

History

Why were the Ancient Greeks so great?

In their lessons, pupils will

- learn about where and when the Ancient Greek civilisation existed and order events on a timeline.
- explore what the Greek empire was, how it was established, maintained and its impact on the world.
- look at artefacts to find clues about what Ancient Greek was like.
- compare life in Sparta and Athens within the empire for different groups of people.
- compare and contrast the Ancient Greek Olympic games to the modern Olympic games (PE link).
- understand what the religious beliefs of the Ancient Greek people were and name some of the gods they worshipped.
- read a range of Ancient Greek myths (literacy link).

Art & Design

How can we design and make a Greek pot?

In art lessons, pupils will design and create their own Greek pot using clay.

Pupils will:

- look at a range of Greek pot designs and explain the story being told in the image.
- draw examples of artefacts or artwork in sketch books to show specific features.
- choose which artefacts they will make replicas of and techniques they will use.

Year 3

Spring 1 Curriculum Map

Big Learning Question (Theme):

Why were the Ancient Greeks so great?

Links to Our School Values & The British Values



Pupils will continue to understand the process of **democracy by learning about how the Ancient Greeks were the first to introduce it.**

They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

They will be reminded of **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: Visit to the British museum, London– Greek life.

Friday 1st February 2019



Finish: Groovy Greeks dress up/craft day.

Tuesday 12th February 2019



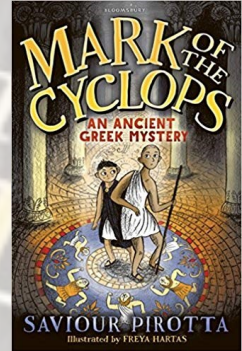
Gurdwara visit .

Tuesday 22nd January 2019

English

Learning will be based on our Main Text:

The Mark of the Cyclops : an Ancient Greek Mystery by Saviour Pirotta. Linked to our big learning question/theme, pupils will learn about life in Ancient Greek times in this exciting mystery/ adventure story. Nico's new friend Thrax has a strange knack of figuring things out. And when a valuable wedding vase is broken Thrax's special skills might just come in useful. Can the boys prove that slave girl Gaia is innocent, and discover what the mark of the cyclops means?



Writing outcomes:

- Prediction about the text.
- Letter from an Ancient Greek slave.
- Character description– Poseidon or Hermes.
- Description of Corinth from the perspective of a character.
- Debate the issue of slavery rights.
- Persuasive writing.
- Comic strip on how they solve the case as detectives.
- Playscript/ acting a Greek tragedy or comedy.
- Write a sequel mystery story in the setting of Ancient Greece.

Reading:

As well as reading our main text, pupils will enjoy daily class reader with a book on Greek Myths. Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot. Pupils will enjoy reading:

- A range of Greek myths and Non-fiction texts on Ancient Greece.

Spellings test day: Friday

Handwriting– pupils will be expected to use cursive joins in their writing and will practice handwriting in **Early morning work.**

Maths

Fractions, Measurement, Time and Shape Solving Problems & Reasoning

Pupils will be learning to:

- **Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.**
- Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve fractions.
- Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].
- **Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.**
- **Recognise and show, using diagrams, equivalent fractions with small denominators.**
- **Measure, compare, add and subtract lengths (m/cm/mm);**
- **Add and subtract amounts of money to give change, using both £ and p in practical contexts.**
- **Measure, compare, add and subtract mass (kg/g);**
- **Measure, compare, add and subtract volume/capacity (l/ml).**
- Tell and write the time from: an analogue clock and 12-hour and 24-hour clocks;
- Tell and write the time from: **an analogue clock, including using Roman numerals from I to XII.**
- Estimate and read time with increasing accuracy to the nearest minute.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Measure the perimeter of simple 2-D shapes.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 3 standards**. Therefore, it is important that any home learning should work on consolidating these.

Science

How are magnets used in games?

By the end of this unit, all pupils should be able to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles

PE

Gymnastics– Shape up (indoor) Athletics– Train like an Olympian (outdoor) Pupils will learn to:

- Develop flexibility, strength, technique, control and balance.
- Use running, jumping, throwing and catching in isolation and in combination.
- compare performances with previous ones and demonstrate improvement to achieve personal best.

PE days: Indoor– Monday Outdoor– Wednesday

PE kits must be in school on these days.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Control (lift off 1-11, using code blocks for sequencing)
- **Cross-curricular information technology (using IT to research our topics):** researching Ancient Greek life using Google Safe Search.

Religious Education

What does it mean to be a Sikh?

By the end of this unit, pupils will be taught to:

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. They will find out about the beliefs and practices of Sikhism. They will visit the Gurdwara to support their learning about their place of worship.

In lessons they will learn the following:

- Who founded Sikhism and where.
- The main beliefs of Sikhism.
- What makes the Gurdwara a special place of worship for Sikhs.
- Name and describe some special Sikh festivals.
- How the Sikh holy book is used by Sikhs.
- What Sikh symbols mean.

PSHE

Living In The Wider World

Overarching aims of this terms theme:

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)

Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others)

Safety (including behaviour and strategies to employ in different settings)

Diversity and equality (in all its forms)

Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

Career (including enterprise, employability and economic understanding)

During their lessons, pupils will:

- understand what charity is and explain why people donate to charity.
- choose a charity to fundraise for.
- explain the difference between wants and needs.
- explore life in different countries.
- explain how their life is different to the lives of children in other countries.
- explain how to keep safe online.
- identify who to talk to if you are worried or scared about something.
- explain how to keep safe around fire.
- explain the risks associated with fire.
- explore gender stereotypes.

French

Food, Glorious Food!

By the end of this unit, all pupils should be able to:

- follow a story and join in the repeated parts;
- say what foods from a set they like/dislike;
- describe the colour or size of an object;
- ask politely for something.

Most children will be able to:

- predict a repeated phrase;
- make a range of simple statements by substituting vocabulary;
- modify a colour adjective;
- respond appropriately to a polite request.

Some children will be able to:

- recognise the correct determiner depending on gender/number;
- select adjectives based on gender/number of nouns;
- order sentences correctly

Music

Rhythm and Layers

Pupils will:

- explore the idea of layering in music; understanding that music is a series of rhythmic and melodic layers played simultaneously.
- listen to and appraise a variety of different music to identify the various layers the composers approach to the piece.
- learn to identify individual musical instruments without seeing them, focusing on their sound properties.
- compose a layered class composition based on 'Trashing the Camp' from Tarzan.

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

