Year 3 Curriculum Term 4

Topic Title: Gods and Mortals	
English	**Maths**
Non-fiction- PERSUASSIVE - A perfect Parrot for Sale Tool kit **Typical Structure (p193)** • Logical order • A series of points building one viewpoint • Paragraphs with topic sentence in introduction • Often includes images to attract attention **Typical language features (p193)** • Personal and direct, often informal (friendly) • Emotive sentence signposts • Opinions presented as facts • Use of imperative • Use of language that sounds good. Inc slogans • Weasel words (emotive language designed to deceive/give best impression) Fiction – ? WHOLE CLASS READING – Bill's New Frock Whole Class reading schedule: **Lesson 1**: 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text **Lesson 2**: 'Just read' Students will engage in independent reading of the assigned passages	Fractions **Understand the Denominators of Unit Fractions** • Recognise that the denominator represents the total number of equal parts in a whole. • Understand that a unit fraction has a numerator of 1. • Identify and interpret common unit fractions such as ½, ⅓, ¼, ⅕, and 1/10. **Compare and Order Unit Fractions** • Compare unit fractions with the same numerator by considering the size of the denominator. • Understand that as the denominator increases, the size of each fraction decreases. • Order unit fractions from largest to smallest and vice versa. **Understand the Numerator of Non-Unit Fractions** • Recognise that the numerator represents the number of parts being counted. • Differentiate between unit fractions (where the numerator is 1) and non-unit fractions (where the numerator is greater than 1). • Use representations such as bar models and number lines to illustrate non-unit fractions. **Understand the Whole** • Recognise that a whole can be divided into equal parts. • Understand that a fraction where the numerator and denominator are the same (e.g. 3/3 or 5/5) represents the whole. • Identify wholes in visual representations, such as fraction bars and number line models.

Courage   **Resilience**   **Honesty**   **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

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Lesson 3: 'Close Read' students will develop a deeper comprehension of the text's theme and characters.

Lesson 4: 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels.

Lesson 5: 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults.

Compare and Order Non-Unit Fractions

- Compare non-unit fractions with the same denominator by considering the numerator.
- Order non-unit fractions from smallest to largest and vice versa.
- Use visual representations to support comparisons, such as fraction walls and bar models.

Fractions and Scales

- Recognise and interpret fractions on a range of scales, including number lines and measuring equipment (e.g. rulers, weighing scales).
- Identify missing fractions on scales with equal intervals.
- Understand connections between fractions and real-world measurements.

7. Fractions on a Number Line

- Identify and place unit and non-unit fractions on a number line.
- Use number lines to demonstrate how fractions are positioned between whole numbers.
- Recognise fractions greater than one (e.g. 5/4 or 3/2) and place them correctly on a number line.

8. Count in Fractions on a Number Line

- Count forward and backwards in unit and non-unit fractions.
- Recognise the relationship between counting in fractions and whole number sequences.
- Understand how counting in fractions can lead to whole numbers (e.g. counting in quarters: ¼, 2/4, ¾, 1).

9. Equivalent Fractions on a Number Line

- Identify equivalent fractions using number lines (e.g. recognising that ½ is the same as 2/4 or 3/6).
- Understand that equivalent fractions represent the same value despite having different numerators and denominators.

- Use number lines to visualise and explain why two fractions are equivalent.

10. Equivalent Fractions as Bar Models

- Recognise equivalent fractions using bar models, such as showing that ½ is the same as 2/4.

- Use bar models to compare and explain equivalence.

- Apply knowledge of equivalent fractions to solve simple reasoning and problem-solving tasks.

Mass and Capacity

Use Scales

- Read and interpret scales accurately when measuring mass, capacity, and volume.

- Identify the intervals on different types of scales, including those marked in 1s, 2s, 5s, and 10s.

Measure Mass in Grams

- Accurately measure mass using grams (g) with appropriate measuring equipment.

- Understand when to use grams for measuring smaller objects.

Measure Mass in Kilograms and Grams

- Accurately measure and record mass in both kilograms (kg) and grams (g).

- Recognise that **1 kilogram = 1,000 grams**.

Equivalent Masses (Kilograms and Grams)

- Convert between grams and kilograms, recognising equivalent measurements (e.g. **2,500g = 2kg 500g**).

Compare Mass

- Compare the mass of different objects using mathematical symbols: <, >, =.

- Use reasoning to explain differences in mass.

Add and Subtract Mass

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- Perform **addition and subtraction of mass**, ensuring correct conversions between kilograms and grams where necessary.
- Solve practical problems involving mass in real-life contexts.

Measure Capacity and Volume in Millilitres

- Use appropriate equipment to measure and record capacity and volume in millilitres (ml).
- Understand when to measure using millilitres for smaller amounts of liquid.

Measure Capacity and Volume in Litres and Millilitres

- Recognise the relationship between litres and millilitres: **1 litre = 1,000 millilitres**.
- Measure and record volume and capacity using both units appropriately.

Equivalent Capacities and Volumes (Litres and Millilitres)

- Convert between litres and millilitres, recognising equivalent values (e.g. **2.5L = 2L 500ml**).

Compare Capacity and Volume

- Compare the capacity of different containers using mathematical symbols: **<, >, =.**
- Use comparative reasoning to justify which container holds more or less.

Add and Subtract Capacity and Volume

- Perform **addition and subtraction of volume and capacity**, ensuring correct conversions between litres and millilitres where necessary.
- Solve real-life problems where liquid amounts need to be added or subtracted.

RE	PSHE
•I can describe Sikh worship and suggest the significance of each part of it. • I can make clear links between the teachings of the Guru Granth Sahib and seva. • I can describe some of the same / different things Sikhs' do which show equality in the Langar.	<u>Don't Hold On To What's Wrong</u> • **Be the best you can be**: The importance of forgiveness • Magic water: Demonstrating the effects of saying sorry • Play it out: Considering different ways to respond to scenarios

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• I can explain what happens at Vaisakhi and why Sikhs' celebrate it.

• I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.

Knowledge building blocks:

Pupils will learn:

• Sikhs can worship at any time or day, at home or in the Gurdwara.

• Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures

• Sikh people respect and regard The Guru Granth Sahib as a living Guru.

• The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God'

• All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service.

• Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.

- Balloon Blast: Demonstrating the benefits of letting go of hurt
- Marble Jar: Discussion around how trust is built and betrayed
- Who am I? Recognising and challenging stereotypes (Reflection and self-evaluation)

Music	PE

Musicianship:

-Tempo: 92 bpm (Andante, a walking pace)

-Time Signature: 4/4 (4 crotchets in every bar)

-Simple rhythmic patterns using minims, crotchets, quavers and their rests

-Key Signature: A minor (no sharps/flats)

-Simple melodic patterns using the notes A B C

-Improvising – G A B C D

Listen and Respond: Selection of songs (see overview)

Singing: Selection of songs (see overview)

Playing: Glockenspiel/ Recorder – C D E F G A B – (4 parts)

Improvising and composition: 1,2,3 or 5 notes – C D E G A / 3 notes – G A B

Performing: Perform and share what has taken place in the lesson

Teacher Led PE: Hockey

- To grip the hockey, stick correctly
- Begin to Keep control of the ball whilst moving in different directions
- To use a basic block tackle
- Send and receive a pass successfully
- Pass into a space or move into a space

Total Sports Coaches:

Outdoor Adventure

- Decision Making
- Orienteering
- Maps, Symbols and Strategies

French	Computing

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Unit 4- J'ai six ans asking and saying your age	Data and Information – Branching Databases Spring Term 2 ▪ To create questions with yes/no answers ▪ To create a branching database ▪ To explain why it is helpful for a database to be well structured ▪ To identify objects using a branching database ▪ To identify the object attributes needed to collect relevant data ▪ To compare the information shown in a pictogram with a branching database

Connected Curriculum

History

Substantive Knowledge	Disciplinary Knowledge
Ancient Greece **What is Ancient Greece?** Ancient Greece was a civilisation that existed from around 800 BC to 146 BC. It was made up of city-states, the most famous being Athens and Sparta. **Major Achievements of the Ancient Greeks** **Democracy** Athens was the first city to develop a form of democracy, allowing citizens to vote on important issues. This idea of democracy influences modern governments today. **Philosophy** Great thinkers like Socrates, Plato, and Aristotle explored ideas about life, knowledge, and ethics. Their ideas are still studied and discussed in schools and universities around the world. **The Olympic Games** The first Olympic Games were held in 776 BC in Olympia. The games promoted physical fitness and competition and are celebrated worldwide today.	**How Historians Study Ancient Greece** Primary Sources: These are original documents or artefacts from Ancient Greece, such as pottery, coins, and writings. Secondary Sources: These are interpretations and analyses of ancient Greek history by later historians. Chronology: Knowing the timeline of events helps us understand the progression of ancient Greek achievements. **How Historians Investigate** Observation: Look carefully at artefacts and exhibitions. Questioning: Formulate questions to deepen understanding, such as "What was this used for?" or "Who created this?" Recording Information: Draw and take notes about observations and insights. Critical Thinking: Discuss how artefacts give clues about daily life in Ancient Greece. **Skills Development** Research: Use museum resources and expert talks to gather information. Collaboration: Work with peers to discuss findings and share ideas. Communication: Present findings through drawing, notes, and discussions with the class.

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Art and Architecture

The Parthenon in Athens is an iconic example of ancient Greek architecture.

Greek sculpture and pottery set the standards for beauty and realism in art.

Science and Mathematics

Figures like Pythagoras and Archimedes made important discoveries in maths and science.

Their work laid the foundation for modern science and mathematics.

Influence on the Wider World

The principles of democracy from Ancient Greece are used in many countries today.

Greek mythology and stories influence literature, films, and art.

The architecture of ancient Greece inspires many buildings around the world today.

Endpoints

1.   Explain the significance of key achievements of the Ancient Greeks.

2.   Recognise how Ancient Greece has influenced modern society.

3.   Discuss the importance of democracy and philosophy in today's world.

History Detectives

Important Artefacts

Pottery: Everyday items, decorated with intricate designs. Used for storage, carrying, and serving food and drink.

Statues: Depictions of gods, heroes, and notable people, often made from marble or bronze.

Coins: Used for trade, showing the importance of commerce.

Weapons and Armour: Tools for war, showcasing the military strength of city-states like Sparta.

Understanding Timeline Creation:

A timeline shows events in the order they happened.

Each event is placed according to when it occurred, helping us understand history.

How to Create a Timeline:

Find important events and their dates.

Put them in the right order from the past to the present.

Write a short description for each event.

Historical Skills

Source Analysis: Evaluate the reliability of different sources (books, artefacts, images).

Comparative Analysis: Contrast the lives of rich and poor citizens of Ancient Greece.

Record Keeping: Document findings in varied forms (drawings, labels, notes).

Investigative Techniques

Questioning: What questions do we want to answer about Ancient Greek lives?

Research: How to gather information from a range of sources?

Reflection: How did the lives of Ancient Greeks impact our world today?

1.   British Museum - Ancient Greece
2.   BBC Bitesize - Ancient Greece
3.   National Geographic Kids - Ancient Greece
4.   History for Kids - Ancient Greece

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Endpoints

1. Describe key aspects of Ancient Greek life and culture based on artefacts.

2. Identify and analyse different types of artefacts and their purposes.

3. Formulate and ask questions that lead to deeper understanding.

4. Present findings to peers using sketches and written notes.

Timelines

Key Events and Dates

First Olympic Games (776 BCE)

Location: Olympia

Description: An important sports competition held every four years to celebrate the god Zeus.

First Persian War (499-490 BCE)

Description: A fight between the Greek city-states and the Persian Empire. The Greeks wanted to stay free.

Battle of Marathon (490 BCE)

Description: A famous battle where the Athenians won against a larger Persian army. The story of Pheidippides running to tell the news begins here.

Peloponnesian Wars (431-404 BCE)

Description: A long war between Athens and Sparta. It made both cities weaker.

Reign and Death of Alexander the Great (336-323 BCE)

Key Figure: Alexander III of Macedon

Description: A powerful leader who conquered many lands. He died when he was only 32 years old.

Discovery of Displacement by Archimedes (c. 250 BCE)

Key Figure: Archimedes

Description: A smart thinker who discovered how things float. His ideas are important in science.

Invasion of the Romans (c. 146 BCE)

Description: The Romans took control of Greece, which changed how the city-states worked.

End of the City-States (c. 300 BCE onwards)

Description: City-states like Athens and Sparta became less important because of Roman rule.

Endpoints

1.   Identify important events in Ancient Greek history.

2.   Explain why these events are significant.

3.   Understand how Ancient Greece has influenced the world today.

Everyday Life in Ancient Greece

Daily Life in Ancient Greece

Rich Citizens (Upper class):

Lived in large homes with multiple rooms and courtyards.

Enjoyed luxuries like fine clothes, large meals, and entertainment (theatre, festivals).

Had slaves to manage household tasks and farm.

Poor Citizens (Lower class):

Lived in small, simple homes with minimal furniture.

Worked as farmers, laborers, and in trades.

Less access to education and cultural activities.

Common Features of Ancient Greek Life

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Food: Common diet consisted of bread, olives, cheese, and wine. The rich had access to more varied and luxurious foods.

Clothing: Rich wore fine tunics and cloaks (chlamys) while the poor wore simpler versions made from rougher materials.

Family Structure: Male heads of households had significant power, while women and children's roles were more domestic.

Education: Boys from wealthy families received formal education; girls were usually not educated formally.

Endpoints

1.   Describe the differences between the lives of wealthy and poor ancient Greeks.

2.   Use a variety of sources to gather and interpret information about Ancient Greece.

3.   Present their findings creatively (drawings, written notes).

Famous Greeks

Plato

When He Lived: About 427 - 347 BC

What He Did: Founded the Academy in Athens, a school for learning.

Famous Works: "The Republic", "The Symposium"

Fun Fact: Plato loved to write stories with lessons.

Aristotle

When He Lived: About 384 - 322 BC

What He Did: Studied many subjects like science and philosophy.

Famous Works: "Nicomachean Ethics", "Politics"

Fun Fact: He taught Alexander the Great.

Parmenides

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When He Lived: About 515 - 450 BC

What He Did: Started the Eleatic school's ideas about thinking and reasons.

Famous Works: "On Nature"

Fun Fact: He believed that our thoughts shape reality.

Archimedes

When He Lived: About 287 - 212 BC

What He Did: Discovered important ideas in math and physics.

Famous Works: "On the Sphere and Cylinder"

Fun Fact: He invented the Archimedes screw to move water.

Pythagoras

When He Lived: About 570 - 495 BC

What He Did: Known for the Pythagorean theorem in math.

Famous Works: No written works; his ideas were shared by followers.

Fun Fact: He believed numbers were very important in life.

Alexander the Great

When He Lived: About 356 - 323 BC

What He Did: Became a great leader and conquered many lands.

Famous Works: No written works; he is remembered for his battles.

Fun Fact: He spread Greek culture around the world.

Endpoints

1.   Create and explain their Top Trumps cards about each famous Greek figure.

2.   Discuss the achievements and significance of each individual in a group setting.

3.   Recognise the continued influence of these figures in modern society.

Geography

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Substantive Knowledge	Disciplinary Knowledge
Ancient Greece Ancient Greece was divided into smaller city-states, each with its own government, laws, and way of life. The main city-states in ancient Greece were Athens, Sparta, Corinth, Thebes, and Delphi. Ancient Greece is surrounded by the Aegean Sea, Ionian Sea, and Mediterranean Sea. Important geographical features include the islands of Crete, Rhodes, and Cyprus, as well as mountains such as Mount Olympus and Mount Parnassus. Disciplinary Knowledge **Endpoints** 1. Identify the main city-states of ancient Greece on a map. 2. Explain the significance of each city-state in ancient Greek history. 3. Describe the importance of geographical features in shaping ancient Greek culture and society. **Locating the Labyrinth** Location and Shape of Crete: Crete is the largest Greek island located in the eastern Mediterranean Sea. It is known for its varied terrain, including mountains, gorges, and beautiful beaches. The shape of the island roughly resembles a footprint. The Palace of Knossos: The Palace of Knossos is an ancient archaeological site located near Heraklion, the capital of Crete. It is considered the most important archaeological site of the Minoan civilization. The palace complex features intricate architecture, including grand staircases, frescoes, and a labyrinth.	**Reading Maps** Maps are visual representations of the Earth's surface. Maps use symbols and colours to represent features like seas, mountains, and cities. Reading maps helps us understand the geography and history of different places. **Key Geographical Features of Ancient Greece** Aegean Sea: Located to the east of Greece, the Aegean Sea was crucial for trade and transportation. Mount Olympus: The highest mountain in Greece, believed to be the home of the Greek gods. Peloponnese Peninsula: A large peninsula in southern Greece connected to the mainland by the Isthmus of Corinth. **Maps**: Use world maps to locate Crete and understand its relative position to other countries and bodies of water. **Sketch Map**: Create a simple sketch map to illustrate the shape of Crete and identify key landmarks like the Palace of Knossos. **Research**: Use travel brochures and websites to discover why modern-day travellers are attracted to Crete. **Critical Thinking**: Explore the myth of the Minotaur's labyrinth at the Palace of Knossos and consider whether it could have really existed.
	• BBC Bitesize - Ancient Greece • DK Find Out - Ancient Greece • National Geographic Kids - Ancient Greece Facts • Ancient History Encyclopaedia - Ancient Greece • The British Museum - Ancient Greece • Visit Greece - Crete • British Museum - Knossos • Smithsonian - Myth of the Minotaur

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Endpoints

1. Identify the location of Crete on a world map.
2. Describe the Palace of Knossos and its significance.
3. Investigate why Crete is a popular destination for travellers.
4. Discuss whether the Minotaur's labyrinth is a myth or reality.

Art

Substantive Knowledge	Disciplinary Knowledge
Greek Patterns Ancient Greek Pottery: Understand the significance of pottery in Ancient Greek culture, including its uses and importance in everyday life and ceremonies. Patterns and Designs: Explore the various patterns and designs commonly found on Greek plates and pots, such as geometric shapes, mythical creatures, and floral patterns. Materials and Techniques: Learn about the materials used in making Greek pottery, such as clay, and the techniques employed in decorating them, such as slip painting and black-figure and red-figure painting. **Endpoints** 1. Sketch scenes and patterns from Greek plates and pots. 2. Identify connections between the images and Greek myths and legends. 3. Appreciate the cultural importance of these artifacts in ancient Greece.	**Sketching Scenes:** Use pencils or sketching materials to draw scenes from Greek pottery, focusing on details and patterns. Practice sketching different mythological scenes or characters inspired by Greek myths. **Patterns and Designs:** Analyse the patterns on Greek plates and pots, identify repeated motifs, and try recreating them in your own artwork. • The British Museum - Ancient Greek Pottery • BBC Bitesize - Greek Myths and Legends

Design and Technology

Substantive Knowledge	Disciplinary Knowledge
Pandora's Box **Size**: Approximately 30cm x 20cm x 15cm would be a suitable size for a Pandora's box. **Opening/Closing**: The box could have a hinged lid that opens and closes smoothly. **Lock**: Consider adding a simple lock or latch for added mystery and security.	**Sketching and Planning:** Create initial sketches of the Pandora's Box design. Consider the size, shape, and functionality of the box. **Materials and Tools:**

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Colours/Decorations: Choose colours and decorations that represent mystery and hope, such as deep blues, gold accents, and intricate patterns.

Special Features: You could make the box special by incorporating hidden compartments, secret messages, or reflective surfaces.

Endpoints

1. Design a detailed plan for a Pandora's Box, showcasing creativity and thoughtfulness
2. Construct a prototype of the Pandora's Box using suitable materials
3. Reflect on the design process and make improvements based on feedback

Choose appropriate materials such as cardboard, wood, or plastic.
Select the necessary tools like scissors, glue, and paint.

Construction Techniques:
Assemble the box using cutting, folding, and joining techniques.
Attach hinges for the opening and closing mechanism.

Decoration and Personalisation:
Add colours and patterns to decorate the box.
Personalise the box with meaningful symbols or designs

- BBC Bitesize - Greek Mythology
- National Geographic Kids - Pandora's Box

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