



**SEAFORD PRIMARY SCHOOL**

Year 3 Term 4

<p>Topic Title- Groovy Greeks</p>		
<p><b>History</b>  <b>Chronology</b>            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.  <b>Knowledge and understanding</b>            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  <b>Historical contexts</b>            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.  <b>Organise, Evaluate and Communicate information</b>            To be able to communicate knowledge and understanding in a variety of ways- discussions, pictures, writing, annotations, diagrams, models  <b>Enquiry</b>            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  <b>Causes and consequences</b>            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><b>Geography – Knowledge</b>            To know and be able to locate Greece on maps and know where the country is in relation to the UK.  <b>Key Skills:</b>            use atlases, globes and digital/computer mapping to locate countries and describe features studied  <b>Enquiry:</b>            To be able to ask/initiate and answer geographical questions            Record some information they have found out</p>	<p><b>Science Knowledge</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 of rocks and organic matter.  <u>Working Scientifically</u></li> </ul> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiry to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identifying differences, similarities and changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their finding</li> </ul>
<p><b>English</b>  <b>Text/Genres</b>            Myths, Legends and Fables            Eg            Theseus and the Minotaur            Trojan Horse            Medusa            Pandora's Box            Explanation texts            Information Texts  <b>Writing Opportunities</b>            Create own myth            Pandora's Box prediction</p>	<p><b>Maths (opportunities for maths links)</b></p> <ul style="list-style-type: none"> <li>• Measure length</li> <li>• Equivalent lengths – m &amp; cm</li> <li>• Equivalent lengths – mm &amp; cm</li> <li>• Measure perimeter</li> <li>• Calculate perimeter</li> </ul>	<p><b>Computing</b>            Coding: Animations            To create a Scratch project            To animate a Scratch sprite            To use repetition            To edit a sprite            To change the size of a sprite            To test and debug</p>

Persuade Pandora to open box Point of view, diary entry and order events as Perseus in Medusa				
<b>Design Technology</b> <b>No Specific DT this term.</b>	<b>Art and Design</b> <u>Knowledge</u> Explore the work of some artists, craftspeople, architects and designers and discuss what they like. <u>3-D Skills</u> Manipulate clay for a variety of purposes included coil pots and models. Understand how to finish and present work to a good standard	<b>P.E</b> During indoor PE we will be choreographing a superhero action 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. <u>Skilfulness</u> 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. <u>Condition, Health and Well-being</u> 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. <u>Decision Making</u> 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		
<b>PSHE Healthy Me</b> I understand how exercise affects my body and know why my heart and lungs are such important organs  I know that the amount of calories, fat and sugar I put into my body will affect my health  I can tell you my knowledge and attitude towards drugs  I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I can identify when something feels safe or unsafe  I understand how complex my body is and how important it is to take care of it		<u>R.E. Easter</u> Compare the celebration of Easter to Passover Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama 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.	<b>Music</b> 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.	<b>French</b> 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.
<b>Super Start Time Travell!</b> Mystic Middle Epic End-Greek Day-Greek food tasting, Olympic Games Links to careers-				