St Mary's Medium Term Planning

Year group: 3 **Term**: Autumn 1 **Topic**: Stone, Bronze and Iron Ages

Literacy	Book: Stone Age Boy - Author: Satoshi Kitamura **Setting Description – Surroundings in the story.** **Immerse** • Identifying themes within the genre • Using imagination to examine a piece of text • Comparing pieces of text within the same genre • Creating vocabulary based on a still image **Skills** • Identifying features of the genre • Using 5 senses to create vocabulary • Exclamation sentences for effect • Creating and using similes • Correctly punctuated fronted adverbials • Co-ordinating conjunctions to link sentences

	Analyse • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist **Diary Entry – Character perspective** **Immerse** • Exploring a wide range of diary entries, including fiction and non-fiction • Discussing writing within the same genre to learn from structure, vocabulary and grammar • Hotseating different characters to gain perspective • Inferring characters thoughts and feelings, justifying with evidence from the text **Skills** • Identifying features of the genre • Using and puctuating fronted adverbials • Using present form of verbs in contrast to the past tense • Recognising and using rhetorical questions • Using facts and opinions based on the text to justify points of view • Choosing nouns and pronouns for clarity and cohesion **Analyse** • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist

<table>
<tr><td>Maths</td><td><u>Number sense and exploring calculation strategies</u>
•Read, write, order and compare numbers to 100
•Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference
•Derive new facts from a known fact
<u>Place value</u>
•Read, write, represent, partition, order and compare 3-digit numbers
•Find 10 and 100 more or less
•Round to the nearest multiple of 10 and 100
<u>Graphs</u>
•Collect, interpret and present data using charts and tables</td></tr>
<tr><td>Science</td><td><u>Skeletons, Muscles and Nutrition</u>
<table><tr><td>Lesson 1:

What does the human skeleton look like?</td><td>• The human skeleton is a structure of bones.
• There are 206 bones in the skeleton of an adult human.
• The bones have different names depending on where they are in your body.
• Some of your body is made up of cartilage.</td></tr><tr><td>Lesson 2:

What is the function of the human skeleton?</td><td>• The human skeleton has three main functions: to support your body, to protect your orga move.
• Bones meet at joints and joints allow movement.
• A hinge joint and a ball-and-socket joint are both examples of joints.

Working scientifically
• Ask relevant questions and use different types of scientific enquiries to answer them.
• Make careful observations.
• Report on findings from enquiries, including oral and written explanations.</td></tr></table></td></tr>
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	Lesson 3: ***How do bones and muscles work together?***	• Muscles work with your bones to allow you to move. • Muscles are joined to bones by tendons. • Bones are joined together by ligaments. **Working scientifically** • Use a range of equipment. • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Present data as a bar chart. • Use results to draw simple conclusions and make predictions.	
	Lesson 4: ***How are skeletons different in animals?***	• A vertebrate is an animal with a backbone. • Invertebrate animals do not have a backbone. • Vertebrates have an endoskeleton. • An endoskeleton is found inside the body. • Invertebrates have an exoskeleton. • An exoskeleton is found outside of the body. **Working scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them.	
	Lesson 5: ***What is nutrition and where does it come from?***	• Nutrition is the process of giving your body the food it needs to work properly. • Your body needs carbohydrates, proteins, fats, vitamins, minerals, and fibre. • When you eat the right amount of each food group, your diet is balanced.	

	Lesson 6: ***How do different animals get the nutrition they need?***	• Animals, like humans, cannot make their own food. • Food chains show what different animals eat. • All food chains begin with a green plant. • Animals that eat only plants are herbivores. • Animals that eat only other animals are carnivores. • Animals that eat both plants and other animals are omnivores. **Working scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them.
History	**Stone, Bronze and Iron Ages** **How did life change for people living in the Stone, Bronze, and Iron Ages?**	
	Lesson 1 ***How do artefacts inform us about prehistory in Britain?***	• Prehistory is the time before written records. • Prehistory is divided into the Stone, Bronze, and Iron Ages. • An artefact is an object made by a person. • Archaeologists are historians who use artefacts and remains to learn about people from the past.
	Lesson 2 ***How did life change during the Stone Age in Britain?***	• The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic. • Before the Neolithic period, people were hunter-gatherers who moved around. • In the Neolithic period, people started to farm, build permanent homes, and make pottery • The archaeological site of Skara Brae is an example of Neolithic homes.
	Lesson 3 ***What was life like in Bronze Age Britain?***	• The Bronze Age followed the Stone Age and began over 4000 years ago. • In the Bronze Age, people learned how to make new objects from bronze and other metals • Some people became wealthy for the first time. • There was conflict between groups of people because of wealth.
	Lesson 4 ***What was life like in Iron Age Britain?***	• The Iron Age followed the Bronze Age and began around 750BCE. • People started to use iron rather than bronze to make tools and weapons. • Iron Age communities built hillforts to protect themselves. • The people of Iron Age Britain and the rest of Iron Age Europe shared a culture and woul

	Lesson 5 ***What does Stonehenge tell us about prehistoric Britain?***	• Stonehenge is a monument built from different stones. • Monuments can be built to celebrate or remember something or someone. • Historians have an idea about when and how Stonehenge was built. • There are different theories about why Stonehenge was built and how it was used.
	Lesson 6 ***How did prehistoric beliefs and rituals change?***	• Prehistoric Britons believed in many different gods and spirits. • In the Neolithic and early Bronze Age periods, people built huge structures and gathered in large groups • In the later Bronze Age and Iron Age, rituals were far smaller and took place in caves, woods, and near • Druids were the priests of Iron Age Britain.
Art/DT	**DT – Structures** **Constructing a Castle** Lesson 1 – Features of a castle Lesson 2 – Designing a castle Lesson 3 – Nets and Structures Lesson 4 – Building a castle Unit Outcomes: • Draw and label a simple castle that includes the most common features. • Recognise that a castle is made up of multiple 3D shapes. • Design a castle with key features which satisfy a given purpose. • Score or cut along lines on the net of a 2D shape. • Use glue to securely assemble geometric shapes. • Utilise skills to build a complex structure from simple geometric shapes. • Evaluate their work by answering simple questions.	
Computing	**Unit 1 – iProgram** Lesson 1 – iMove Lesson 2 – iExplore Lesson 3 – iAnimate Lesson 4 – iMake Music Lesson 5 – iSahpe Up Lesson 6 – iCreate	

PE	**Football** Physical: dribble, pass, receive, track Social: co-operation, respect, communication Emotional: determination, honesty, persevere, independence Thinking: decision making, comprehension, select and apply, use tactics **Fundamentals** Physical: balance, run, dodge, hop, jump, skip Social: respect, collaboration, support and encourage others Emotional: determination, perseverance, honesty Thinking: select and apply, observation, provide feedback,
Spanish	N/A
Music	N/A
RSE	Module 1: Created and Loved by God Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.
Immersive Events/Visits/Visitors etc	**Fire Safety Workshop**