

Year 3		Ancient Greeks		Autumn 1
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: <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. <p>OL: Can I understand the concept of change over time, representing this, along with evidence, on a timeline?</p> <p>OL: Can I understand the geographical makeup of Greece and locate it on a map?</p> <p>OL: Can I infer information from artefacts and explain the limitations of using artefacts?</p> <p>OL: Can I explain the similarities and differences between Athens and Sparta?</p> <p>OL: Can I compare Ancient Greek democracy to other political systems?</p> <p>OL: Can I compare the Ancient Greek and modern Olympics?</p>		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.	



Great Linford
Primary School

English

<p>Writing Focus: Narratives.</p> <p>Cold Write: Adventure story based on Greek myths.</p> <p>WAGOLL: Greek Myth – Theseus and the Minotaur.</p> <p>Hot Write: Myth.</p>	<p>Short Bursts: Diary – Theseus on his voyage to Crete. Character Description – Mythical beast.</p>
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<p>Purpose: Written to explain natural phenomena and quite often involved gods and fantasy creatures.</p>	<p>Audience: All – especially those looking for answers to questions about life i.e. why is the sky blue?</p>
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NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p>Plan:</p> <ul style="list-style-type: none"> 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. <p>Draft and write:</p> <ul style="list-style-type: none"> 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] <p>Evaluate and edit:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Capital letters are used to begin sentences or for proper nouns.</p> <p>Full stops are used at the end of a sentence.</p> <p>Use a colon before a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use images and words to plan (boxing up/ story maps).</p> <p>Compose and rehearse sentences orally.</p> <p>Understand the difference between a consonant and a vowel.</p>

Speaking & Listening

Speaking & Listening

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.

Debating

Vary language between formal and informal according to the situation.

Engage in discussions, making relevant points.

Spelling & Phonics

NC Links

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.

Knowledge

- 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.

Skills

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

NC Links	Knowledge	Skills
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<ul style="list-style-type: none"> ● Letters are joined using cursive style. Capitals are never joined. ● Know which letters belong to which family ● Know upper and lower case and knows that capitals (are not joined) 	<ul style="list-style-type: none"> ● Pencil is held in a controlled manner and child can write for extended period of time. Most letters appear on the line. ● Write down what they want to say with increased fluency.

Design & Technology

NC Links	Knowledge	Skills
<p><u>Design</u> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>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.</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>OL: Can I design, build and label a Parthenon? (Greek Temple)</p>	<p><u>Historic Enquiry:</u> Can I build a replica of a Parthenon?</p> <ul style="list-style-type: none"> • Create a Greek temple using 3D shapes. • Place model on paper and label using mathematical (3D shapes) vocabulary. • Photograph design with labels for evidence in books.

Science

<p>Enquiry Questions:</p>	<p>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?</p>	<p>Focus:</p>	<p>The Skeleton</p>
		<p>Key Vocabulary:</p>	<p>Bicep, contract, exoskeleton, femur, humerus, joint, muscle, skeleton, tricep, vertebrate.</p>

NC Links	Knowledge	Skills
<p>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.</p>	<ul style="list-style-type: none"> 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. <p>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?</p>	<ul style="list-style-type: none"> 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

KAPOW
UNIT:

Telling stories through Music

Key Vocabulary: Call and response, rhythm, pattern, soundscape, dynamics, pitch, tempo, beat, inspiration

NC Links	Knowledge	Skills
<p>Composing</p> <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. <p>Performing</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>To know that a ballad tells a story through song.</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p>	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Listening Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate.

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| <ul style="list-style-type: none">• Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | | |
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RE

Termly Focus: Signs and symbols

Religion Focus: Multiple

Key Question:

Can children identify the meanings of everyday signs and symbols?

- Can children identify objects of symbolic importance to them?

- Do children know that symbols in religion are often open to interpretation?

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.

This half term we will be learning:

- The meaning of different signs and symbols.
- To explore symbolic food for special occasions.
- To explore and interpret religious metaphors.
- To explore the concept of symbolism.

PSHE	
Knowledge	Skills
<p>Focus: Being Me</p> <ul style="list-style-type: none"> • 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. 	<p>Value myself and know how to make someone else feel welcome and valued.</p> <p>Recognise how it feels to be happy, sad or scared.</p> <p>Identify when other people feel happy, sad or scared.</p> <p>Make others feel valued.</p> <p>Know how behaviour brings rewards and consequences.</p> <p>Work co-operatively in a group.</p>

PE		
NC Links	Knowledge	Skills
<p>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.</p> <p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Indoor Focus: Dance (Flintstones)</p> <ul style="list-style-type: none"> • Accents emphasise a particular movement. • Pair work can involve action and reaction. • Canon actions happen one after another. • Unison actions happen at the same time. • Level is where in a space (low, medium, high). • Mirroring is reflecting a partners' movement. <p>OL: Can I perform short routines showing shapes, contrasting dynamics and levels including travel? OL: Can I explore spiky star shapes using different body parts and level. Explore travelling in a straight pathway and introduce meet and part.? OL: Can I practice star shapes (including exploding, sinking and fading) and develop pathways? OL: Can I develop lead and follow pathways and introduce the idea of Saturn? OL: Can I practice and refine all the sections of a dance, and learn the final, group part of the dance? OL: Can I practice and refine a dance performance?</p> <p>Outdoor Focus: Athletics: field events, shotput, javelin and discus (Frisbee).</p> <p>OL: Can I jump for distance (standing broad jump) and throw overarm? OL: Can I link jumps for distance and use a pushing (putting) throwing action? OL: Can I jump for height and perform a slinging (discus) throw? OL: Can I jump for distance (single leap 1 to 2 feet) and throw for accuracy? OL: Can I jump for distance (linking 3 jumps) and throw for distance with accuracy?</p>	<p>Perform a pair/group dance using the compositional principles of unison, meet and part.</p> <p>Perform a pair/group dance using the compositional principles of canon and observe and evaluate movements describing the contrasting dynamics.</p> <p>Work as a team to create the final piece of the dance.</p> <p>Practise personal performance in jumping and throwing.</p> <p>Practise, measure and compare personal performance in running, jumping and throwing.</p>

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