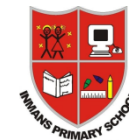




<b><u>Year group: 3</u></b>	<b><u>Term: 3/4</u></b>		<b><u>Enquiry Question: How has Ancient Greece Changed the World?</u></b>
	<b>Essential knowledge:</b>	<b>Essential vocabulary</b>	<b>Skills:</b>
Creative development	<p><b><u>Art</u></b></p> <p><u>Greek Artists (Ictninus) - Recreating Textures and Patterns</u></p> <ul style="list-style-type: none"> <li>- Know about Greek artists and architects and recreate Greek landscapes, and buildings (Ictninus).</li> <li>- Know the roles and purposes of artists, craftspeople and designers working in different times and cultures. Greece</li> </ul> <p><b><u>Music</u></b></p> <p><u>Three Little Birds / The Dragon Song</u></p> <p><u>Spring 1: Featured composers / performers – Bob Marley</u></p>	<p>Contrasts Block wash Landscape Architects Texture Genre Style Tradition Observations</p> <p><u>Spring 1: Three Little Birds</u></p> <p>Introduction Verse Chorus</p>	<p><b><u>Art</u></b></p> <p><u>Greek Artists (Ictninus) - Recreating Textures and Patterns</u></p> <ul style="list-style-type: none"> <li>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Recall information about artists, architects and designers from Greece</li> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think about them</li> <li>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc</li> <li>- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</li> <li>- Use paint, pastels and a range of materials to create a landscape</li> <li>- Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul> <p><b><u>Music</u></b></p> <p><u>Three Little Birds / The Dragon Song</u></p> <p><u>Spring 1: Featured composers / performers – Bob Marley</u></p>



## Spring

	<p><u>History of Music</u></p> <ul style="list-style-type: none"> <li>- To know songs from memory and who sang them or wrote them</li> <li>- To know the style of the five songs</li> <li>- To choose one song and be able to talk about its lyrics and what the song is about</li> </ul> <p><u>Spring 2: The Dragon Song</u></p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>- To know that improvisation is making up your own tunes on the spot</li> <li>- To know that when someone improvises, they make up their own tune that has never been heard before.</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- To know that a composition is music that is created by you and kept in some way. It's like writing a story.</li> <li>- To be able to talk about different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>Bass Drums Electric guitar Keyboard Organ Backing Vocals Pulse Rhythm Pitch Tempo Dynamics Texture Structure Compose Improvise Hook Riff Melody Reggae Pentatonic scale</p> <p><u>Spring 2: The Dragon Song</u></p> <p>Keyboard Drums Bass Pentatonic scale Pulse Rhythm Pitch Tempo Dynamics Texture Structure Compose Improvise</p>	<p><u>History of Music</u></p> <ul style="list-style-type: none"> <li>- To think about what the words of a song mean</li> <li>- To take it in turn to discuss how the song makes them feel</li> <li>- To listen carefully and respectfully to other people's thoughts about the music</li> </ul> <p><u>Spring 2: The Dragon Song</u></p> <p><u>Improvising</u></p> <ul style="list-style-type: none"> <li>- Using instruments, listen and play your own answer using up to two different notes.</li> <li>- Improvise using up to three different notes</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>- To help create at least one simple melody using up to five different notes.</li> <li>- To plan and create a section of music that can be performed within the context of the unit song.</li> <li>- To talk about how it was created.</li> <li>- To listen to and reflect upon the developing composition and make musical decisions about</li> </ul>
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		<p>Hook Melody</p>	<p>pulse, rhythm, pitch, dynamics and tempo.</p> <ul style="list-style-type: none"> <li>- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p>Knowledge &amp; understanding of the world</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>How has Ancient Greece Changed the World?</u></b></p> <p>In topic, our children will learn about the Ancient Greeks and will focus on the following:</p> <ul style="list-style-type: none"> <li>- Find out who the Ancient Greeks were and locate their civilisation</li> <li>- Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy</li> <li>- Compare and contrast the two city states of Athens and Sparta</li> <li>- Use primary and secondary sources to find out about daily life in ancient Greece</li> <li>- Investigate the lives and teachings of the ancient Greek scholars and philosophers</li> <li>- Explore how modern life has been influenced by the ancient Greeks</li> <li>- Investigate what Greece is like today by exploring its physical geography including weather, climate zones</li> <li>- Research what modern Greece is like by investigating the population</li> </ul>	<p>Climate/Weather Coordinates Human/Physical Equator Pottery Masks Comedy Tragedy Sculpture Civilisation Monarchy Democracy Oligarchy Athens Sparta God Goddess Cholar</p>	<p><b><u>History/Geography</u></b></p> <p><b><u>How has Ancient Greece Changed the World?</u></b></p> <p><b><u>Geographical skills:</u></b></p> <ul style="list-style-type: none"> <li>- Plotting physical features on different scale maps.</li> <li>- To use larger scale maps and know how to locate rivers, mountains and volcanoes.</li> <li>- To use a key.</li> <li>- Identify difference between aerial photograph and a map</li> <li>- Compare temperatures in different locations (Greece-Hedon/Hull)</li> <li>- To use charts to present geographical data.</li> <li>- Chronologically order key events throughout the history of Ancient Greece.</li> </ul> <p><b><u>Historical skills:</u></b> Children will:</p> <ul style="list-style-type: none"> <li>- Place Ancient Greece within a chronological framework with other time events that they have previously studied. Some children may use references to show which technology is available to them</li> <li>- Give reasons for historical events happening within this time period and offer causes and consequences</li> <li>- Analyse evidence from a period of history answering simple questions about its reliability</li> <li>- Ask a few relevant historical questions regarding the historical period being studied</li> </ul>



	<p>and various aspects of culture</p> <ul style="list-style-type: none"> <li>– Make comparisons to our local area</li> </ul> <p><b><u>RE</u></b></p> <p><b><u>Faith Founders: Who are the faith founders and what did they teach?</u></b></p> <ul style="list-style-type: none"> <li>– Who are the faith founders and what did they teach?</li> <li>– Ancient Greek Gods</li> <li>– Religious rules, beliefs and values.</li> </ul> <p><b><u>French</u></b></p> <p><b><u>Food Glorious Food / Family and Friends</u></b></p> <ul style="list-style-type: none"> <li>– To know the letters and sounds in the French language.</li> <li>– To explore and appreciate French songs and rhymes.</li> <li>– Know how to present ideas through talking.</li> <li>– To be able to read a few sentences and key words.</li> <li>– To know how to understand new words by using a dictionary.</li> </ul>	<p>Christianity Sikhism Judaism Islam Hinduism</p> <p>Manger Aimer Déguster Adorer Detester Ma famille Ma mère Mon père un chien Une maison</p>	<ul style="list-style-type: none"> <li>– Identify ways in which the studied historical civilisation impacted on modern life today</li> <li>– Identify at least two aspects of cultural, economic, military, political, religious and social historical changes as a result of the period and history being studied.</li> </ul> <p><b><u>RE</u></b></p> <p><b><u>Faith Founders: Who are the faith founders and what did they teach</u></b></p> <ul style="list-style-type: none"> <li>– Identify different faiths and compare similarities and differences</li> <li>– Identify key events in the lives of a faith founders.</li> <li>– Give examples of the teaching of a faith founder.</li> <li>– Compare rules, values and beliefs in their lives which may be similar to religious rules.</li> </ul> <p><b><u>French</u></b></p> <p><b><u>Food Glorious Food / Family and Friends</u></b></p> <ul style="list-style-type: none"> <li>– Identify letter sounds in another language and use them to help me understand.</li> <li>– Explore and appreciate the language through songs and rhymes.</li> <li>– Present ideas orally.</li> <li>– Read a few sentences and identify key words.</li> <li>– Develop understanding of new words by using a dictionary.</li> </ul>
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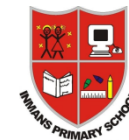
**Spring**

<p>SMSC</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Children are taught to recognise that assumptions, based on what someone may look like, can be made due to the influences that surround us. Similarly, children identify the relationship between making assumptions and bullying before identifying that assumptions, like first impressions, change.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>- Verbalise about a person who has faced difficult challenges and achieved success</li> <li>- Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> <li>- Identify a dream/ambition that is important to them</li> <li>- Imagine how they will feel when they achieve their dream/ambition</li> <li>- Face new learning challenges and working out the best ways for me to achieve them</li> <li>- Break down a goal into several steps and know how others could help me to achieve it</li> <li>- Be motivated and enthusiastic about achieving their challenges</li> <li>- Recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>- Manage the feelings of frustration that</li> </ul>	<p>Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Garden Decoration Dream Goal Team work Enterprise Design Cooperation</p>	<p><b><u>Dreams and Goals</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Express respect and admiration to people who have overcome obstacles (e.g. through disability).</li> <li>- Imagine how it will feel when they achieve a dream or ambition.</li> <li>- Manage their feelings and frustrations that may arise when obstacles occur.</li> <li>- Evaluate their own learning process.</li> </ul> <p>Can you feel your heartbeat and say why this changes when you exercise?</p> <ul style="list-style-type: none"> <li>- Identify things, people and places that I need to keep safe from.</li> <li>- Name some strategies for keeping myself safe including who to go to for help</li> </ul>
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**Spring**

	<p>may arise when obstacles.</p>		
	<p><b><u>Healthy Bodies</u></b></p> <p>Children are taught what impacts the body and how the body can be impacted differently by substances. Similarly, children will identify their own attitudes toward this and express how they feel.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> <li>- Understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>- Set themselves a fitness challenge</li> <li>- Verbalise my knowledge and attitude towards drugs</li> <li>- Identify how I feel towards drugs</li> <li>- 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</li> <li>- Express how being anxious or scared feels</li> <li>- Understand that, like medicines, some household substances can be harmful if not used correctly</li> <li>- Take responsibility for keeping myself and others safe at home.</li> </ul>	<p>Oxygen Heartbeat Lungs Heart Fitness Challenge Healthy Drugs Attitude</p>	<p><b><u>Healthy Bodies</u></b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Express the lifestyle they wish to lead</li> <li>- Offer reasons for this.</li> </ul>



**Spring**

<p>Scientific &amp; technological understanding</p>	<p><b><u>Science</u></b></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>- To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>- What is nutrition and what is the right type?</li> <li>- The difference between a Carnivores, Herbivores and Omnivores</li> <li>- The skeletons/muscles of humans and animals and their purpose/function.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Spreadsheets (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- To understand how to create a pie chart and bar graph</li> <li>- To understand the purpose of the 'more than', 'less than' and 'equals' tools</li> <li>- To understand the purpose of the Advanced Mode of 2Claculate and use coordinates.</li> </ul>	<p>Nutrition Carnivores Herbivores Omnivores Muscle Bone</p> <p>Pie chart Bar chart More than Less than Equals Coordinates Data Graph Investigation Present</p>	<p><b><u>Science</u></b></p> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>- To compare nutrition found in different foods.</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>- To be able to identify the difference between a bone and a muscle.</li> <li>- Use scientific language to name and describe bones/muscles.</li> </ul> <p><b><u>Computing</u></b></p> <p><u>Spreadsheets (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- Create a table of data on a spreadsheet</li> <li>- Use a spreadsheet program to create graphs and charts</li> <li>- Compare data using tools</li> <li>- Describe a cell location in a spreadsheet</li> <li>- Find specified locations in a spreadsheet.</li> </ul>
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**Spring**

	<p><u>Graphing (Unit 3.8)</u></p> <ul style="list-style-type: none"> <li>- To understand how to enter data into a graph</li> <li>- To understand how to pull answers from data to solve an investigation and present the results in graphic form.</li> </ul> <p><u>Coding (Unit 3.1)</u></p> <ul style="list-style-type: none"> <li>- Understand a range of vocabulary relating to object, action, output, control and event</li> <li>- To understand what a variable is in programming and know how one might be used</li> <li>- To know what debugging means</li> <li>- To understand the need to test and debug a program repeatedly</li> <li>- To understand the importance of saving periodically as part of the code development process.</li> </ul>	<p>Object Action Output Control Event Variable Debugging X and Y properties</p>	<p><u>Graphing (Unit 3.8)</u></p> <ul style="list-style-type: none"> <li>- Enter data for a graph</li> <li>- Solve problems using the data</li> <li>- Present data in a range of graphical formats.</li> </ul> <p><u>Coding (Unit 3.1)</u></p> <ul style="list-style-type: none"> <li>- Create a design that represents a sequential algorithm</li> <li>- Use flowchart design to create the code</li> <li>- Explain what object, action, output, control and event</li> <li>- Explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles</li> <li>- Make use of the X and Y properties of objects in their coding</li> <li>- Create an if statement in their program</li> <li>- Explain what a variable is in programming</li> <li>- Explain how they made objects repeat actions</li> <li>- Explain why it is important to save their work after each function.</li> </ul>
<p>Physical development</p>	<p><b><u>Physical Development</u></b></p> <p><u>Skip to the Beat (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- Explore different ways of skipping</li> <li>- Be aware of safety aspects concerned</li> </ul>	<p><u>Skip to the Beat (Unit 3.3)</u></p> <p>Cross over</p>	<p><b><u>Physical Development</u></b></p> <p><u>Skip to the Beat (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- Develop skipping techniques with control and balance</li> <li>- Practice techniques learned in previous years</li> </ul>





**Spring**

	<p>with skipping</p> <ul style="list-style-type: none"> <li>- Skipping techniques</li> </ul> <p><u>Groovy Gymnastics (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- Explore jumping techniques and link them with other gymnastics actions</li> <li>- Have knowledge of different ways to jump</li> <li>- Explore a variety of jumps</li> <li>- Select and adapt gymnastic actions to meet the task</li> </ul>	<p>Boxer style Ready In you go Now Compose Timing</p> <p><u>Groovy Gymnastics (Unit 3.3)</u></p> <p>Balance Cooperation Jumps Landing shapes Roll Shapes Teamwork Travel</p>	<ul style="list-style-type: none"> <li>- Observe and comment on others' performance</li> <li>- Compose a sequence of skipping moves</li> <li>- Perform skipping moves in a routine</li> <li>- Teach a partner your routine</li> </ul> <p><u>Groovy Gymnastics (Unit 3.3)</u></p> <ul style="list-style-type: none"> <li>- Use other skills learned to vary jumps</li> <li>- Link jumps into sequences</li> <li>- Use the skills learned to work as a group to create complex shapes at different levels</li> <li>- Improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music</li> <li>- Cooperate in a group</li> <li>- Use a different stimulus to create a sequence</li> <li>- Use all skills learned to develop a sequence</li> <li>- Analyse own and others' performances</li> </ul>
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<b><u>Guided Reading Text and other Linked Books</u></b>	<b><u>Previous Learning Links</u></b>	<b><u>Adaptations for SEND:</u></b>	<b><u>Key Questions:</u></b>
James and the Giant Peach Greek Myths- Pandora's box Theseus and the Minotaur	Local area Key vocabulary Human and Physical features	Using artefacts to generate discussion Visual stimulus. Noticing changes in their own bodies and tracking this.	What was Ancient Greece like? What exists of Ancient Greece today? How is Greece different to our location? What impacts has Ancient Greece had on our lives today? Where is Greece in comparison to the UK? Is Ancient Greece in the same place as Greece today?