
- To use choreographing ideas to develop our dance.
- To use straight pathways and clear changes in direction in a line dance.
- To use canon and unison to make our line dance look interesting.
- To use formations, canon and unison to make our line dance look interesting.
- To remember, repeat and create actions around a theme.
- To understand and use formations.
- To structure a dance to represent a theme.

Children will learn:

- To be respectful of others when watching them perform.
- To provide feedback using key words.
- To repeat, remember and perform a dance phrase.
- To use counts to keep in time with a partner and group.
- To use dynamic and expressive qualities in relation to an idea.
- To work with a partner and in a small group, sharing ideas.
- To create short dance phrases and communicate the idea.

Cricket

Children will know and understand:

- Physical: Underarm and overarm throwing, underarm bowling, batting, catching, balancing, running.
- Social: Communication, support, collaboration, respect.
- Emotional: Honesty, perseverance, determination.
- Thinking: Select and apply skills and tactics, make decisions.

Children will learn:

- To learn how to score in a striking and fielding game.
- To develop batting to score points.
- To develop fielding skills to limit the batter's score.
- To understand the role of a bowler.
- To develop my understanding of tactics and begin to use them.
- To apply skills and knowledge to play games using cricket rules.

French	<u>French adjectives of colour, size, and shape:</u> Children will know and understand: **<u>Phonics</u>** • To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. • To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. • To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. • To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand. **<u>Grammar</u>** • To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article un or une. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun. • To know that c'est means 'it is' and is used to describe what something is. • To know that the word order is sometimes different in French compared to English. • To know that some words are cognates: they have the same spelling and meaning in French and English: **le** train, **le** taxi. • To know that accents in French can change the sound of a letter. **<u>Cultural awareness</u>** • To name some famous paintings by French artists. **<u>Children will learn:</u>** • To recognise and name colour words • To describe shapes by their colour • To describe shapes by their size and colour. • To understand and recognise what are cognates and near cognates. • To follow instructions in French
Music	**<u>Reading Rhythms: Patterns and layers</u>** **<u>Children will learn:</u>** • Body percussion patterns while maintaining a steady beat. • Create their own body percussion patterns and perform them while maintaining a steady beat. • Recognise crotchets, paired quavers and crotchet rests and say how many beats they are worth. • Create and play a rhythm that uses crotchets, paired quavers and crotchet rests. • Recall the note lengths of crotchets, paired quavers, crotchet rests and minims. • Begin to maintain a rhythm that uses crotchets, paired quavers, crotchet rests and minims while hearing other rhythms. • Create and notate a four-beat rhythm using notes and rests accurately.

	• Check a rhythm adds up to four beats using note values. • Perform confidently as part of a group performance while maintaining a steady beat. • Perform their rhythm as part of a group while other rhythms are being played.
RSE	**Me, my body, my health** **Children will know and understand:** • To recognise that people are unique and that our similarities and differences should be celebrated. • To understand the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. • To use the correct terminology relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years. **Pupils will understand learn:** • To know there are similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community • To know self-confidence arises from being loved by God (not status, etc) • To understand the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.
Immersive/ Enrichment/ Events/Visits/Vistors etc	• Mass at church • Nativity performance • Enterprise week- Winter Fair • Royal Opera House – Live Session - Everybody Dance • Theatre and Liver Performance - Pantomime • Elite Athlete in school • Raise Money • Care for our environment • Litter Picking • Inter-class sports sessions • Everyday life skills - Use simple maps, directions and landmarks.