| **Year 3** | | | | **Ancient Greeks** | | | **Autumn 1** | |
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| **ROOTS Link**: | Respect All | **Whole School Project**: | | | Tree Week | **Ignites, Trips, Visits & Visitors**: | | 3D Parthenon DT challenge.  3D Trojan Horse DT challenge. |
| **Vision**:  For this project, the children will develop their understanding of the importance of the Ancient Greeks to modern day life through society and architecture. They will compare similarities and differences between their lives and those of the Ancient Greeks and develop an understanding of differing Greek states. The children will learn the features of myths and apply their knowledge of Greek narratives to their own writing. They will explore the importance of the skeletal structure to humans and compare this to other animals. The children will apply their knowledge of skeleton systems by creating 3D models on a human skeleton. A greater understanding of the beliefs of others will also be constructed through an exploration of Divali as well as evaluating their own roles and responsibilities and comparing these to others. | | | | | | | **Key Texts**:   * Greek Myths – Marcia Williams | |
| **History/ Geography** | | | | | | | | |
| **NC Links** | | | **Knowledge** | | | | **Skills** | |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world. | | | * Ancient Greece period was 700-480 B.C. * That BC stands for Before Christ and AD stands for Anno Domini. * That Greece is located in Europe; made up of 6,000 islands and islets scattered in the Aegean and Ionian Seas, of which only 227 islands are inhabited. * Athenian and Spartans had an on-going conflict. * Athenians developed modern day democracy. * Ancient Greeks developed the Olympics games.   OL: Can I understand the concept of change over time, representing this, along with evidence, on a timeline?  OL: Can I understand the geographical makeup of Greece and locate it on a map?  OL: Can I infer information from artefacts and explain the limitations of using artefacts?  OL: Can I explain the similarities and differences between Athens and Sparta?  OL: Can I compare Ancient Greek democracy to other political systems?  OL: Can I compare the Ancient Greek and modern Olympics? | | | | Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Infer information from artefacts.  Understand the limitations of using artefacts  Develop skills of historical enquiry  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  Understand the concept of change over time, representing this, along with evidence, on a timeline.  Use literacy, numeracy and computing skills to a good standard to communicate information about the past. | |

| **English** | | | | | |
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| **Writing Focus**:  **Cold Write**:  **WAGOLL**:  **Hot Write**: | Narratives.  Adventure story based on Greek myths.  Greek Myth – Theseus and the Minotaur.  Myth. | | **Short Bursts**: | Diary – Theseus on his voyage to Crete.  Character Description – Mythical beast. | |
| **Purpose:** | Written to explain natural phenomena and quite often involved gods and fantasy creatures. | | **Audience:** | All – especially those looking for answers to questions about life i.e. why is the sky blue? | |
| **NC Links** | | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write**:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme. * In narratives, creating settings, characters and plot * In non-narrative material, using simple. organisational devices [headings and sub-headings]   **Evaluate and edit**:   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | * Consolidating years 1 and 2 (punctuation, tense, sentence types, noun phrases). * Fronted adverbials (words and phrases) add information explaining where, when or how. * Expanded noun phrases use adjectives and prepositional phrases to add detail to a noun. * Paragraphs group related material. * Adverbs describe verbs explaining how things happen. * Prepositions tell you where or when something is. * Coordinating conjunctions join two related phrases. * Determiners ‘a’ or ‘an’ are used with nouns. | | | Capital letters are used to begin sentences or for proper nouns.  Full stops are used at the end of a sentence.  Use a colon before a list.  Use commas after fronted adverbials.  Use images and words to plan (boxing up/ story maps).  Compose and rehearse sentences orally.  Understand the difference between a consonant and a vowel. |

| **Speaking & Listening** | | | |
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| **Speaking & Listening** | | **Debating** | |
| Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | | Vary language between formal and informal according to the situation.  Engage in discussions, making relevant points. | |
| **Spelling & Phonics** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * To know how to spell words which are often misspelt. * To know the prefix un- and dis- reverse the meaning of the root word. * To know apostrophes replace missing letters in contractions (Year 2 recap). * To know the suffix –ly is added to an adjective to make an adverb. * Homophones are words with different spellings and meanings, but that sound the same. | | Apply the following spelling rules:   * Suffixes -s, -es, -er, -ed, -ing (Year 2 recap). * Prefixes un-, and dis- * Apostrophe for contractions * Words with the /ei/ sound spelt ‘ei’, ‘eigh’, ‘aigh’, or ‘ey’. * Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)   Develop strategies for learning statutory words:   * Pyramid words * Identifying tricky part of the word * Trace, copy, replicate * Look, say, cover, write, check * Drawing around the word to show the shape * Drawing a mnemonic around a word |

| **Handwriting** | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | * Use the diagonal and horizontal strokes that are needed to join letters using cursive style. * Increase the legibility, consistency and quality of their handwriting. | Use joined handwriting throughout their independent writing.  Write down what they want to say with increased fluency. |

| **Design & Technology** | | |
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| **NC Links** | **Knowledge** | **Skills** |
| **Design**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**  Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.  Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  **Evaluate**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  OL: Can I design, build and label a human skeleton? | **Scientific Enquiry**: Can I build a replica of a human skeleton?   * Create a skeleton (e.g. using cotton buds, sticks) considering shape and relative size of bones. * Place model on paper and label using scientific vocabulary. * Photograph design with labels for evidence in books. |

| **Science** | | | | | |
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| **Enquiry Questions**: | What would happen if we didn’t have skeletons?  How are animals with tough external skeletons able to move about?  Why do we need to drink milk to keep our bones healthy? | | **Focus:**  **Key Vocabulary**: | The Skeleton  Bicep, contract, exoskeleton, femur, humerus, joint, muscle, skeleton, tricep, vertebrate. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| **Work scientifically by**:  Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. | | * Bone is a living tissue. * Skeletons provide support, protection and allow movement. * The ribs form a protective structure around the heart and lungs; the skull protects the brain. * Inside bone is a spongy tissue called bone marrow. * Elastic groups of fibres known as ligaments join bones together. * We are born with around 300 bones but as we age, some fuse together. Adults only have 206 bones. * An exoskeleton is an external skeleton. * There three main types of joints: sliding, hinge and ball and socket.   OL: Can I label the main bones in a human body and explain their purpose.  OL: Can I compare human skeletal systems to other animals?  OL: Can I identify pairs of muscles in the body and explain how they allow movement? | | | * Name and position a range of bones and body parts. * Explain the function of different bones. * Compare and describe different skeletal systems. * Describe the purpose of muscles in relation to bone movement. |

| **Music** | | | | | |
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| **Termly Focus**:  **Musical Focus**: | Composition  Finlandia – Sibelius | | **Key Vocabulary**: | Beat, black notes, sharps, flats, ostinato, pitched percussion, pulse, unpitched percussion, white notes. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| Pupils should be taught to sing and play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Listen with attention to detail and recall sounds with increasing aural memory  To use and understand staff and other musical notations  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To develop an understanding of the history of music. | | Identify musical instruments from their appearance and from their sounds when listening and watching a performed piece of music.  Describe different groups of instruments within an orchestra.  Listen to and understand that there are different ‘genres’ of singing e.g classical, opera, pop, jazz, rap and that our music ‘popular culture’ has changed over time.  Know the process of production, practice, performance, and recording. Giving an insight into the music industry.  OL: Can I explain what musical vocabulary means?  OL: Can I research the history behind a piece of music?  OL: Can I identify different instruments (from listening and then watching a performance)?  OL: Can I describe changes within a piece of music?  OL: Can I perform using body percussion?  OL: Can I note and perform bars of music?  OL: Can I create a pulse and ostinato?  OL: Can I rehearse and perform in an ensemble? | | | Listen and reflect on a piece of orchestral music.  Create rhythmic ostinatos and structure them into a piece.  Write a simple song.  Perform as an ensemble.  Begin to learn simple staff notation.  Learn musical language appropriate to the task. |

| **Computing** | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Purple Mash Unit 3.2-3**: Online Safety / Spreadsheets  **Programs**: 2Connect, 2Blog, 2Calculate  To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.  To understand how the Internet can be used to help us to communicate effectively.  To understand how a blog can be used to help us communicate with a wider audience.  To think why spoof websites might exist and how to check that the information is accurate.  To learn about the meaning of age restrictions symbols on digital media and devices.  To discuss why PEGI restrictions exist.  To know where to turn for help if they see inappropriate content or have inappropriate contact from others.  To create pie charts and bar graphs.  To use tools within spreadsheets to create simple formulae. | Understand what makes a good password.  Create a concept map of the different ways the Internet helps us communicate.  Contribute to a class blog with clear and appropriate messages.  Understand some information online may not be accurate.  Understand how to search the Internet.  Create a table of data on a spreadsheet.  Use a spreadsheet program to automatically create charts and graphs from data.  Use ‘more than’, ‘less than’ and ‘equals’ tools. |

| **RE** | | | | | |
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| **Termly Focus**:  **Religion Focus**: | Divali  Hinduism | | **Key Question**: | Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.  To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. | | Pupils should be taught to:  • Listen and respond appropriately to adults and their peers.  • Ask relevant questions to extend their understanding and build vocabulary and knowledge.  • Articulate and justify answers, arguments and opinions  • Give well-structured descriptions and explanations  • Participate actively in collaborative conversations  • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | | Describe some of the things Hindus do at home or at the temple during Divali.  Empathise with what Hindus feel about Divali.  Describe some ways Hindus celebrate Divali.  Explain how Hindu children might feel at Divali.  Identify reasons why Divali might bring a sense of belonging to Hindus. |

| **PSHE** | |
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| **Knowledge** | **Skills** |
| **Focus: Being Me**   * Recognise my worth and identify positive things about myself and my achievements. * Know how to face new challenges positively. * Understand how to make responsible choices and ask for help when needed. * Understand why rules are needed and how they relate to rights and responsibilities. * Understand how actions can affect me and others. * Know how to make responsible choices. | Value myself and know how to make someone else feel welcome and valued.  Recognise how it feels to be happy, sad or scared.  Identify when other people feel happy, sad or scared.  Make others feel valued.  Know how behaviour brings rewards and consequences.  Work co-operatively in a group. |

| **PE** | | |
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| **NC Links** | **Knowledge** | **Skills** |
| Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Indoor Focus**: Gymnastics   * Slide on back, front and from tuck sit to pike sit. * Travel (T arms, releve walk, battement walk). * Balance using different points of contact. * Spin on bottom in tuck shape, on front, on back and complete a half and full spin on one foot. * Roll (dish, log, egg, teddy bear, forward/backward). * Accurately and safely leap (split, cat, stag, scissor), jump (1/4, 1/2, full, tuck, star, straight) and land.   OL: Can I link one balance action and one travel action into a repeatable phrase?  OL: Can I use arm patterns within a movement phrase?  OL: Can I use travel on feet actions to explore a range of pathways based on line patterns, shapes and letters?  OL: Can I select a movement pattern and use it as a starting point for creating a movement phrase?  OL: Can I remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm pattern?  OL: Can I improve/perform travel and balance movements showing a clear pathway and arm pattern? | Link a balance action and a travel action into a repeatable phrase.  Link 3 varied arm positions together into a repeatable arm pattern and incorporate it twice within a movement phrase.  Explore a line pattern, shape pathways and letter pathways using various travel on feet actions.  Identify a simple movement pattern and use it to create a 4 – 6 action phrase incorporating travel and balance actions.  Develop the phrase to show a clear pathway and an arm pattern.  Remember, improve and perform a 4 – 6 action movement phrase showing a movement pattern inclusive of travel and balance actions, a clear pathway and a repeated arm pattern. |
| Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space. | **Outdoor Focus**: Ball handling/Basketball  OL: Can I improve the accuracy and consistency of throwing and catching skills?  OL: Can I improve the accuracy and consistency of throwing and catching skills?  OL: Can I improve consistency of ball handling skills whilst travelling and bouncing the ball?  OL: Can I apply a range of ball handling skills into small-sided games?  OL: Can I observe and evaluate ball handling skills within skill practices and small-sided games? | * Perform basic skills of throwing, catching 3-4 metres apart. * Throw and catch a variety of ways with control and confidence, sometimes on the move. * Perform bouncing into a target area, catching and dribbling. * Be able to throw, catch, move into space and score. * Be able to perform ball handling skills accurately, showing awareness of space and team mates. * Play the game successfully outwitting the opponents to score. |