



**Year Group:** Year 3

**Term:** Spring 2019

## School Theme

Humanities: Ancient  
Greeks

## Essential Question

How Groovy were the  
Greeks?

## Authentic Outcome

Parents Movie Time:

A short 'Horrible Histories' style  
comedy act about the Ancient  
Greeks.

## Trips, Experiences & Making Community Links

Possible Trip to World Museum

Possible Trip to a Greek Restaurant

Movie Time for parents

## Mini Outcomes

### Mini Outcome 1: STEM:

#### Comparing and grouping rocks

The ancient Greeks believed the goddess Athena protected their city, Athens. They built her a stone temple, called Parthenon. The temple still stands on a high rocky hill above the city.  
Can we make a table to show the properties of different types of rocks? Which rocks would be the best for building with? Why? Which rocks are used for building in our town? How have they changed over time?

### Mini Outcome 2: Art/D&T:

Greek Pots

### Mini Outcome 3: ICT:

Horrible Histories Episode – Tessies Style

## RE Curriculum Topics & Additional Links

Journeys

Listening and Sharing

Giving All

## Immersive Environment

Ancient Greek Dining Area – long table and benches

Columns, White Material and Ivy

Myths and Legends area – Tables set out as a maze

## Technology

Using Purple Mash to teach computing

Use of iMovie and other video recording equipment to  
create a Horrible Histories Episode

## Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	RE	Other Subjects
<p><b>6. Multiplication and division (2 weeks)</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>count from zero in multiples of 4</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> </ul> <p><b>7. Deriving multiplication and division facts (3 weeks)</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3 and 4 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> </ul> <p><b>8. Time (2 weeks)</b></p> <ul style="list-style-type: none"> <li>tell and write the time using 12-hour analogue and digital clocks, including using Roman numerals from I to XII</li> <li>estimate and read time with increasing accuracy to the nearest minute</li> <li>record and compare time in terms of seconds, minutes and hours</li> <li>use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks]</li> </ul> <p><b>9. Fractions (3 weeks)</b></p> <ul style="list-style-type: none"> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>count up and down in tenths</li> <li>recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise and show, using</li> </ul>	<p><b>Word Reading</b></p> <p>A) apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet</p> <p>B) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension</b>  <b>develop positive attitudes to reading and understanding of what they read by:</b></p> <p>C) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>D) reading books that are structured in different ways and reading for a range of purposes</p> <p>E) using dictionaries to check the meaning of words that they have read</p> <p>F) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>G) identifying themes and conventions in a wide range of books</p> <p>H) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I) discussing words and phrases that capture the reader's interest and imagination</p> <p>J) recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>understand what they read, in books they can read independently, by:</b></p> <p>K) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>L) asking questions to improve their understanding of a text</p> <p>M) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>N) predicting what might happen from details stated and implied</p> <p>O) identifying main ideas drawn from more than one paragraph and summarising these</p> <p>P) identifying how language, structure, and presentation contribute to meaning</p> <p><b>Q) retrieve and record information from non-fiction</b></p> <p><b>R) participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></p> <p><b>Writing pieces (PC/MD):</b></p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul> <p><b>Geography</b>  <b>Locational</b></p> <ul style="list-style-type: none"> <li>Locate countries – concentrating on their environmental regions, physical and human characteristics, compare with other countries etc.</li> <li>Countries including Africa/Asia</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Human geography including types of settlement and distribution of natural resources (energy, food, minerals, water etc)</li> <li>Look at the position and significance of the country – countries and climates</li> </ul> <p><b>Science</b>  <b>Rocks and Soils</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Spring TOPIC 1</b>  <b>LOCAL CHURCH – COMMUNITY: JOURNEYS</b>  <b>Learning Outcomes</b>  <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>a journey through a year – <b>Explore</b></li> <li>the Christian family's journey with Jesus through the Church's year – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Spring TOPIC 2</b>  <b>EUCCHARIST – RELATING: LISTENING &amp; SHARING</b>  <b>Learning Outcomes</b>  <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>Listening and sharing with one another – <b>Explore</b></li> <li>Listening to the Word of God and sharing in Holy Communion – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul> <p><b>Spring TOPIC 3</b>  <b>LENT/EASTER – GIVING: GIVING ALL</b>  <b>Learning Outcomes</b>  <b>Know and understand:</b></p> <ul style="list-style-type: none"> <li>How people give themselves – <b>Explore</b></li> <li>Lent, a time to remember Jesus' total giving – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul>	<p><b>Computing</b>  Unit 3.2 Online Safety (2 weeks)  Unit 3.3 Spreadsheets (3 weeks)  Unit 3.4 Touch typing (4 Weeks)  Unit 3.8 Graphing (3 weeks)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Listen with attention to detail and recall sounds with increasing oral memory</li> </ul> <p><b>Spanish Specialist Teacher</b></p> <p><b>PE Gymnastics Mr Seddon</b></p> <p><b>P.S.H.E- Jigsaw programme</b></p>

<p>diagrams, equivalent fractions with small denominators</p> <ul style="list-style-type: none"> <li>• add and subtract fractions with the same denominator within one whole [<i>for example,</i>  <math display="block">\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math> </li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Greek Myths</u></b> – Retell the story of Theseus and the Minotaur</li> <li>• <b><u>Newspaper Report</u></b> – Reporting the opening of Pandora’s Box</li> <li>• <b><u>Character Descriptions</u></b> – Mythical Creatures</li> <li>• <b><u>Non-chronological report</u></b> – Ancient Greece Legacy</li> </ul> <p><b>Writing coverage:</b></p> <ul style="list-style-type: none"> <li>• plan their writing</li> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• assess the effectiveness of their own and others’ writing and suggest improvements</li> <li>• propose changes to grammar and vocabulary</li> <li>• proof-read for spelling and punctuation errors</li> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• use the present perfect form of verbs in contrast to the past tense</li> <li>• choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• use conjunctions, adverbs and prepositions to express time and cause</li> <li>• use fronted adverbials</li> <li>• use commas after fronted adverbials</li> <li>• indicate possession by using the possessive apostrophe with plural nouns</li> <li>• use and punctuating direct speech</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>			
---	--	--	--	--