



SEAFORD PRIMARY SCHOOL

Year 3 Term 3

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| <p>Topic Title - Groovy Greeks</p> | | |
| <p>History Chronology To be able to place the time studied on a time line: use dates and terms related to study unit and passing of time: sequence several items or artefacts. Knowledge and understanding Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes, and difference between rich and poor To learn about Greek life and their achievements and their influence on the Western world His Historical contexts To be able to identify and give reasons for different ways in which the past is represented; distinguish between different sources – compare different versions of the same story; look at representations of the period. Organise, Evaluate and Communicate information To be able to communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, diagrams, models Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge of the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data Causes and consequences To be able to use a range of sources to find out about a period; observe small details- artefacts and pictures; select and record information relevant to the study; begin to use the library and Internet for research. To be able to select data and organise to answer historical questions.</p> | <p>Geography – Knowledge To know and be able to locate Greece on maps and know where the country is in relation to the UK. Key Skills: To use atlases, globes and digital/computer mapping to locate countries and describe features studied Enquiry: To be able to ask/initiate and answer geographical questions Record some information they have found out</p> | <p>Science To notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets, attract or repel each other and attract some materials and not others. To 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. To describe magnets having two poles. To predict whether two magnets will attract or repel each other, depending on which poles are facing. Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiry to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities and changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their finding |
| <p>English Text/Genres Biography Myths – Arachne the Spinner Daedalus and Icarus Writing Opportunities Biographies Writing their own myths</p> | <p>Maths (opportunities for maths links)</p> <ul style="list-style-type: none"> • Tables • Measures • Compare lengths • Add and subtract lengths | <p>Computing E-Safety Ongoing input of E-Safety applicable to the needs of the class. Animation To create a Scratch project To use repetition To edit a sprite To change the size of a sprite To test and debug</p> |

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| <p>Design Technology Mechanisms Pneumatics systems Investigate to generate ideas for an item, considering its purpose and the user/s to identify a purpose and establish criteria for a successful product. Design and Make to plan the order of their work before starting to explore, develop and communicate design proposals by modelling ideas to make drawings with labels when designing to select tools and techniques for making their product measure, mark out, cut, score and assemble components with more accuracy Evaluation to evaluate their product against original design criteria e.g. <i>how well it meets its intended purpose</i></p> | <p>Art and Design Lines, Marks, Tone, Form & Texture Perspective and composition Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Drawing Skills Use varied materials to draw with e.g. charcoal, oil pastels, pen with control and accuracy. Ben Day dot pictures Painting Skills Begin to use paint with expression and with varied techniques and materials.</p> | <p>P.E During indoor PE we will be choreographing a gymnastic sequence. Outdoor PE will focus on invasion games. We will also be making up our own games giving the children opportunities to learn about simple game principles and small-team tactics. Skilfulness To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy. Condition, Health and Well-being To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well. Decision Making To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p> | | |
| <p>RSHE Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time</p> | <p>R.E. Teachings, Stories and Authority Understand the significance of the 10 commandments Pupils use their thinking about stories of Moses and Jesus to explore how Jew and Christians today celebrate key events from their history (e.g. Passover and Lent) Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the wellbeing of all Linking to citizenship education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist) expressing their ideas about right and wrong in the light of their learning.</p> | <p>Music Singing Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.</p> | <p>French In conversation, we will be learning to say how we are feeling and ask others how they are. We will increase our vocabulary and start to learn how some very simple French sentences work.</p> | |
| <p>Super Start Time Travel Mystic Middle – Greek food tasking Epic End-Greek Day-Greek Links to careers – Historian – Travel Agent – Museum Curator – History Teacher</p> | | | | |